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**Novice Teachers Coping with Disciplinary Flaws in
EFL Classrooms: An investigation of the Secondary
Level at Ain -Temouchent**

*An Extended Essay Submitted in Partial Fulfillment of the Requirements for a
Master's Degree in Linguistics*

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Dedications

I dedicate this humble research work to my parents for their endless support, to my sisters Malika and Ibtissem who have always loved me unconditionally and to my brothers, my aunts whom I am truly happy for having them in my life and to my lovely nieces Tessnim, Ranim and Meriem and my nephew Haithem. I also dedicate this researchwork to my friends Wided, Hayet, Ikram and Karima who have always been a constant source of inspiration and encouragement during the challenges of my whole studies' career.

Kada Guenaoui Nebia Anissa.

I dedicate this humble research work to my parents, to my lovely husband Miloud who has encouraged me to pursue my studies over a number of years, to my sisters: Zahira, Souad and Bakhta for their endless support. I would also like to dedicate this research work to my best friends Zahira and Karima who have always been an inspiration for me.

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The main purpose of this research work is to investigate the most common challenges that novice EFL teachers face during their initial years, and more particularly new teachers working at Abi Dar El Ghafari secondary school in the community of Hamam Bouhdjar. We have collected data through the use of two distinct research instruments, namely a questionnaire and classroom observation. The questionnaire has been administered to EFL pupils, whereas classroom observation has been designed to both EFL novice teachers and learners. The data gathered from this inquiry have been examined and analyzed both quantitatively and qualitatively, and, therefore, the results obtained have revealed that EFL novice teachers suffer intensively during the early five years of their teaching experience, and the central flaw lies within the disruptive behaviour from the part of learners. Moreover, the negative outcomes resulting from our inquiry are directly related to the idea that EFL new teachers should go through training programmes before they engage in the teaching profession, and finally, some useful solutions and recommendations have been proposed in order to improve beginners' teaching methods.

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List of Abbreviations

EFL: English as a Foreign Language.

%: Percentage.

PRESETT: Pre-service Teachers Training Programmes.

INESETT: In-service Teachers Training Programmes.

CM: Classroom management.

NT: Novice teacher.

Q: Question.

H: Hypothesis.

General Introduction

Teaching the English language is considered as one of the challenging tasks in most schools around the world and more precisely in the Algerian community. Today, teaching English in an increasingly complex activity characterized by a set of principles, instructions and strategies to be implemented by teachers whose role is crucial for the development of a given society. More particularly, novice teachers are considered as special groups in the profession since they constantly face big challenges, especially during their first years of their professional career; these challenges can be represented through, disciplinary problems, lack of experience and lack of motivation.

At first time, an EFL novice teacher enters the classroom with great hope, motivation and high expectations; however, he/ she encounters many flaws in his/ her first professional years, and the issue that can be raised here should be relative to the teacher's experience. Indeed, EFL new teachers can cope with pupils' problems using some effective solutions.

The purpose of this study is to understand and determine the difficulties that EFL beginning teachers confront during their first years of their professional career. Thus, the aim of our research work is not limited in looking for EFL novice teachers' first year problems, but also in testing the major causes that stand behind these related issues and find out some possible solutions to these considerable flaws.

Teaching a foreign language is not an easy task, and being a novice teacher is a lofty mission requiring more confidence and hard work. Nowadays, teaching has become quite intricate, especially for EFL novice teachers who, as already mentioned, face complicated issues in teaching. Therefore, our research work will provide new EFL teachers with the key elements to be more effective in class by proposing some credible solutions for the usual problems they confront in their professional career.

Our study, therefore, will be guided by the following research questions:

Q1- What kind of disciplinary problems are detected inside class?

Q2- Which factors stand behind pupils' disciplinary flaws?

Q3- How do novice teachers cope with pupils' disciplinary problems inside class?

Trying to answer these questions, the following hypotheses have been established.

H1- EFL pupils may show a kind of misbehaviour such as laughing, teasing, name-calling, and interrupting sessions through asking irrelevant questions.

H2- Disciplinary problems may be related to different factors, some of which are psychological and social.

H3- Although EFL novice teachers are new in the field of teaching; they tend to manage their pupils' disciplinary problems by following some tactical strategies.

In this study, we will gather data through the use of two different research tools, namely, a questionnaire and classroom observation. New EFL teachers' issues during their first years of teaching and the reason behind these problems will be tackled. We will also suggest some effective solutions as regards these flaws.

Our major purpose is to find out the central problems that are confronted by EFL novice teachers through the above cited research tools, and these will help us answer the research questions, test the hypotheses and serve the purposes of our study. Our target population consists of second year EFL pupils of Abi Dar's Ghafary secondary school at Ain-Temouchent.

This humble research work is divided into four chapters. The first chapter is devoted to novice teachers and some related issues such as lack of experience, disciplinary problems, relationships between teachers and pupils, pupils with bad

behaviour, emotional stress, etc. The second chapter will deal with the main factors behind pupils' disciplinary problems and the third chapter will focus on how EFL novice teachers cope with pupils' disciplinary flaws inside the classroom.

Concerning the last chapter, it is completely devoted to the analysis and interpretation of the data collected. We will describe and discuss the results obtained using a mixed method approach, and some recommendations and suggestions will be listed.

Chapter One

Novice Teachers and Some Related Issues

1.1 Introduction

Annually, many students graduate to start teaching and are considered as novice teachers. In fact, a considerable number of teachers leave their jobs in the first years of their career around the world. Most frequently, novice teachers need some helpful feedback in their first years from experienced colleagues since they confront many problems in their professional career such as stress and pupils' misbehaviour.

As such, misbehaviour inside the classroom has always been a major concern for novice teachers and educators, especially when there has been signs that the trouble is getting worse rather than improving. Unintentionally, school discipline may paradoxically boost pupils' misbehaviours .particularly with pupils who do not like, or are not interested about their schooling .These pupils may be away from school, and suspension and expulsion may have unintended consequences of promoting these pupils' use of unsuitable behaviour to provoke disciplinary actors that will allow them to stay out of school.

Those who may stay out of school are viewed as highly aggressive pupils and who are hyperactive or lacking in social skills .Some pupils think that time off from school is an exemption from discouraging or stressful experiences at school. Moreover, when a pupil receives compliment from peers for the action that was dissatisfying to the teacher, he/she experiences social rewards that may defeat the obstructive effect of the punishment and may exacerbate misbehaviours.

1.2 Definition of a novice teacher

A novice teacher is known as someone who is teaching for the first time (Farrel, 2012). He/she can also be defined as a teacher with less than three years of teaching experience, and for whom the teaching model tends to focus on existence and establishing basic classroom routines (Huberman, 1993).

There is no unanimity on how many years are necessary to be an experienced teacher. Some scholars consider; a novice teacher is considered as a teacher with less than five years of teaching experience (Kim & Roth, 2011), whereas others indicate that a novice teacher is a teacher with two years of teaching experience or less (Haynes, 2011). Actually, a novice teacher is the one who possesses two years or less of teaching experience.

1.3 Characteristics of a novice teacher

The identification of novice teachers' characteristics is about the different stages of development that he/ she passes through, and how he/ she performs while teaching. Therefore, the lack of experience, knowledge and skills are represented as follows:

1.3.1 The first characteristic

Novice teachers' planning is guided by rules and models. As Dreyfus: 1986 points out: "These rules are often devoid of context"¹. This is why novice teachers often have problems implementing their plans in the classroom when there are many contextual elements affecting the general direction of the lesson.

1.3.2 The second characteristic

The second characteristic consists in that novice teachers are much less efficient in their lesson planning. They spend a lot of time doing this task, and, therefore, their

¹ Amy B. M. Tsui, - Understanding Expertise in Teaching: Case Studies in ESL Teaching, Cambridge University Press P29-30

planning is not quite effective. It seems if that they need some efforts to succeed in such a task, for they are not like expert teachers who can rely on routinized behaviour.

1.3.3 The third characteristic

Novice teachers are not flexible enough in planning; they are not ready to make changes to their plans, a context which is very often taken as something external and ignored.

1.3.4 The fourth characteristic

The fourth characteristic consists in the planning thoughts of novice teachers which are determined by a lack of experience and background. When they plan, they need help from an expert teacher along with his teaching methods, strategies and the context including expectations of the principal, colleagues as well as parents because a novice teacher is always under the administrators' eyes.

1.4 Issues relating to novice teachers professional career

New teachers are particularly unprepared for dealing with the problems that may face in their professional career because they are new in the field of teaching and some of these will be discussed below:

1.4.1 Relationships between teachers and pupils

The teacher's role is vital for effective language learning .Thus, to create secure environments and give pupils confidence to work without pressure and become motivated to learn, it must be a kindly and supportive relationship, especially when

pupils are exposed to positive emotional stimuli (Nielson & Lorber, para, 2009: 9). Pupils feel activated and stimulated to learn and effectively collaborate with teachers when the classroom is running in a safe and supportive environment.

Teachers can contribute positively by providing classroom contexts that encourage pupils' motivation and learning, by addressing pupils' learning needs and by serving a regulatory function for the growth of emotional, behavioural, and academic skills. Teachers can impact pupils' social and intellectual experiences via their abilities to ingrain values in learners such as the motivation to learn. Furthermore, supportive relationships with teachers may play a remarkable developmental role through the transition and over the secondary school. However, evolving relationships with an early adolescent presents unique challenges to secondary school teachers

Pupils' success and failure can be directly linked or indicated to a teacher's effectiveness and the manner of leading and managing his/her classroom, and the way he/she communicates and motivates pupils to learn. The effective relationships between pupils and teacher encourage greater confidence and classroom engagement in much the same manner as sensitive parenting encourages a greater sense of security and confidence. When teachers believe in pupils' ability to succeed, this encourages them because learners do not want their teachers to let them down, and this also makes pupils believe that they are more eligible than they imagined.

1.4.2 Pupils with bad behaviour

Pupils' misbehaviours are ranging from infrequent to frequent and mild to severe. This is a thorny issue in everyday classrooms such as disruptive talking, interfering with teaching activities and clowning, chronic avoidance of work, harassing classmates, rudeness to teacher, verbal insults, defiance, and hostility. Teachers usually report that these annoying behaviours in the classroom are unbearable and

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stress- provoking to manage the classroom since they have to spend a great deal of time and energy.

Obviously, pupils' misbehaviour retards, and impedes pupils' learning process including their classmates and it also creates smoothness and in effectiveness in the teaching process. Furthermore, some research findings have shown that actions of misbehaving, not only escalate with time, but also lower academic accomplishment and increase misdemeanant behaviour. It is important to identify what exactly are these behaviours inside classroom to reduce these prompt and gradual adverse effects of misbehaviour.

New teachers must find ways to build rapport and plan a curriculum that interests pupils while promoting positive administrator-teacher-pupil relationships, create a caring classroom climate and conduct teacher self-evaluations. Building a rapport with pupils can be hard for novice teachers, especially if their pupils are widely different from them. Variation in background and world's view can render it tough for novice teachers to bridge the space and get to know their pupils.

1.4.3 Emotional stress

There are many personal, environmental and professional factors that sometimes plot to make the first year of teaching tough, especially for a novice teacher who teaches for the first time with no previous background and no experience when teaching EFL pupils. Since the beginner is not a native speaker, there is no doubt that he/ she will face some difficulties. These include pressures on new responsibilities for education, transition from student to education, inadequate teaching tasks, isolation and non-supportive school cultures and educational challenges. Stress is a self-response based on an individual personality and physiology, and even small events or changes can be overwhelming.

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When we talk about people who suffer from stress, we usually talk about the tight, negative influence of stress but Selye, 1956 also argued that not all stress is bad. The idea of disorder or cheerful stress was presented to describe the temptation and other positive effects that we may feel under intermediate pressure and the concept of fanaticism or neutral stress to describe stress that has neither positive nor negative effect. Even positive events that require an individual to adapt to change can produce stress.

1.4.4 Teachers' lack of experience

All novice teachers will face radical changes in professional and personal lives in their challenging first year in the profession, even if they succumb different experiences. Confronting with the real instructional situations starts with novice teachers' entering the classroom (Feiman-Nemser, 2001). The experiences gained in pre-service education create a basis and provides practice in teaching. Therefore, the EFL novice teachers learn how to teach in the first year when they enter the classroom (Wideeen, Mayer-Smith & Moon, 1998).

Everything is new for a novice teacher such as things to do during the first day, pupils' interests, resources and many other factors; that is why the teaching profession is often requiring dramatical changes in personal lives, support groups, social environment (Barbara & Grady, 2007).

There is a multi-number of questions to answer when considering novice teachers such as: 'What should I teach?', 'How should I evaluate the pupils?', 'What are the expectations of the principals?', etc. These and similar questions cover many points such as programme, instruction, evaluation, management and school culture (Feiman-Nemser, 2003). The factors that make the first year tough are distinctive. One of these factors can be listed as a career transition with new and demanding responsibilities. The expectations of pupils, colleagues and administrators make the profession more challenging; they also make novice teachers under the pressure of full-time teaching which can be challenging without enough support. High

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expectations, career transitions along with changes in interpersonal relationships cause the feeling of loneliness which renders a novice teacher isolated in the first year (Barbara & Grady, 2007).

Thus, apart from the challenges that an experienced teacher face, it can be said that novice teachers are special groups in the teaching profession who face diverse challenges. Novice teachers have some learning needs that cannot be acquired in advance or be learned outside of the learning environment (Feiman-Nemser, 2003). In addition to being new in their career, the intricacies of the teaching within itself leave novice teachers alone with many flaws and doubt. Each novice teacher can have several experiences in the early years, but they mostly live common troubles and anxiety concerning the profession (Michel, 2013).

The challenges faced by novice teachers are different, especially when planning lessons, managing their classrooms and so on (Dickson, Riddlebarger, Stringer, Tennant & Kennetz , 2014). The problems experienced by novice teachers in the profession can be listed as follows, the first problem is related to the fact of being inexperienced, social pressure on new teachers, a mismatch between theory and practice, in addition to desire to do many things and fear of discipline (Yalcinkaya, 2002).

1.4.5 Classroom management

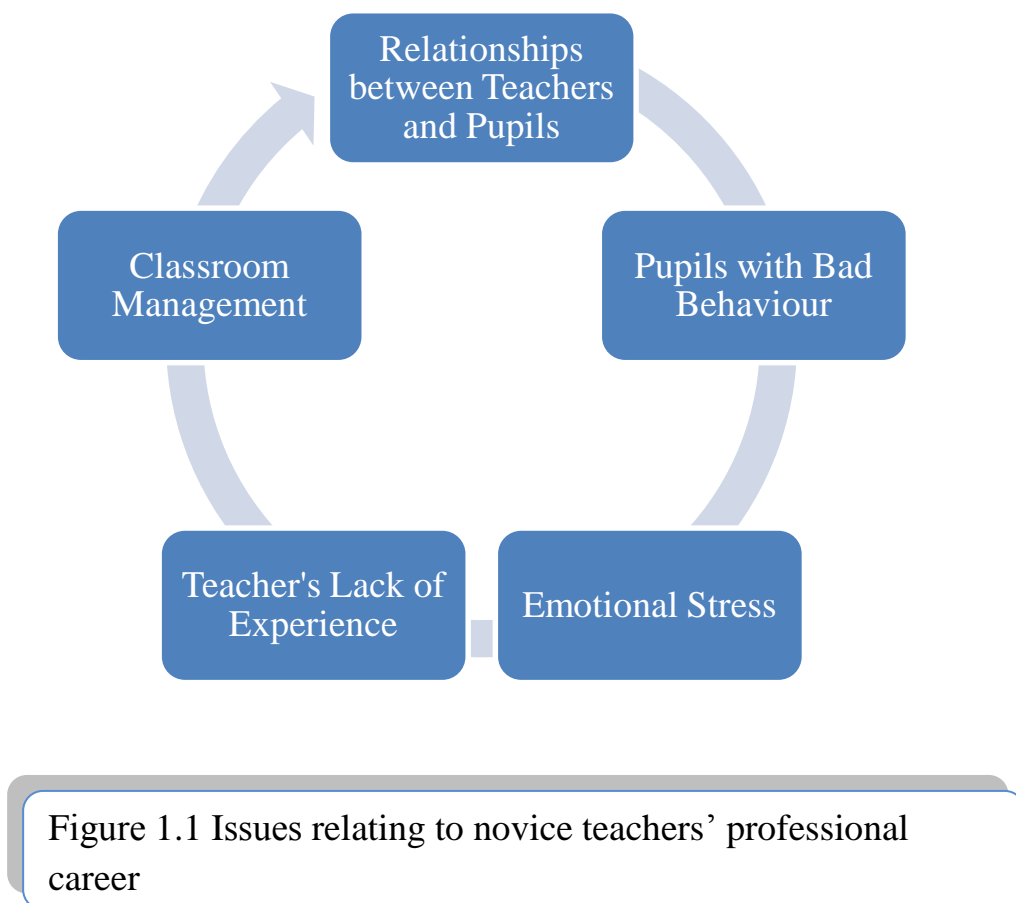
Classroom management does not represent tips and tricks. It is a way of organizing resources and pupils, so that teaching and learning can process in an active and safe manner. It is an ongoing interaction between teachers and their pupils. Moreover, Weinstein (2006:4-5) defines classroom management as “the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning”.²

² Korpershoek, Hanke; Harms, Truus; de Boer, Hester; van Kuijk, Mechteld; Doolaard, Simone (2014: 7) Effective classroom management strategies and classroom management programs for educational practice , University of Groningen.

Chapter One: Novice Teachers and Some Related Issues

“Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students’ attention to lessons and engagement in activities)” (Brophy: 2006:17).

Evertson and Weinstein’s (2006) definition of classroom management provides the most exhaustive description of what classroom management entails; as such, teachers play an important role in establishing effective discipline and management towards the classroom.



This figure summarizes all what has already been discussed and is related to the main problems that novice teachers face in their professional career.

1.5 Disciplinary problems inside the classroom

Discipline is a rudimentary ingredient that plays a crucial role in a school system and which insists on upholding the moral values of pupils. It comprises a wide spectrum of meaning, well from the negative or positive perspective. However, it is humans' immune to always focus on the negative smell and that would be considered a popular issue if it involves an individual or a group that claims an intimate relationship within a society. Pupils' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes.

Discipline problems have been identified by Arbuckle and Little (2004) as “an activity that causes distress for teachers, interrupts the learning process and that leads teachers to make continual comments to the student”³. Therefore, pupils' behavioural problems are also thought to be a leading contributor to novice teachers' stress and attrition. Serious breaches of school discipline policy can have profound negative effects on teachers.

Novice teachers subjected to abuse or intimidation report experiencing fear for their safety, lack of sense of dignity at work, intense feelings of anger, humiliation or shame, isolation and depression. Some teenagers may never reveal the nature of the incident or its impact on them. In such cases, the confidence of the new teacher has been undermined; his/her sense of personal safety violated and the perpetrator has not been sanctioned. (Slavin, R.E:2003). Basically, discipline problems occur when pupils

³ Arbuckle. C and Little. E. (2004). “Teachers' perceptions and management of disruptive classroom behavior during the middle years (years five to nine),” *Australian Journal of Educational & Developmental Psychology*, vol. 4, (pp 59–70).

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refuse to obey rules of the classroom or school. In the same case, Stewart (1998) refers to classroom discipline problems as “students’ misconduct to disciplinary violations in school, for instance, tardiness, vandalism, fighting, stealing, and drinking on campus”. Therefore, these abusive behaviours interrupt teachers’ work rather than facilitate learning and build kind relationships.

Rules that deal with human actions will eventually be broken and require some sort of punishment. The concept of matching the punishment with the rule violation requires that the rules should be presented in written format and that the punishment for violations should be specified.

1.6 Types of discipline problems

There are many types of disciplinary problems in the classroom, things like bullying, disrespect, aggression and defiance. Though some classroom management issues result from teachers’ lack of a plan, many come from issues pupils bring with them into the classroom.

1.6.1 Common disciplinary problems

McManus (1995) lists several types of misbehaviours which make the work of educators’ management of disciplinary problems in secondary schools difficult. These contain of repeatedly asking to go to the toilet, missing lessons, escaping , smoking in the toilets, fighting or playing matches in class, leaving class early, making rude remarks to the teacher , talking when the learner is supposed to be writing, being smutty with the teacher, chasing one another around the classroom, packing up early, as if to leave,

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taking the teacher's property, wearing awkward clothing and make-up, threatening the teacher, leaving class early and commenting on the lesson.

There exist other types of disciplinary problems which may lead to a learners' suspension such as, defiance of school authority, class disruption, truancy, fighting, the use of profanity, damaging school property, dress code violations, theft, and leaving campus without permission.

1.6.2 Severe disciplinary problems

One of the major discipline problems are when pupils carry weapons and other serious cases of learners' violence which include the burning down of classrooms, setting fire to educators' cars, attacking educators and principals. Moodj as cited in Smith:1999, distinguishes the kinds of wrongdoers in school as those making themselves guilty, and their misbehaviour includes the following: Verbal violence (name-calling, bullying) and extra dangerous behavior contains vandalism, theft, blackmail, extortions, or using a weapon on the school premises, planned violence which includes physical violence with weapons in or outside the school, and even the sexual harassment of girls.

1.6.3 Analyzing disciplinary problems

Some of indiscipline among secondary school pupils can be analyzed as mentioned below:

- Truancy: This is irregular attendance in school or classes with many factors within or outside the school building and peer group influence.

- Absenteeism: This may result from the type of leadership gained at school.

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- Fighting: pupils fighting at the secondary school level are very low in self-esteem.
- Stealing: This is the removal of another person's property without his permission.
- Drug addiction: It is one of the most dangerous and most common school disciplinary problems. It means taking drugs without prescription.

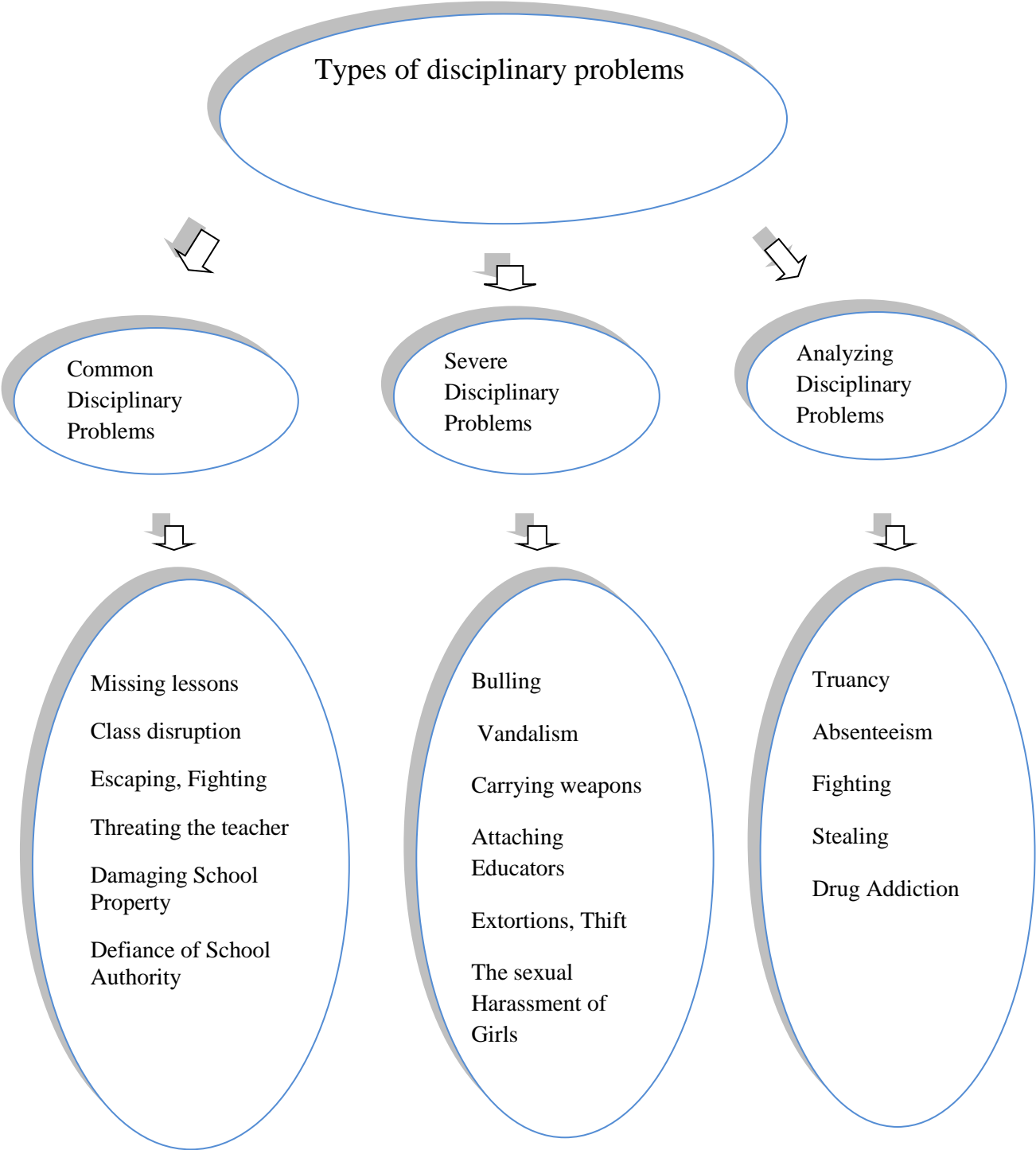


Figure 2.2 Types of Disciplinary Problems

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The aforementioned discipline problems types are chosen according to what can happen inside EFL classrooms and what serves the purpose of this research work.

1.6 Conclusion

Disciplinary issues may be one of the most difficult aspects of teaching, especially with a novice teacher who confronts many problems, not only, students' misconduct, but because of lack of experience, stress, pressure and fear. He does not know from where he/she should start or how he/she should cope with the classroom misbehavior, and how to manage his/her pupils inside the classroom in order to avoid the flaws resulted from their misbehaviours.

Therefore, Discipline problems are of various types, and that what makes new teachers confused and feared of being confronted to this misconduct inside the classroom; these problems may be one of the effective reasons of teachers' failure in his/her professional career and ruining the class system.

Chapter Two

Factors behind Pupil's Disciplinary Problems

2.1 Introduction

Discipline issues are obstacles towards EFL novice teachers and EFL Pupils. The impact of misbehaviours on EFL novice teachers on the level of education causes many problems in classroom practices, and it is the main issue of the lack in pupils' educational results. There are many factors behind this problem, such as boredom, peer pressure and the lack of parental guidance. These factors affect negatively pupils' behaviour inside the classroom. Moreover, there are relationships and structures that contribute towards enhancing positive behaviour among pupils in the classroom, such as the leading of teachers and managing in schools. Therefore, this can slow down the learning process and cause many flaws during the educational sessions.

2.2 Disciplinary problems in Algerian schools

The Algerian educational institutions have witnessed a scarcity of change through the past two decades or more, so schools have missed a real sense of education and learning contexts. Disciplinary problems have become an obstacle to teachers owing to many reasons where school responsibility is loaded because it is difficult to control the behaviour of pupils during the course and behaviours towards teachers themselves. The main role of teachers is to guide learners and supply them with the knowledge they need; however, their careers carry more, and since pupils misbehave and disobey, teachers struggle with such problems in classes, especially novice teachers.

In recent years, The Algerian educational institutions have seen a total change in the education sector of the worst. Unfortunately, schools have become magnetized for misconduct, total disrespect, discord, and rudeness of pupils in the classroom. These issues have been raised by various scholars including: Rosen (1997), Lewis (1991), McManus (1995) and Meyers et al. (2006). On the other hand, classroom management is a broad subject that every teacher knows, which adds to the fact that many experts

such as Berliner (1988), Evertson and Weinstein (2006), Froyen and Everson (2006) believe that the existence of disciplinary problems would be better to apply different management methods that can be prevented by novice teachers. These researchers have noticed that discipline problems relate to the mistake of learners. This fact has created a huge gap to wonder while recent research will take this problem to inquiry and finally will find a solution.

2.3 The impact of disciplinary problems

Undisciplined actions provoke some issues which in turn may influence on teachers and pupils, and lead to ruining the classroom system and stability by affecting on pupils' level and teachers' self-efficacy and self-esteem, and interrupt them during their work.

2.3.1 The impact of disciplinary problems on pupil's educational results

Discipline tremendously affects learners' performance. This indicates that the most teachers strongly feel that pupils should be disciplined in order to perform well at school. Moreover, it is essential to realize that discipline affects any activity that a person engages in. Thus, it is important for discipline to prevail in a school situation to let pupils perform well in their school activities.

Pupils' misbehaviours delay the effectiveness and the smoothness of teaching and impede the learning of pupils and their classmates. Furthermore, research outcomes have shown that school misbehaviour not only escalates with time, but also lowers academic achievement and increases delinquent behaviour. The majority strongly

Chapter Two: Factors behind Pupils' Disciplinary Problems

believes and agrees that poor behaviour by pupils influences negatively on other pupils. This shows that most teachers feel a strong necessity for discipline in order for pupils to do well at school.

According to Jackson (1994), no matter how teachers are motivated or how well they are prepared for their lessons, their purview to preserve discipline and pupil standards of good work will be measured by pupils' performance and will further be impacted and influenced by discipline.

Jackson (1994:42).

The lack of discipline can affect pupils' performance by having a high fail rate academically. If a school faces a lot of misbehaving actions, it will become impossible for teachers to teach. In other words, successful learning and teaching become impossible. Pupils' misbehaviour at school leads them tend to perform badly in extra-curricular activities such as music, football, boxing, debates and netball, etc.

2.3.2 The impact of undisciplined EFL students on novice teachers

Undoubtedly, novice teachers are influenced by several types of misbehaviour when dealing with habitual discipline problems in their classes, and therefore, the sections below will introduce the effect of discipline problems on novice teachers.

2.3.2.1 The impact on teachers' self-efficacy

When discipline problems disturb the teacher during his lesson, his self-efficacy is getting to become lower. Bandura (1997:3) defines self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments". Pupils who misbehave in the classroom can be chosen as number one difficulty for teachers' self-efficacy.

The teachers' self-efficacy according to Pintrich and Schunk (2002:331) is, "Personal beliefs about one's capabilities to help students learn". Although it is a short

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definition, the ability to involve the pupil into the lesson is not an easy task to achieve. Furthermore, Pupils will make it difficult on the teacher especially when they have a higher sense of disrupting.

Moreover, self-efficacy requires the teachers to afford the difficulties and keep working even after exposure to failure. However, how much can the teacher cope with the undisciplined acts of his pupils and accept failure to reach a sense of self-efficacy? Teachers who have low self-efficacy for teaching, are more strict in their management behaviors (Bandura, 1997; and Henson, 2001).

2.3.2.2 The influence on teachers' self-esteem

Sometimes, self-esteem is considered as self-confidence; new teachers are not trained systematically and do not have any experience. When they face misbehaving acts, their self-confidence gradually decreases; self-esteem has been identified in the following terms:

Influence a student's self-esteem not only through the use of systematic activities, but also through the establishment of particular carrying relationship with students and there is clear evidence that relationships between teacher and students can be either conducive to the enhancement of self-esteem or conducive toward reducing self-esteem.

Lawrence (1988:9).

Moreover, pupils' unsuitable behaviour may contribute to lowering novice teachers' self esteem; for example, there is a huge difference between the polite pupil and the

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pupil who is undisciplined in class. He/she will surely deactivate the entire session. In Reasoner's words (1992:239) "Self-esteem is the armor that protects kids from the dragons of life: drugs, alcohol, unhealthy relationships, and delinquency". It is concluded that Reasoner has a heavy reason to mention this quotation. Indeed, because of disciplinary problems, pupils have low self-confidence; they are looking for what they can actually empower the pile on the strong personality of people rather than gaining mischievous habits.

2.3.2.3 The impact on teachers' professional development

The teachers' occupation and profession are icons of literal commerce for practicing teaching, and developing new teachers is connected with professional development; it cannot reach to the professional development with constraints inside class. Accordingly, Keiny (1994:158) gives the following definition, "Professional development can be seen as a process of professional growth". However, Bell and Gilbert (1994:493) declare that "teachers' development can be viewed as teachers' learning, rather than as others getting teachers to change. In learning, the teachers were developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing."

Whether he is a beginner or an experienced teacher, both are lifelong learners; in such a disruptive environment how can a teacher get the message across? The pupils' reaction is only enough. In the case of daily noise, the teacher feels bored of the same situation every day.

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2.4 Factors behind EFL Pupils' misbehaviour

There are many factors standing behind discipline problems. Above all, teachers' opinions differ on which behaviour they accept because what is acceptable to some teachers may be refused by others. Therefore, the teacher is the only one who determines which behaviour is accepted. However, there is no doubt that everything happens for a reason and thus, some researchers suggest the following factors that are widely spread among secondary school learners.

2.4.1 Home Factors

There are circumstances that occur inside home and which are considered as home factors that are the main cause of several disciplinary problems and negatively affect a pupil's behaviour and disrupt the balance of classroom system such as poverty, lack of parental guidance. These factors are listed as follows:

2.4.1.1 Single parent

Donga (1998) maintains that a single parent's home may play a dominant role in promoting discipline at school. This is in line with Felix's (2011) view that single parents' homes are more likely to bring back children with high levels of emotional, psychological and behavioural problems. The single parent is the sole breadwinner and, therefore, cannot adequately supervise children. Donga (1998) echoed that most children are pulled to join robbers where they will enjoy attention to the protection they must dispense at home.

2.4.1.2 Poverty

Poverty is also seen as a major cause of some forms of misconduct in school (Evans and Miguel, 2001). When parents fail to meet the basic needs of the learner as provided

for in the Maslow hierarchy of needs, physiological needs embrace food, clothing, and shelter. Unless these basic needs are met to the extent required, other needs do not motivate children to learn, and as a result, the child goes to misbehaving acts. Pupils can participate in theft and prostitution in order to meet their daily needs. Others can skip classes to participate in informal jobs as sellers (Mangovo, Whitney & Chareka, 2011).

2.4.1.3 Disorganized families

As there is a lack of leadership, guidance and control, this may lead to subversive behaviour problems in schools. In these families, parents try to discipline children through their constant threat of violence (Dunga, 1998). Children from these homes can be exposed to abuse, experience, and local testimony violence and often acquire unethical and criminal behaviour. They do not have any forgiveness and think that physical violence is the only way to solve individual problems. Felix (2011) claimed in this line of thought that, anarchic family life is related to aggression and the problem of descriptive behaviour. Children show unfriendly attribution biases, access aggression behavioural responses and view aggression favorably. Therefore, these children in school face adjustment problems because they have been denied of attention and love.

2.4.1.4 The lack of parental guidance

The work of Tan and Yuanshan emphasizes that the absence of parental guidance and supervision is the most frequent cause of misbehaviour (Idu and Ojedapo, 2011; Alemayehu, 2012 and Temitayo et al., 2013). Several teachers think that some parents themselves are bad models. When it comes to disciplining abusive pupils, they are either incurious or overly protective, making it difficult for schools. Masekoameng (2010) notes that learners who are aggressive and antisocial usually come from home environments where they cannot fulfill their needs. This includes non-delivery of meals, lack of time to go to bed and lack of parental control.

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Most parents work as a factory worker. They do not attend the daily activity of their children. They do not even accept that their child has committed such disciplinary problems. The school guidance and counselor participated in an experiment as a teacher ordered a pupil of a 10th grade to bring his parent after stealing a mobile of his female classmate. The pupil's father did not accept such a disciplinary problem. He said "I know my son, he's innocent and polite, I don't blame him of stealing. You can take my neighbours as witnesses, maybe somebody else did that". This indicates that parents did not pursue their sons, and sons themselves act as if they are innocent in the home. Few other parents have responded "it is beyond my ability, I could not manage it, and the school management can take adequate measures. I'll never come with such problem again. I have my own business".

2.4.2 School Factors

The secondary school pupil is exposed to factors during his/her study that may lead him/her to misbehave with others. These factors are due to peer pressure, poor classroom management or boredom, and lack of motivation or an attempt of the adolescent pupil to seeking attention and causing problems within the classroom, these school factors are as follows:

2.4.2.1 Peer Pressure

Peer pressure has been specified as a pushing factor for misbehaviours. Some pupils see smoking and misbehaving as adventure and method of 'being civilized', especially male pupils from the nearby suburban who do such performance not to be considered as inferiors by their urban class mates. Some pupils are pushed by their friends to fight and steal. In this case, pupils are squeezed out by other learners to do such things. If they resist, the pupils' fear of something bad would happen to them.

2.4.2.2 Poor classroom management

Some teachers admit that they themselves cause some troubles because of lack of classroom management and tedious lessons. They do not work seriously and are not disappointed with poor performance. In fact, some teachers rarely follow their pupils.

2.4.2.3 Seeking attention

Some pupils, especially adolescents try to be the focus of attention that shows their strength and strong personality and, therefore, they tend to acquire both teachers and classmates' attention. Thus, those pupils often express indiscipline not just misbehaving but also attracting attention. As such, what is important for a teacher, is to know many things about his pupils because there are some pupils who misconduct according to their specific learning style.

2.4.2.4 Boredom

Walters and Frei (2007) mention that pupils are bored in sessions that contain boring lessons' content and teaching methods. Boredom means that pupils are not interested in studying, and this lack of motivation and interest drive to misbehaviour because when the teacher keeps talking for half an hour or more, or gives his pupils activities, they will feel bored. Therefore, it is important to discuss different activities and topics with each other to avoid disruptive behaviours that sometimes only occur to attract the attention of others.

2.4.2.5 Lack of motivation

The lack of motivation defined by Dornyei (2005: 143) as "forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action". These forces that minimize their stimulus may drive to a disruption of the teaching/ learning

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process. Furthermore, lack of motivation may be a reason for many problems inside the classroom because the teacher who deals with unmotivated pupils in classroom faces plenty of obstacles through his teaching process, and sometimes boredom may be one of the reasons that cause such obstacles.

2.5 Sources of discipline problems

Teachers often have discipline problems when they do not understand the reasons for students' misconduct (Sulich 2004: 33). Whatever the form of behaviour, it must be analyzed for causes (Harmer 2001: 126).

2.5.1 The family

McManus (McManus 1995:12-13) says that the situation at home is the primary reason in pupils' problematic behaviour, especially when pupils suffer from neglect and come closer to teachers to make up for their families. Local experiences can get rid of some pupils about problematic behaviours and strategies such as struggles for get some attention and force revenge. In some cases, the teacher cannot compensate for that lack of the pupil, and some teachers believe that giving them interest and compassion can alleviate their negative behaviour, but while maintaining the primary goal and this to achieve a good educational level and not play the role of parents (Robertson 1998:105).

Local problems cannot be solved, but teachers "can go a long way towards alleviating them if they recognize they exist" (Chandler, in McManus, 1995:23). "Students out – of school lives (family or community) produce psychological and emotional problems that they play out in school" (Arends 1991:170). Sometimes, the behaviour of lack of discipline is followed by a difficult situation at home. The neglect of parents and family attitudes towards school and teachers can push pupils to do disciplinary problems. Sometimes pupils may be a factor in their parents' motivation (McManus 1995: 122). Some parents may feel complacent about the negative behaviour of their children inside the school to satisfy their ego and to prove their idea that teachers are not competent enough. In other cases, a parent may hope to contract a

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faltering marriage by encouraging the child to act improperly, probably to convince the partner that their child needs them both. (McManus 1995: 122-123).

Behavioural problems arise in forcing parents for their children to learn English and send them to different schools. Some parents believe that English is useful in the future travel and education of their children and gives them good job opportunities, and for this reason, they should learn this language whether they want it or not (Nunan and Lamb 1996:126).

2.5.2 The Pupil

(Arends 1991:172) mentions, "Student rebelliousness and attention seeking are part of growing-up process". Adolescents want to be aware that they are often integrated in order to gain the recognition and attention they need. A destructive pupil may encourage other pupils in the class to act effectively, and thus the group has the full impact on the group. Sometimes when disruptive two pupils misbehave together, they will be much more influential than others. It is difficult to control a small number of pupils to prevent them from causing behavioural problems (Harmer 1991: 251).

The key issue to realize why adolescent learners cause discipline problems is the importance of pupils' self-esteem. Self-esteem may arise from teachers' approval or other learners' approval, or may be the result of success. A lack of respect from teacher or peers and fail in doing some tasks may lead to pupils' frustration and feeling annoyed.

This can drive to unsuitable behaviour which in this case, seems to be a catchy choice for learners. Through misconduct, they can convince peers and force the teacher to cope with them seriously (Harmer 2001: 127). The learning experience of pupils of all kinds may affect their conduct in the classroom. Some adolescent Learners come to the classroom with few previous educational experiences that affect to a certain extent, on their attitude towards this subject and the teacher. Some pupils may be challenging to the teacher; some may have odious memories, whereas others may be entirely undisciplined because precedent teachers allowed them to be like that (Harmer 2001: 126).

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The behaviour of pupils towards school and the way they look at it affects the classroom, the teacher and the subject that is learned in their behaviour during lessons. It is important that these things are viewed in a positive way, but often happens to be students inimical to the teacher, the rest of the class and the subject. When pupils start with a negative behaviour, they are ready to show their defeat through different kinds of misconduct (Harmer 1991: 251).

Another side to focus on, is the time from the day the lesson occurs. Pupils feel drowsy even the most difficult lessons may be very difficult for them if they are tired after a long day of study, or when there are classes in the early morning. When the teacher plans lessons, he/she must take into consideration whether the classes are before or immediately after lunch, as for example, learners may tend not to pay much attention to English for lunch (Harmer 1991: 251).

2.5.3 The teacher

Subversive behaviour can also be attributed to teacher behaviour and attitude. When the teacher comes to the classroom unwilling or offers boring lessons, pupils do not engage in a task or subject, and, therefore, are more likely to act in a destructive way. Being inconsistent and saying that one procedure is going to be taken if it is not, also promote pupils to conduct problematically. One of the mistakes committed by many teachers is to try to control by screaming. Raising the teacher's voice contributes to overall noise level improvement (Harmer 1991: 250).

It is important that justice is necessary if effective learning is possible. The teacher cannot be unfair, either for the whole class or for certain pupils. The majority of teachers prefers some pupils and like them more than others in class, but they cannot admit or show these preferences in front of the whole class. When a teacher has a negative attitude to learning and does not really care about what happens in class, it is also likely that she/he will lose respect for the pupils. Losing respect is the first reason for causing disciplinary problems (Harmer 1991:250).

2.5.4 The Learning activities

Sometimes the material can be presented in a way that causes problems of discipline. The most interesting activity may become very boring because of the way it is delivered to learners who realize the time they spend doing it as lost time. When the expectation is very low, and that classroom activities do not represent a challenge to pupils, it is likely that frustration and bad behaviour occur. The same can happen when the teacher expects a lot, and the competitive position is promoted by continuous testing and high standards imposition. It may be difficult for those who want to be at the top as well as those who know they will not be the best at all. This can frustrate pupils who do not challenge or even block them. When a pupil is frustrated by the unsuitable method

or the way the teacher manages the lesson, he/she may resort to any of the following behaviours:

- Aggressive behaviour as the effort to do the task.
- Aggressive behaviour against the object of frustration (the subject, the teacher).
- Aggressive behaviour against better and successful peers.
- Withdrawal behaviour seen in negative attitude, lack of interest.
- Lack of participation in activities.
- Feeling of weakness not believing in one's ability to do the task (Morse and Wingo 1969:401-402).

2.6 Conclusion

In this chapter, we have discussed the factors that may lead to some disciplinary problems which, in turn, cause a defect in the system of the class, in particular and the school in general. We have talked about the EFL novice teachers' perceptions towards disciplinary problems and this shows all what it could happen inside the classroom and during the course. These problems may occur in different countries; even Algerian schools have suffered and are still suffering from various types of disciplinary problems, in addition to the suffering of teachers with pupils during the lesson and the transformation from bad to worse.

These problems may significantly affect the learning, and teaching processes, especially the pupil and his/her educational results, and his/her level may gradually decrease. It can also affect the self-efficacy of teachers and self-esteem and professional development as well. This leads to some inconsistencies in the school system. The factors causing misconduct within the school are diverse. Therefore, the home factors contain some problems that render the pupil misbehave such as single parent, poverty, disorganized families and the lack of parental guidance. Moreover, the school factors influence pupils' misconduct such as: peer pressure, poor classroom management, seeking attention and boredom and lack of motivation. There are also sources that are a major cause for the occurrence of these problems, namely: The family, the pupil, the teacher and the learning activities.

Chapter Three

Some effective ways concerning disciplining problems

3.1 Introduction

Learners' discipline is considered as a problem in Algerian schools. The quality of education is mainly based on pupils' discipline misbehaviour which has become an obstacle for the learning / teaching process. When the teaching environment is violated, it, therefore, results into difficulty and does not allow learning activities to be carried out smoothly. This, in fact, leads to low standards of education in schools.

3.2 The role of teacher inside the classroom

Establishing positive learning climate is considered as the most important and challenging aspect that will lead the pupil to a better achievement, which means that the quality of a good instructor or the best mood for learning improves the students' level. While dealing with teachers and more particularly beginners, they are considered as the principal actors concerning the issue since they are still new in the domain, and they will certainly face difficulties in their initial professional career. They have also to carry out a considerable responsibility or a heavy role towards their pupils in order to create an accurate classroom managing. Here are the appropriate missions that can be followed by them:

Firstly, as a controller, the teacher is the first responsible who is in charge of the shift to another role; secondly, as a promoter, a teacher just pushes his/her pupils to express their own notions, thoughts or point of views. Therefore, he/ she is just a guide and pupils hold the full responsibility to speak and communicate via several activities given by their teacher. Thirdly, as a resource, and the best illustration to describe the teacher's role is simply to say that he/she is a walking resource from where the pupils get the available information.

Taking this role into consideration, a teacher can be a facilitator in providing pupils with a great deal of knowledge and at the same time helping them to communicate competently and giving them, for example, titles of articles, books, journals and magazines in order to do research. This would probably be the best way to let them usually work alone and avoid a spoon-feeding way. Another effective function of a teacher would be as an organizer, for the success of many activities in the classroom rely on a good organization. That is why, a teacher has to plan and order everything relating to his /her learning environment; he has also to provide his pupils with vital instructions that would let them participate effectively, and brook the barriers that may interrupt them, such as shyness and fear of the audience.

A teacher as a participant would be the best way for improving the teaching/ learning process where he can positively influence the learning environment. When mentioning that a teacher is a participant, this means, for example, that she/he can take a seat back and not become the centre of attention letting his/her pupils control the session. Another mission is the teacher acting as a tutor meaning that he has not only to teach, give information, order or propose, but, he/she has to strict on or emphases on his/her pupils' discipline; that means educating not teaching, and therefore, this will certainly lead him/her to be a good and a successful teacher.

3.3 The impact of teachers' aggressive classroom management

The use of aggressive classroom organization leads to negative results. Some studies have shown that aggressive techniques may include the verbal offensive of pupils such as : the use of call names, sending them back from the class from time to time, harsh punishment; these severe techniques may cause many things such as : get boring in the subject itself, , a lot of absences, smoking, drugs, etc.

Lewis (2009: 27) mentions the negative influence of teachers' aggressive classroom organization strategies on pupils who are not able to work hard inside class. In this case, teachers use unreasonable behavior toward pupils.

3.4 Teachers' strategies when coping with pupils' misbehaviour

Effective management is one of the most important skills for improvement in any school. The main objective of managing a classroom is to enhance educational system.

3.4.1 Teaching classroom management

Novice teachers must enter with great hope and with positive expectations in order to create a best mood inside the classroom. They ought to make pupils feel safe and comfortable. Teachers can teach all what they had learned in training programmes. Teachers should focus on the planning of curriculum which let pupils work and be motivated. Here are some useful strategies:

- In the end of each lessons planning the teacher should know the objectives of his/her lesson.
- Creating pupils' groups in order to learn how to work cooperatively. Beginning teachers should know the needs of their pupils in order to use varied methods in their teaching including both passive and active learners.
- New teachers must be more manageable and organized in their teaching.

3.4.2 The effects of classroom management

Classroom organization aims refer to the strategies implemented to keep the appropriate atmosphere; it also relates to discipline problems. Evertson and Weinston

(2006), as cited in Garret (2014:2) focus on the point that classroom management has two main objectives:

Creating a good atmosphere for the learning process, and consequently, the purpose of classroom management is to motivate and improve the quality of the learning environment. Tak and shing (2008: 64) notice that the main objective of classroom management is not to discipline pupils, but to teach them how to be self-disciplined. Laadjal (2013:12) proposes three crucial factors for managing classrooms:

- More time learning: Laadjal (2001) states that time is the key element of classroom organization. However, when teachers make more time for learning, they will not do practical works.
- Access learning: Laadjal (2013:1) points out that the achievement of the second goal of classroom organization relies on giving all pupils access to learning. The teacher has to make sure that all learners are aware during participation. Thus, to participate effectively, pupils should recognize the regulations of the participation.
- Encouraging self- management, self- control and responsibility: Laadjal (2013:2) mentions the effectiveness of this procedure is through explaining the way that clarifies how tasks can be achieved inside class and how they are written. According to the descriptions of all these procedures, pupils can learn by themselves, in other words, they become autonomous

3.5 Teachers' training programmes

Training programmes are directly connected to teachers' duties and role. Teachers' training is a strategy focusing on the development of teaching and learning process. Then, it involves knowing principles, rules and instructions for

Chapter Three: Some effective ways concerning discipline problems

implementing them in the teaching environment, a strategy that gives beginning teachers the capacity to show elements and apply them inside the classroom.

Training programmes includes new ways for the teaching process. Training contents are always made up by subject specialists, and it is rarely in a standard format or through some notions on methodology. Books include certain purposes such as:

- Knowing how to work in pairs,
- Use various visual materials to facilitate learning process. “Training programmes are viewed as a skill which have finite components that can be learnt” (Kennedy 199 : 162).

New teachers acquire more knowledge and experience through their teaching and training programmes; this provides them with key elements that help them to build their own personality in order to face their daily problems. Training programmes help novice teachers to be able in teaching/ learning process. Training programmes are designed, practiced during the induction period where teachers of secondary schools have to attend two sessions per week.

3.5.1 Pre-Service teachers Training Programmes

Pre-service teachers training programmes help to improve teachers' competences and evaluate them. These programmes also provide new teachers with effective methods in order to work cooperatively. In Pre- service trainees, various materials are used and examined in order to increase teachers' training such as online materials.

3.5.2 Types of pre-Service training programmes

There are various types of Pre- service training programmes, but, here, we will tackle four important types which can provide new teachers with high qualification and effectiveness.

- a) Fulltime undergraduate college based training,
- b) Full time post graduate training,
- c) In service system,
- d) Direct entry into teaching.

3.5.2.1 Type one: Fulltime undergraduate college based training

Programmes have many characteristics concerning the level of competences and capacities. The degree level B.E.D programmes are directly related to the prizes of year and the focus is on if novice teachers do their essential competences or not. In some cases, teachers can move to graduate through diploma to level which takes 6-9 years in training (Lewis, 2004, 3).

3.5.2.2 Type two: Full time post graduate training

In this type, postgraduate certificate of education sessions are not common and are not usually used. The programmes are varied, in accordance with teaching practice, and the content of up graduating is not necessary since the trainees are graduated.

3.5.2.3 Type three: In- service system

Two common origins are related to this type. First of all, they are used to improve or reduce the level of novice qualified teachers. Secondly, the programmes of this type are planned.

2.5.2.4 Type four: Direct entry into teaching

Student teachers are able to teach by their final academic qualifications in any situation, pre- Career programmes are the key elements for new teachers in order to be more effective. Pre-service programmes take a long period to be completed successfully, and novice teachers are not needed for in-service training programmes.

2.5.3 In-Service teachers' training programmes

In-service training programmes are not interesting not only for new teachers, but also for experienced ones in order to improve classroom activities and pupils' achievement. While teachers are in –service, they can examine the quality and competence of their teaching (Breen 1989: 111 - 135, Murdoch 1994: 49 – 56, Palmer, 1993: 166 -171).

In-service programmes provide new teachers with the appropriate mood to work and show experience. In addition, when new teachers take this period into consideration, they can face problems through exchanging ideas with their colleagues or trainers in order to reach themselves (Alan 2003: 2). According to Alan (2003: 12), all the experts propose that the In- service programmes are obligatory for all beginning teachers because they are not aware of their duties. Yet, this is owing to the lack of practice.

2.5.4 Effects of teachers' training programmes

Training is one of the most interesting phases in teaching and learning processes. Teachers can enhance their competences and knowledge in any subject area. Training programmes can provide teachers with effective ways to be responsible of community development; teachers can either guide or misguide pupils handling discipline problems and motivate them in an acceptable way. Dilts (2002: 1) states that training programmes help teachers to:

- be capable to deal with pupils problems.
- know and understand different learning methods.
- have high expectation and be more positive about learning and then, transferring these attitudes to pupils.

Conclusion

The purpose of this chapter has been to find out some effective strategies concerning EFL pupils' discipline problems. First, it starts with teachers' role and the influence of aggressive classroom management. Second, it has discussed the main points about how to deal with misbehaviour inside class as well as the effect of classroom management on teaching. We have also mentioned another technique which consists in training programmes, and which leads to successful teaching. Finally, we have tackled all the stages that include training programmes.

Chapter Four

Results and Data Analysis

4.1 Introduction

This chapter will be devoted to the analysis and the description of pupils' questionnaire and classroom observation; two different questionnaires have been used in order to tackle the various obstacles that are faced by EFL beginning teachers in their first five years of teaching experience. Our investigation refers to the 2nd year EFL learners at Abi Dar El Ghafari secondary school in the community of Hammam Bouhdjar. The main objective of these two different questionnaires is to test our hypotheses.

4.2 Research Instruments

In this study, two research instruments have been used in order to gather data about a sensitive issue concerning novice teachers.

4.2.1 Questionnaire

The purpose of this tool is to gather the relevant data which will help us to evaluate and understand the problems that face EFL novice teachers in their first years of teaching experience. Moreover, this questionnaire was addressed to EFL pupils in order to know their perceptions towards their EFL novice teacher. In addition, we wanted to clarify why pupils misbehave inside the classroom and know about their feelings when they first met their EFL novice teacher.

4.2.2 Classroom observation

The use of classroom observation has provided us with real life situation issues. We have taken classroom observation as a tool for our investigation to point out the difficulties that beginning EFL teachers encounter in their professional initial years. We attended two sessions with the same new English teacher at Abi Dar El Ghafari secondary school at Hammam Bouhdjar. Our purpose behind this observation was not only to find out challenges of EFL new teachers, but also to observe how beginning teachers cope with their pupils, and we tried to grasp more information that cannot be

provided by our questionnaire. We only focused on what was going on inside the classroom.

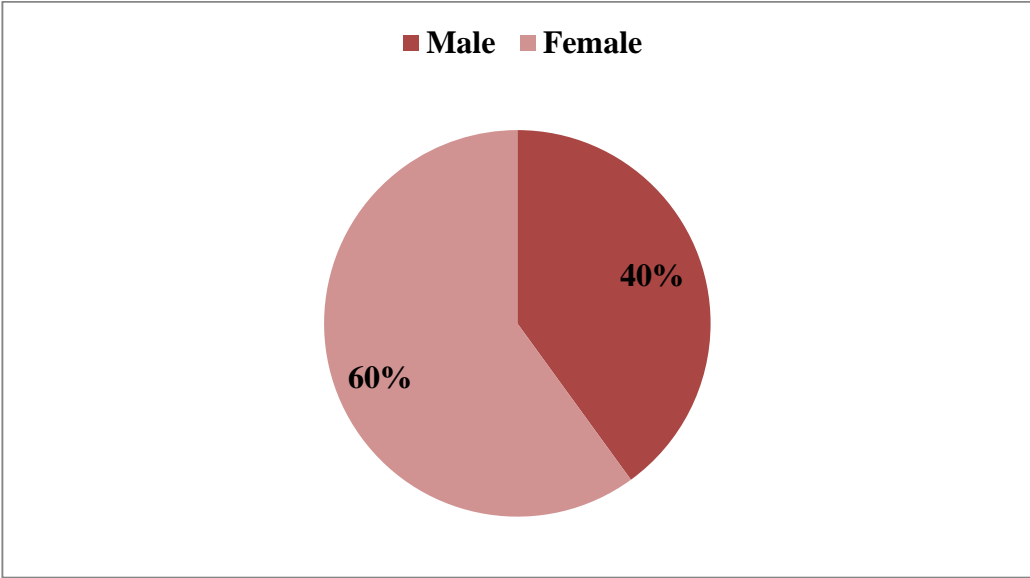
4.3 Presentation and Analysis of the Questionnaire Results

This section will be devoted to the presentation of the quantitative results.

The aim behind this question is to identify the gender of the target population and to intently know who does disruptive behaviour mostly in class. We found that most of the sample populations were females, a percentage representing 60% of the number of pupils; however male pupils represent only 40% only.

Gender	Number	Percentage %
Male	12	40%
Female	18	60%

Table 4.1 Pupils’ distribution according to gender



Pie-chart 4.1 Pupils’ distribution according to gender

Q2. Have you repeated the academic year?

The aim behind this question was to find out the number of repeaters among the target population, and to verify whether repeaters are the ones who misbehave mostly inside class. We remarked that the majority of participants did not repeat the year. They represent 80%, and the rest, i.e., 20% repeated the year. The results are mentioned in the following table and its corresponding graph.

Yes	20%
No	80%

Table 4.2 Pupils’ distribution according to their academic year repetition

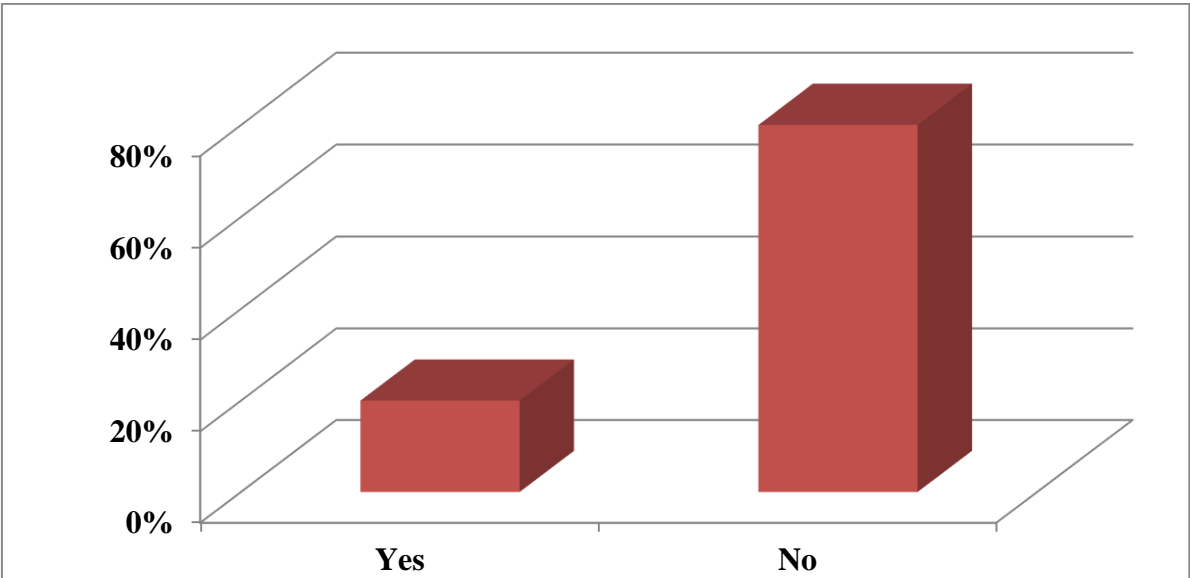


Figure 4.2 Pupils’ distribution according to their academic year repetition

Q3. When you enter the classroom, how do you really feel?

The aim of the third question was to know about pupils’ perceptions when they entered the classroom. We noticed that most pupils felt confident, a number representing 63, 33% in terms of percentage. However, only 20% felt comfortable when they entered class and met their teachers. In addition, some pupils felt uncomfortable and anxious. They represent 6. 66% out of the chosen sample.

Comfortable	Uncomfortable	Anxious	Confident
20%	10%	6.66%	63.33%

Table 4.3 Pupils’ psychological state in the classroom

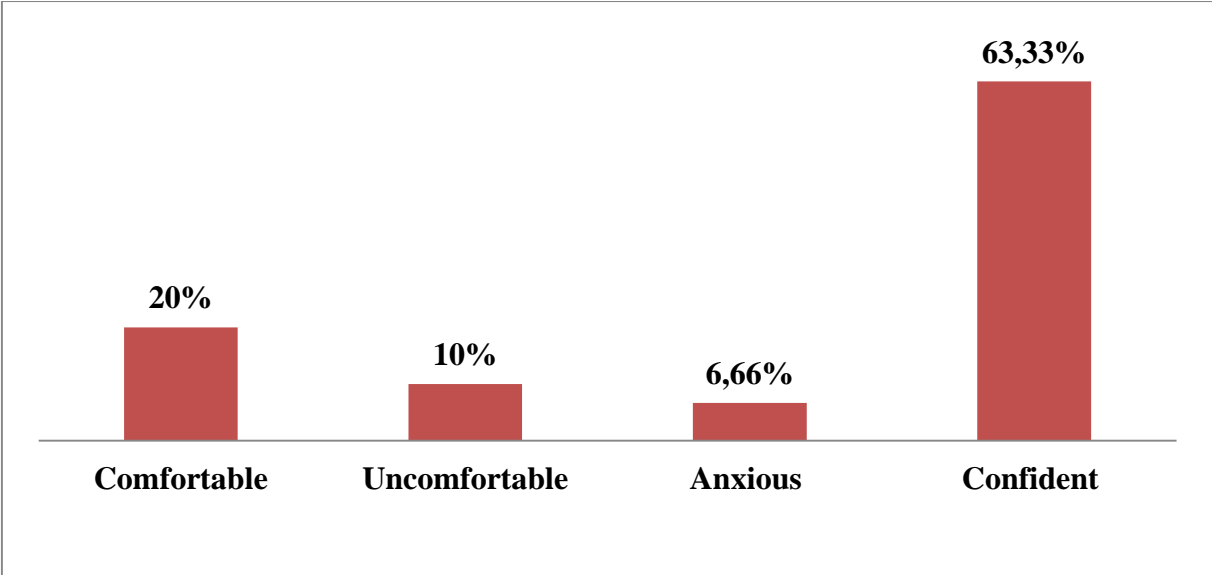


Figure 4.3 Pupils’ Psychological state in the classroom

Q4. When you meet a teacher for the first time, you are:

- Very interested.
- You do not care at all.
- You just want to learn.

The fourth question was posed in order to have an idea about pupils’ first meeting with their teachers. Indeed, all the participants were very interested and felt proud when they first encountered their new teachers, and they represent 43.33% of the whole sample. Other pupils just wanted to learn, and they represent 36.66% in terms of percentage, and the rest did not give importance to their studies at all, and they represent 20% of the whole sample population.

Very interested	You don’t care at all	You just want to learn
43.33%	20%	36.66%

Table 4.4 Pupils’ attitudes toward the new teacher

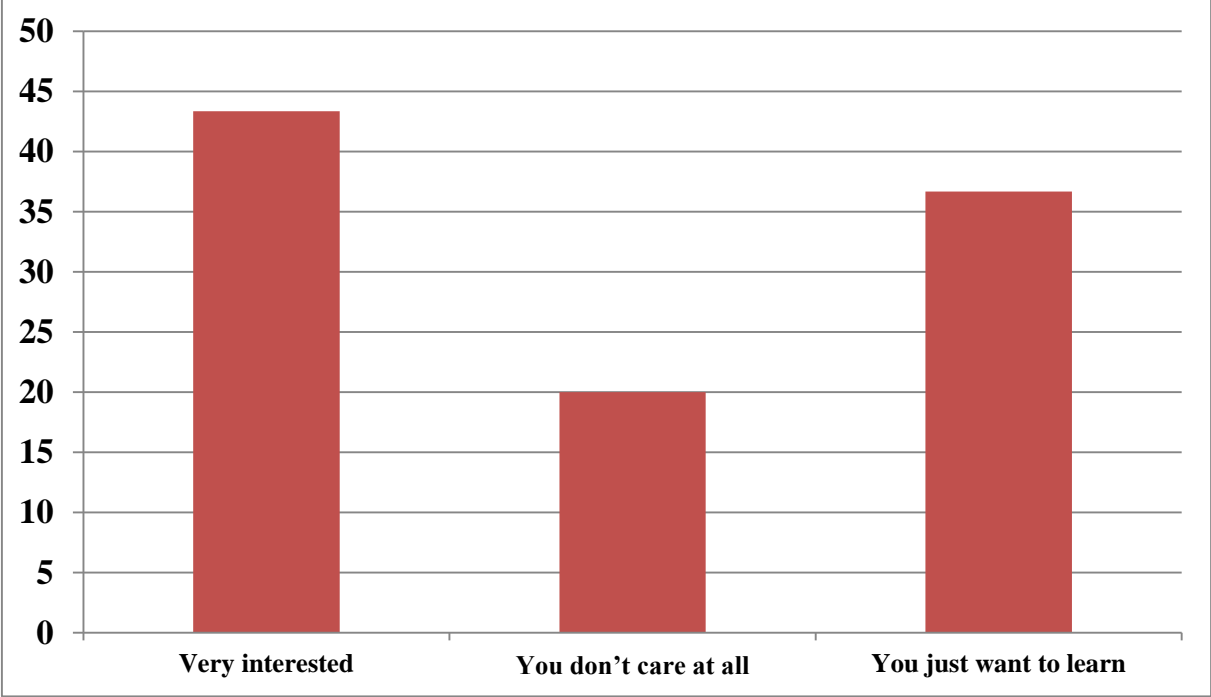


Figure 4.4 Pupils' attitudes toward the new teacher

Q5.How do new teachers seem to be in the early sessions of teaching?

The main purpose of this question was to figure out how novice teachers are evaluated for the first time by their pupils. Here, the majority of pupils mentioned different points of views about new teachers in early sessions and their responses were as follows:

First, 50% of the total number of participants said that new teachers are comprehensive at the beginning of their career. Then, 26.66% revealed that new teachers are competent enough to teach; 16.66% answered that beginning teachers are not competent enough in their first sessions of teaching. Besides, a percentage of only 6.66% noticed that new teachers are not well trained for the teaching profession.

Motivated enough to teach	Comprehensive teachers	Incompetent teachers	Untrained teachers
26.66%	50%	16.66%	6.66%

Table 4.5 Novice teacher character in the first session

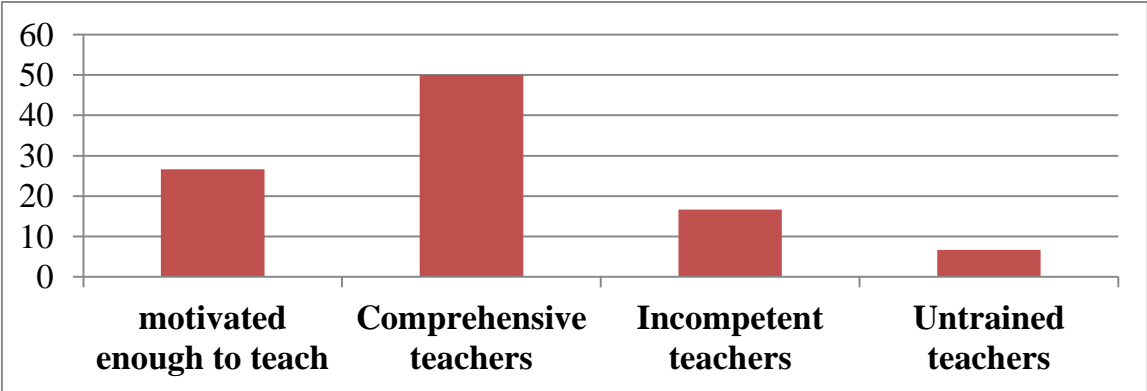


Figure 4.5 Novice teacher character in the first session

Q6. In your opinion, do novice teachers provide more information to their pupils than experienced teachers?

The main aim of this question was to clarify if a new teacher is as competent as an experienced one. The table below shows us pupils’ answers about the difference between novice and experienced teachers in terms of teaching competency. In fact, 60% thought that new teachers are not explaining lessons as the same as way as experienced ones; 22.66% noticed that novice teachers are rarely competent to convey the message. However, 13.33% remarked that beginning teachers are able to teach like experienced ones. All participants agreed that experienced teachers have more

Chapter Four: Results and Data Analysis

experience and ability to teach accurately. Yet, novice teachers are not able to teach and deal with overcrowded classes because of the lack of training, knowledge, and they are still new in the domain. The majority of the informants believed that beginners are engaged in this profession just because of salary, and therefore, they would not be successful.

Yes	No	A little bit
13.33%	60%	26.66%

Table 4.6 Pupils’ opinion about the importance of teaching experience

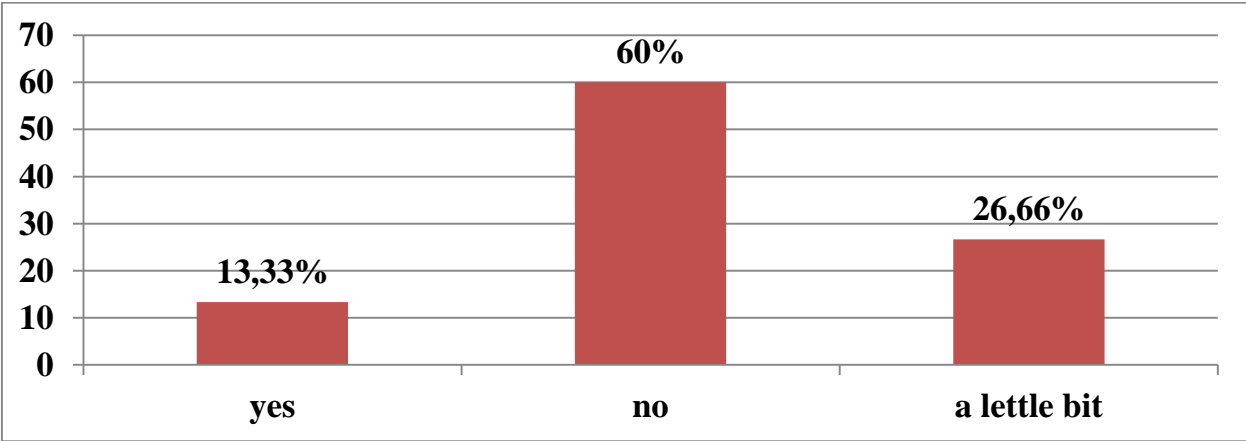


Figure 4.6 Pupils’ opinion about the importance of teaching experience

Q7. Does your new teacher use authentic materials in their explanation?

The seventh question was asked to understand whether beginning teachers use valuable tools during the explanation of their lessons. Thus, 93.33% of the respondents provided a negative reply and 6.66% of them gave a positive answer.

Yes	No
6.66%	93.33%

Table 4.7 Novice teachers’ use of authentic materials in the classroom

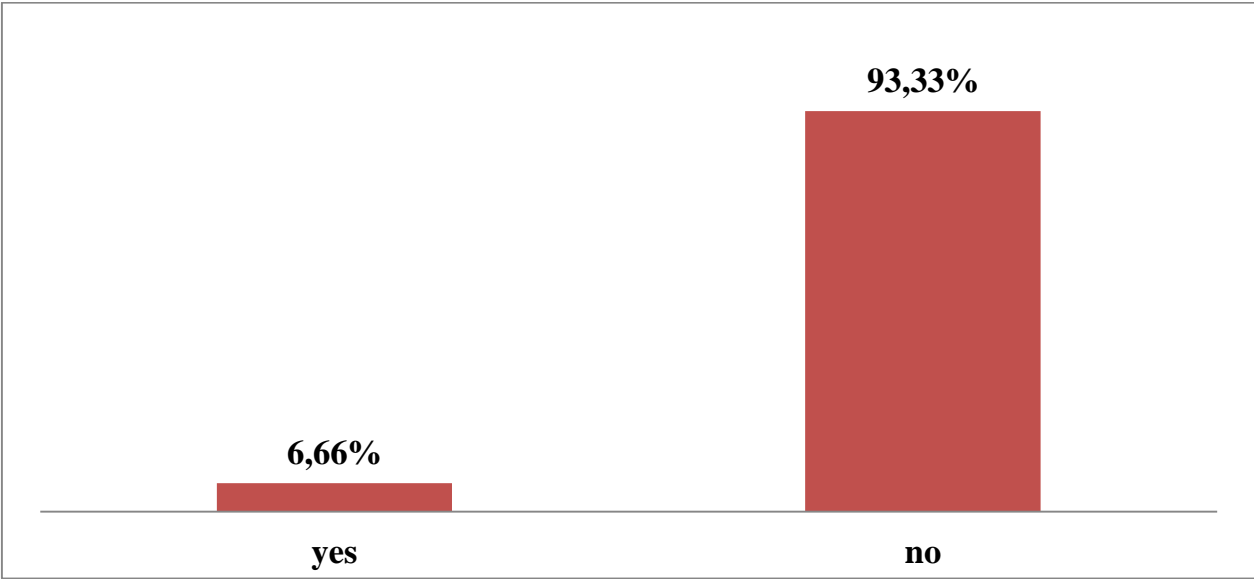


Figure 4.7 Novice teachers’ use of authentic materials in the classroom

Q8. Why do EFL pupils misbehave in class?

The purpose behind such a question was to determine the factors that really push EFL pupils to misbehave inside class. Pupils had distinct viewpoints as regards this question. First, most of the sample population thought that pupils’ misbehaviour relates to the lack of motivation and the weakest personality of the teacher himself/herself. Secondly, the rest of the participants agreed that pupils misbehave because they find the English language very difficult to learn and understand.

4.4 Presentation and interpretation of classroom observation results

Since our first attendance with EFL novice teachers, we made sure that misbehaviour acts exist inside classes. Firstly, the most common challenge that was shared by EFL beginning teachers is disruptive behaviour. We also pointed out that EFL pupils were impolite, noisy and unrespectable from the beginning of the session until the end, especially when we entered the classroom, pupils did not make any salutation.

Secondly, when the teacher asked a question, they answered immediately and at the same time without raising their hands and without permission. In addition, we remarked that if a teacher asked his/her pupil to read a text silently, they automatically started talking with each other and did not care about their classmates at all. We also noticed that pupils did not wear their aprons; they did not look like pupils. We have also noticed that the teacher was not able to motivate his/her pupils or show them how to work in groups. EFL new teachers were not capable to manage or cope with their learners.

Another problem that EFL new teachers faced was when a pupil tried to answer on the board, his/her classmates made fun of him/her and mock at him/her. Still another flaw that shows us the impoliteness of pupils was chewing gum without any fear or respect vis à vis their teachers.

4.5 General interpretation of the results

The analysis of pupils' questionnaire and classroom observation provides reliable data and information about the actual challenges that novice teachers face during their initial years, especially, disruptive behaviour which is the main issue in the learning

Chapter Four: Results and Data Analysis

milieu. Through our investigation, we have pointed out that EFL new teachers should have training programmes because they cannot cope with pupils' discipline problems since they are still new in the teaching domain.

The use of questionnaire and classroom observation has been to identify all the difficulties that novice teachers confront and find out the best way to cope with misbehavior in class. Therefore, from all respondents, we have noticed that discipline exists because of many reasons such as: lack of motivation, lack of training and the majority of teachers have not chosen the teaching profession because they like it, but their choice was based on earning money only. The most common problem that has been noticed by us during classroom observation lied in the impoliteness of pupils since we have remarked that they do not obey their teachers at all.

Finally, pupils have no ambitions to go further or study, they just want to get the average; that is 10 on 20 in order not to repeat the year. Following this interpretation, all of our three hypotheses have been validated.

4.6 Some suggestions and recommendations

The main purpose of our investigation has been to check whether there could be a change of the sensitive issue that both the learning and teaching contexts have suffered from until today. To solve such a problem, it is interesting for new teachers to take in consideration some effective strategies in order to be competent; they are listed as follows:

- A teacher should use the effective strategies of classroom management.
- The attendance of training programmes is very useful and compulsory for beginning teachers.
-

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- Teachers should divide pupils into (pair work or group work) in order to motivate them.
- A teacher should not use the call names for his/her pupils.
- At first time, the teacher should enter with great hope and positive expectations.
- The teacher should work with both of the active and passive pupils of the same level.
- A teacher should give an opportunity for each pupil.
- A new teacher should ask experienced colleagues.
- Beginning teachers should declare about their problems to the administration.
- A teacher should provide pupils with autonomy.

4.7 Conclusion

This chapter has been devoted to the data analysis concerning pupils' misbehaviour and establishing some point of views concerning EFL new teachers and discipline problems. We have also tried to find out possible solutions to manage classroom misbehaviour. From our investigation, we have noticed that EFL pupils have a general background about their EFL new teachers and the related problems they face inside class such as: lack of respect, lack of training, etc.

Finally, we can say that the results obtained from our of questionnaire and classroom observation have provided negative outcomes which can be described as beginning teachers are really facing difficulties in their teaching career and, in spite of all these obstacles, new teachers try to maintain an accurate and effective classroom management.

General Conclusion

Coping with such a sensitive topic as discussing on discipline problems and its emergence in the Algerian EFL classes, was very essential to disclose the essential issues that led to these misbehaviour acts, that have spread widely in the educational sector.

In order to tackle such a widespread issue, we have divided our research work into four chapters; the first chapter has been devoted to theory where we have presented a general overview about novice teachers, their characteristics and some related issues such as, lack of experience, discipline problems and its distinct types. Moreover, we have tried to define the principal concepts related to our study, namely, classroom management and novice teachers.

In the second chapter, we have discussed reasons that stand behind EFL pupils' misbehaviour since we have first focused on disciplinary problems and the influence of disruptive behaviour on pupils' education. Then, we have enumerated the most common factors that push EFL pupils to misbehave inside the classroom; we have also put an emphasis on the lack of motivation, boredom, lack of parental guidance, disorganized families, poverty, single parents, etc. After, we have discussed the real sources of discipline problems such as, family, pupils, and teachers.

We have also provided some useful strategies to handle with pupils' misbehavior, and various points have been tackled; among them, the role of the teacher inside class and the impact of aggressive classroom organization. In the second part of the third chapter, we have provided EFL new teachers with some techniques in order to know how to cope with pupils' disruptive behaviour such as: classroom management, training programmes and its importance on teaching.

The last chapter of our research work has been devoted to the practical part. Thus, in order to confirm or disconfirm our hypotheses and to get the relevant data, we have addressed a relevant questionnaire to EFL pupils; then, through the analysis of our collected data, we have made sure that EFL beginning teachers encounter

General Conclusion

obstacles in their professional career. After that, we have determined that classroom management is of vital importance in the teaching environment. Therefore, classroom organization enhances the quality of education which is mainly based on the teacher's type.

The results have revealed that EFL pupils considered the English language as an obstacle for their educational success because they found it difficult to learn and understand. Then, throughout the use of classroom observation as a second research instrument, we have noticed that EFL new teachers are not well prepared for the teaching profession since they are untrained and still not ready for such a hard task. The results have also shown that EFL novice teachers are suffering from many flaws, for they enter directly to the domain of teaching without any training or preparation. Furthermore, EFL pupils have reckoned that they misbehave in class because of teachers' demotivation

More importantly, the data gathered from classroom observation have demonstrated that EFL new teachers have many challenges such as, impoliteness, lack of respect and many others. Based on all these findings, we have proposed that the use of effective classroom strategies means managing and organizing pupils' work and behaviour inside the classroom, and an effective teaching/ learning process should focus on the teachers' knowledge of specific skills and abilities. Based upon all these findings, our hypotheses have been definitely confirmed.

Our suggestion for future research would be to tackle this relationship between novice teachers and their students at higher education in order to know whether similar challenges are encountered by novice teachers, or whether students feel mature enough and avoid misbehaviour vis à vis this particular category of teachers.

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Appendices

Appendix A: Pupils' questionnaire

Dear pupils,

We would be grateful to you if you answer the present questionnaire which aims at collecting data for our study. That is why, we really need your participation.

Please tick the appropriate answer which best fits your opinion (you can choose more than one answer) or answer freely

1/- Personal information:

Age:.....years

Gender: a/Male

b/Female

2/- have you repeated the academic year?

a/ yes

b/ No

3/-When you enter the classroom, how do you really feel?

a/- Comfortable

b/- Uncomfortable

c/- Anxious

d/- Disanxious

4/- When you meet a teacher for the first time, you are:

a/- Very interested in the lesson he/she presents

b/- You don't care at all

c/- You just want to learn

5/- How do new teachers seem to be in their early sessions of teaching?

a/- motivated enough to teach

Appendices

b/- Comprehensive teachers

c/- Incompetent teachers

d/- Untrained teachers

6/- In your opinion, do novice teachers provide information to their pupils the same was as experienced teachers?

a/Yes

b/ No

c/ Little bit

Explain why?

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

7/- Does your new teacher use authentic materials in his/her lesson?

a/ yes

b/ No

8/- why do EFL pupils misbehave in class?

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

Thank you for your collaboration

Appendix B: Classroom Observation

Institution: Abi Dar AL Ghafari secondary school.

Class: EFL classes of secondary level- Grade: 2nd year

Year: 2018

Time: h.

Observation	yes	no	always	sometimes	often	rarely	never
Questions							
Pupils paying attention to the lesson							
Pupils participating in the classroom							
Teachers' competency in transmitting knowledge to their pupils							
Pupils respecting their teacher							

Appendices

Teacher's applying & using different approaches & techniques (authentic materials)							
Pupils misbehaving in class							
Type of discipline problems							

Summary

تعلم اللغات الأجنبية ضروري ومفيد لكل دولة من أجل التطور والتحسين. نظراً لأنه يعتبر وسيلة اتصال وترجمة للثقافة والعلوم، فإنه يواجه مشكلات عملية مع المعلمين الجدد. في هذا البحث، تم تكليفنا بإجراء تحقيقات تربوية مع مدرسي اللغة الإنجليزية في ثانوية أبي دار الغفاري، في حمام بوججر. مهمتنا تتمثل في تحديد مشاكل الانضباط والعلاقة بين الأستاذ والتلميذ. خلال جلستين متتاليتين، واجه الاساتذة مشاكل تأديبية مثل : التلاميذ الذين لا يرتدون مآزرهم، والإجابة على الأسئلة دون رفع أيديهم، وعدم الاهتمام بالقراءة الصامتة لنص معين. لقد اقترحنا أيضاً أداتين من أدوات البحث والمتمثلة في الاستبيان وملاحظة في الفصول الدراسية. وأخيراً، لاحظنا الصعوبات التي يعاني منها الاساتذة خلال مسيرتهم المهنية الأولية، بالإضافة إلى القيود المهنية للمعلمين التي تعرقل ممارسة مهنتهم.

الكلمات المفتاحية: انجليزية- الاساتذة الجدد – التلاميذ- انضباط- المشاكل -مهنة

Learning foreign languages is necessary and useful for each nation in order to develop and improve. Since it is considered as means of communication and translation of sciences and cultures, it faces practical issues with new teachers. In this research work, we have been charged of pedagogical investigations with EFL new teachers at Abi Dar El Ghafari secondary school situated at Hamam Bouhjar. Our mission consists in identifying discipline problems and the relationship between the teacher and pupils. During two successive sessions, the teachers have faced disciplinary problems such as pupils not wearing their aprons, answering questions without raising their hands, and not taking care about the silent reading of a given text. We have also proposed two research tools notably, a questionnaire and classroom observation. Finally, we have remarked the difficulties that teachers suffer from during their initial professional career, in addition to the teachers' professional constraints which impede the practice of their profession.

Key words: English -Novice teachers- Pupils- Discipline- Flaws- Professional career

L'apprentissage des langues étrangères est nécessaire et utile pour chaque nation afin de se développer et s'épanouir. Etant un moyen de communication et traduction des sciences et cultures, il rencontre des problèmes pratiques chez les nouveaux enseignants. Dans ce travail, nous avons été chargées à procéder à des investigations pédagogiques avec les nouveaux enseignants d'anglais au lycée Abi Dar El Ghafari situé à Hammam Bouhdjar. Notre mission consiste à recenser les problèmes de discipline, ainsi que la relation entre l'enseignant et l'élève. Durant deux séances successives, les enseignants ont fait face à des problèmes de discipline, comme par exemple, les élèves non vêtus de leur tablier, ils répondent aux questions sans lever la main et ils sont indifférents à la lecture silencieuse d'un texte. Nous avons aussi proposé deux instruments de recherche, notamment un questionnaire et l'observation de la classe. Finalement, nous avons remarqué les difficultés que subissent les enseignants pendant le début de leur carrière, ainsi que leurs contraintes professionnelles qui entravent la pratique du métier.

Mots-clés : Anglais-Nouveaux enseignants- élèves- Discipline- Problèmes- Carrière professionnelle