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Department of Philology

NOVICE ENGLISH LANGUAGE TEACHERS IN TRANSCARPATHIAN HUNGARIAN SCHOOLS: MAIN PROBLEMS

Bachelor's Thesis

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ЗМІСТ

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Introduction

This thesis analysed the main problems faced by novice English language teachers in Transcarpathian Hungarian schools. Many novice teachers struggle to teach during the first years of teaching. The statement of the problem is that unlike in other occupations, the requirements of a novice teacher is the same as an experienced teacher. Even though novice teachers do not have the qualities of an experienced teacher, they are also required to satisfy the needs of the requirements. Novice teachers are awaited to perform the same responsibilities as teachers who have twenty years of teaching experiences.

Exploring the problem of the topic of the thesis is essential and expedient, as novice teachers will always be and there will always be novices who enter the field of the teaching profession, therefore it is important to outline the issuess that can cause problems. The usefulness of dealing with the subject is demonstrated by the fact that numerous written sources can be found and each study presents unique information. Taking into consideration this fact the current thesis can provide new information on the topic, as besides the same, most common challenges that almost every novice teachers meet, new and individual problems may occur.

The thesis aims at examining what novice English language teachers go through during their first years of teaching and try to come up with solutions on how they can be supported to overthrow those problems, this facilitates the self-efficacy of these novice teachers as they integrate into the student community. The aim of the study was to understand the problems faced by novice teachers in schools in Transcarpathia and to make suggestions on how to best support them. To undertand the challenges faced by novice teachers, literature connected to the topic was investigated. The thesis gave an insight on the problems novice teachers have in schools in the districts of Munkács and Beregszász.

The novice teachers are expected to learn the school environment, procedures while becoming familiar with curriculum and school. There are some problems in the class atmosphere as well, like mixed ability classes, workload and communicating with students. When novice teachers enter the classroom with lack of experience, it can cause negative feelings for new teachers. This can lead to a feeling of isolation.

The objective of the thesis was to investigate the main problems novice teachers face in Transcarpthian Hungarian schools during their transition into their first teaching jobs.

The thesis has two hypotheses to focus on. The first hypothesis states that the main problems which the novice teachers face are classroom management and implementing the curriculum. According to the second hypothesis novice teachers do not get enough meaningful and adequate professional support in the workplace.

In accordance with the purpose and hypotheses of the study set the following tasks: to compare what literature says about the main problems novice teachers face with the results obtained from the research of the thesis, to provide information to understand the main problems faced by novice English language teachers during the beginning of their teaching years and to highlight some strategies which the teachers can use in order to cope with the problems that may occur.

In order to get information on the topic, a questionnaire was designed to be investigated. The method of the questionnaire was qualitative. The questionnaire included 21 open-ended questions, paying particular attention to the working environment, the first experience of the teachers, their fears, moreover, problems which the novice teachers may face and how they cope with the problematic areas. The findings obtained from the research can help novice teachers to handle the challenges they meet during the first years of teaching.

The work is divided into three parts. The theoretical part gives information on the topic of the thesis and it is based on theoretical background that is admissible to the problems novice English language teachers have during their first years of teaching and serves as a basis for the practical parts. It deals with the issue of the problematic areas, presents why those first teaching years are the most challenging and focuses on the strategies that might be applied by novice English language teachers.

The practical part of the thesis deals with the research questions in a form of a questionnaire with the focus on the most challenging areas of the teaching profession. The aims of the research were to see: what caused the greatest difficulties for the novice teachers, how and with what methods novice teachers could deal with the issues that arose, how do more experienced colleagues related to the novice teachers, in case of difficulties whether there was someone who could help. It will also attempt a description in which novice teachers reported what helped or would have helped to prepare them adequately for teaching in retrospect. Finally, the last part of the practical part will contain a conclusion, in which the findings, outcomes and answers will be presented.

According to numerous studies carried out on the above subject, the main areas, which cause the main problems to novice teachers include classroom discipline, motivating learners and maintaining their interests, organization of class work. Other areas include poor teaching resources and dealing with the individual problems of certain students. The literature investigated in the thesis will be compared to the findings of the research.

Authors were concerned with the topic of problems faced by novice teachers: [4], [14], [18], [23], [32], [37], [45], [49], [54].

The practical value of the thesis is that it provides a description of what problems novice English langage teachers face gives an overview of the opinions and the points of view of the first years of teaching and presents strategies and advices to prevent the occuring challenges. Novice English language teachers must not be afraid to ask for help from their more experienced colleagues if issues occur. Several techniques serve the teachers to maintain interest, motivation, attention and to prevent disruptive behavior. Novice teachers are advised to engage students in student-centered learning activities. From the very beginning they have to develop their routines and rules must be introduced for maximum student achievement.

PART I

Theoretical consideration on the topic

1.1 Teaching in general

Teachers are at the heart of the educational process. The greater the importance attached to education as a whole – whether for cultural transmission, for social cohesion and justice, or for human resource development so critical in modern, technology-based economies – the higher is the priority that must be accorded to the teachers responsible for that education. [19]

Teachers play an important role in society. Together with parents and peers, they are one of the main agents of socialisation and upbringing. They are the ones who teach, judge and evaluate the future citizens of society and their competence and abilities and skills affect the outcome of schooling. [14]

Nothing will ever replace the centrally important role of the teacher in the learning process. The personal relationship between the teacher and the learner will remain at the centre of the pedagogical mission for awakening, initiating, guiding, motivating and transmitting wisdom and tacit knowledge such as moral values, personal and interpersonal development. However, the role of the teacher will change fundamentally for we are moving from a teaching to a learning model. [19]

It sounds like truism that a lifelong learning is necessary in all workplaces, but this idea was not so undisputable only a few decades ago. Nowadays, the fact that a certain piece of knowledge or skill was accepted and taught, no longer insures its validity. This scenario reflects a change in how people think and argue about knowledge, at least in modern industrial societies. We do not claim that lifelong learning has become reality in most workplaces. What we do argue is that it is a vision of what it can be and that we must be aware of. [12]

The meaning of teachers` development is located in their personal and professional lives and in the policy and school settings in which they work. [19]

Every teacher, whether trained or not, holds some presupposed beliefs about his students, their learning and the methods he would use to make his teaching effective. Irrespective of whether or not he is concious of any old and modern methods, he would base his teaching on some principles that would govern his teaching for the whole session. The

knowledge that he can get from books would definitely contribute to his development, he wold still hold his basic principles dear to him. Language teaching requires the teacher to decide which part of the syllabus he must teach at a particular point of time, in what order, how and how often. [5]

Teachers must believe that the perception of control and mastery over events can contribute to their ability to engage in and produce creative work, even in circumstances where this is very difficult. [7]

1.2 What is novice?

The term *novice teacher* is commonly used in the literature to describe teachers with little or no teaching experience. They are either student-teachers or teachers in their first year of teaching. Occasionally, the term novice is used for people who are in business and industry, but have an interest in teaching. These people have subject matter knowledge, but no teaching experience experience at all and no formal pedagogical training. [10]

Novice teachers are quite easily described as those with little or no classroom experience. They are frequently student teachers or teachers who have less than 2 years of teaching experience. [1]

A novice teacher could be anyone who is teaching something new for the first time or who has entered a new cultural context for the first time. There is no compromise on how many years of teaching are essential to end this novice stage. Usually researchers define novice as 'a teacher with less than five years of teaching experience. [30]

1.3 Novice teachers

The first year of teaching is often the most crucial in the development of novice teachers. This period, generally described as a transition between the environment of a relatively safe training course and the contradictory reality of the school context, is often characterized as stressful, exhausting, and complex. Many studies in different subject areas have tried to capture and record the complexity of novice teachers" experiences in the first few years in order to discover a pattern of teacher learning and coping strategies. Yet, a comprehensive understanding of the issues during the novice years is yet to be achieved. Research in the field is often criticized as too narrow in its scope as it usually 1) applies a case study approach and focuses on only one or just a handful of teachers or 2) limits the

observations on a limited number of concern areas, for example, teacher cognition, teacher beliefs novice teachers' coping strategies, or their changing perceptions of teaching [33]

There are various types of 'novice' teachers: beginning teachers directly out of undergraduate teacher education programs, adults who begin teaching after raising families, career changers, and experienced teachers who change schools. Because each of these new teachers has a different level of experience working in schools, and dealing with colleagues and administrators, their induction and mentoring needs are different. [52]

Novice teachers have different duties, such as teaching and learning to teach. Thus, the first year in teaching can be regarded as a learning to teach because the knowledge and skills acquired in the pre-service teacher education period constitute a basis, and the learning process continues as a new teacher in the profession will encounter with real learning environments when they enter the class. [29]

Most novice teachers are like apprentices in any field – they need time to mature and acquire the tools of their craft. Most new hires fit in right away and, given encouragement and mentoring, become highly effective teachers. [41]

Being a novice teacher may depend on the working environment of a teacher. Since cooperation and collaboration has a prior importance in education business, the teacher might feel safe according to the effective time spend with the colleagues. If they are left alone during the first years of their profession, they might feel insecure due to work load, misbehaved students, demanding heads or likewise. [46]

One of the most common experiences in teaching profession is the feeling of disappointment which can be defined as an unpleasant situation which takes place when desired expectations are not fulfilled. In the first year of teaching, no novice teacher encounters exactly the same situations as his or her expectations. Some of novice teachers are disappointed in their first year of teaching by having difficulties mostly due to lack of experience, although they start with a great deal of energy, enthusiasm, passion and great hopes for the profession. [19]

During the first year of teaching the novices are developing their professional identity not only in terms of who they are (or want to be) as teachers, but also how they practice teaching in accordance with their own beliefs and students' needs. This will naturally include trial and failure, and to be able to do this, novice teachers want to experience autonomy to try

out new things. In school contexts, which allow for autonomy and accept failures as part of the learning process, also for teachers, novice teachers are likely to become resilient. The fear of failing is harmful to any professional. [55]

On the inside, they are terrified. They have stepped out of a college culture of good friends and supportive professors. As students, they were probably financially dependent on their parents. Now, they are real teachers who have professional responsibilities. This step is quite a transition for someone who is only twenty something. [38]

Obviously, experienced teachers are considerably more skilled in interactive teaching and reflection-in-action than novice teachers. [43]

The novices are expected to teach like experienced teachers. It is obvious that novices do not have the same qualifications as the experienced teacher, however they are sharing the same atmosphere and sometimes they have a work load which is much more than an experienced teacher has. This creates another burden on novice teachers' shoulders. As a result, there are more novices who resign and leave the field than beginning workers in other careers. Having high turnover rates is not preferred instead a solution can be found. [56]

Novice teachers tend to act according to rules and guidelines laid down by people with authority, whereas expert teachers rely on their own judgment and exercise autonomy when planning. [10]

Novice teachers seem to need professional development that affirms the knowledge, experience, and intuitive judgment they have been cultivated during their careers. [1]

1.4 First years of novice teachers

The first few years of teaching are viewed as a developmental process, not just of entering the profession of teaching but also of learning how to succeed as a teacher. [32]

It is during the early years that teachers are most likely to become disillusioned and leave their initial teaching positions or even the profession. The transition from pre-service training into the classroom has been described as a period of chance, a ritual bridge that beginning teachers have to cross to enter the world of teaching, and the most dramatic transition in beginning teachers' learning to teach. [58]

As in all professions, the first year in teaching is seen as a special period in teaching profession. The first year of teaching has been emphasized in literature to a great extent and

an important literature about 'the first year in teaching' was formed. It is stated that the first year in teaching will influence a teacher's professional career significantly. Furthermore, the first year in teaching influences whether novice teachers will stay in the profession or not. The experiences of a teacher and the conditions he or she works in this period are significantly influential on his or her professional development and on teacher's effectiveness in the profession, attitude and behaviors in the long term. [29]

Novice teachers experience daunting responsibilities as they transition from their internship into having complete responsibility of their classes. They must, among other tasks, ensure that they teach the content area knowledge in engaging ways, help students successfully pass state testing requirements, assess students regularly, individualize instruction for English language learners, attend to diverse learning styles and abilities, meet with parents, and keep up with enormous amount of paperwork that districts demand in terms of lesson plans, individualized education plans, and other documents frequently required. For novice teachers who came into the profession with a desire to make an impact on their students lives, the enormous amount of responsibilities expected, as well as navigating the covert culture of the school can present challenges on a cognitive as well as an emotional and physiological level as they adjust to a new environment. [43]

In some countries large numbers of beginning teachers leave the profession within the first few years. Attrition and turnover rates are often particularly high in schools serving disadvantaged communities. High teacher attrition has costs for both individuals and school systems, and concerns about retaining valuable skills in schools, reducing teacher attrition has become an important policy issue. Even where beginning teachers do not leave the profession, a difficult start to their career may so reduce new teachers' confidence that their long-term effectiveness suffers, and students and schools do not benefit from the new ideas and enthusiasm they could bring. [45]

The school as a workplace and its organizational culture seem to be important issues shaping the qualification and coping ability of novice teachers. [28]

In learning to teach, the novice is taught the meaning of terms like higher/order questions, reinforcement, and learning disabled. Novices are taught context-free rules such as give praise for right answers, wait at least three seconds after asking a higher-order question, never criticize a student, and that old stand by, never smile until Christmas. Identifying the context-free elements and rules is needed in order to begin to teach. The behavior of the

novice is rational, relatively inflexible, and tends to conform to whatever rules and procedures they were told to follow. Only marginal performance is really expected. This is a stage for learning the objective facts and features of situations. It is a stage for gaining experience. [10]

It may be exaggerating a bit to say that the first few days as a teacher will make or break a teacher, but there are certainly elements of truth in this statement. Researchers who have carefully studied this time have found consistently that the first few days of school have a profound impact on both teachers and students alike. A well-thought-out, forward-looking plan, executed competently, is associated with positive academic and behavioral outcomes for students. The reverse is also true. Chaotic and poorly planned first few days send the wrong message to students about the importance of learning and hard work. [50]

As you begin a teaching career, you may feel the weight of heavy demands. And teaching is not one of those careers where you can necessarily leave all the cognitive and emotional load in the office. So you can expect to be the proverbial over-worked and underpaid laborer. But in the midst of those demands, try to balance your life, and take everything in perspective. [13]

1.5 Main problems

Becoming a teacher involves a transition from pre-service training into the profession of teaching. This transition brings about a shift in role orientation and an epistemological move from knowing about teaching through formal study to knowing how to teach by confronting the daily challenges of the school and classroom. They experience difficulties beyond their control that affect their professional performance at the workplace, especially during their first year of service. Consequently, beginning teachers often have a hard time determining their success, especially during their first year of teaching. [58]

Novice teachers must deal with questions concerning lesson planning, the use of different teaching methods, the assessment of student learning, classroom management and students' individual needs, as well as becoming familiar with roles and attitudes as professionals. [28]

All beginning teachers encounter challenges within the first years of teaching, but some struggle more than others. [11]

Novice teachers are often described as experiencing more problems than novices in other professions. [28]

New teachers are often assigned the most diffcult subjects and the most challenging, diverse students in the highest-need schools. Then, they are rarely supported in their first years on the job – despite the fact that when novices are 'formally inducted', they are 2-3 more times more likely to remain in the classroom. [52]

Some schools treat beginning teachers like their experienced colleagues, assigning them the same number of classes, duty periods, extra-curricular responsibilities, and, most often, the most challenging or least favored students or subjects for which they have little or no preparation. [58]

New teachers should be aware how easy it is to fall into a comfortable pattern of classroom organization. Discipline management often takes place presedence over teaching and learning management. [25]

Novice teachers had diffculties making sense of the sequence of topics in textbooks and consequently they planned each lesson as discrete units on the basis of the prescribed objectives without understanding how the units fit together. [10]

The role of the teacher is to enable the pupils to demonstrate their knowledge and understanding to you as their teacher as well as to themselves and to their peers.To enable this to happen you need to ask rather than tell. Responses to questions will enable you to consider and construct further questions that need to be asked to enable the pupil(s) to progress and achieve. [8]

The first year of teaching is often filled with high expectations and extreme difficulties. The conditions under which new teachers carry out the first year determine the effectiveness, attitudes, and behaviors they will develop and sustain for an entire career. The first-year experience is also a frequent factor in the decision whether to remain in the profession. Many motivated and potentially superb teachers leave premateruly. [20]

Good teachers move around and circulate almost nonstop when they are monitoring student performance. Easy movement about the classroom is also essential for proximity control, a basic and frequently used behavior management strategy where a teacher moves close to the students who are behaving inappropriately or who just look like they are about to behave inappropriately. [50]

A newly graduate teacher is equipped with information however being a novice teacher lack them to behave like an experienced teacher. What is expected from an

experienced teacher is also expected from a novice teacher. Issues like constraints, loaded curriculum, testing and marking, classroom management are the few basic topics in a teacher's daily routine. There are some other detailed headlines as well. For example culture of the institution,both written and unwritten, challenges in class due to misbehaved students. [56]

The first year of teaching includes three major characteristics that are reflected in most career changes: (a) changes in the definition of oneself, (b) experiences in a totally new situation, and (c) major changes in one's interpersonal support network. New teachers experience the new environment of the school in addition to the new informal and formal expectations of being a teacher. For many teachers, entering the teaching profession is concomitant with entering adulthood. [20]

The issues that young teachers face as they venture into adulthood and their teaching careers begin with the change in the definition of themselves. The beginning teacher exchanges the familiar status of college student for that of teacher. Behavior, dress, and lifestyles that are acceptable for college students are not always acceptable for teachers. Establishing and becoming comfortable with a new identity and leadership expectations are adjustments. New teachers look to colleagues in their school to model appropriate professional behavior, dress, and lifestyles. [20]

A second issue that new teachers experience is the total novelty of the situation. First-year teachers who have had successful college experiences look forward to the first year. Most move into the role of teacher with confidence and enthusiasm. Accustomed to academic success, they might not anticpate problems. After all, schools are familiar settings. First-year teachers have spent more than 17 years in them and have watched countless people teach. Because they have been successful in most academic endeavors, beginning teachers expect that they will be excellent teachers. However, the reality from the other side of the desk is often much different. The yearlong responsibilities of teaching, managing students, and relating to colleagues and parents are unlike anything they have ever experienced. When problems occur, some beginners become dismayed and blame themselves. They mistakenly regard typical problems of first-year teachers as personal failures. Unless the are provided with support and oppurtunities to talk with other novices, they will become discouraged. Unaccustomed to dealing with anything less than success. some beginning teachers assume that they are in the wrong profession and quit. [20]

A third issue is the change in interpersonal support networks. The change from college student to teacher affects relationshipswith parents, college professors, and friends. For many new teachers, this situation is the first time that decisions must be made without the assistance of the people in their former support network. The first step toward independent adulthood also means a new set of personal relationships. At the time when young teachers are most unsure of themselves and are most vulnerable, they no longer have the familiar support of campus friends and college professors. Some have recently married and have the added stress of adjusting to a spouse. [20]

Common sources of problems include inadequate preparation of for teaching, inappropriate teaching assignment, and lack of support. The greatest challenges imcluded classroom management, motivating students, dealing with individual differences, assessing student work, and relations with parents. The problems that beginners experience are intrinsic to the teaching profession and to the conditions of the school environment as a workplace.

For beginning teachers, the enormous responsibility of the job finally hits home and this feeling is significantly overwhelming when things do not go as planned. There are five enviromental factors that confront novice teachers:

1.   Difficult Work Assignments

Often beginning teachers start the job with larger classes, more difficult students, and more course preparations than experienced teachers.

2.   Unclear Expectations

In addition to the formal expectations cited in faculty handbooks, there are a myriad of informal routines and customs that make up the school culture.

3.   Inadequate Resouces

First-year teachers lack the stockpile of years of instructional materials and often their classrooms have been stripped of better furniture, materials, and equipment.

4.   Isolation

Many entry-level teachers view seeking help as an admission of incompetence and continually hide serious problems.

5.   Reality Shock

The discrepancy between the novice teacher's vision of teaching and the job realities of the situation can cause serious depression, which tends to impact the other factors and make them even more comfortable. [20]

Each of these factors brings its own set of problems, which are intensified when experienced teachers avoid helping new teachers, believing that it is not their job or that their advice would be viewed ad meddling. [20]

The multiple tasks of adjusting to a new environment, dealing with the varying needs of their students, and developing their own confidence while preparing for daily lessons and schoolwide expectations can overwhelm beginning teachers. [48]

Standing in front of a class for the first time is one of the biggest challenges identified by almost all student teachers. This becomes an even bigger challenge when you 'take over classes who are happy with their normal teacher and resent change', especially when this might be at a crucial time in their work programmes and any assessment period icluding mock exams. On the other hand, you might be the fresh air that the class needs to engage and invigorate them into learning. [8]

First, there are factors related to the personal circumstances such as maternity, family reasons, health problems. Second, teachers may be disappointed or even disillusioned by the reality of the teaching job. They often start teaching with an idealistic, not always realistic understanding of what teaching contains. It might be heavy workload, often caused by extensive 'out-of-field' teaching, which eats up leisure time in the evenings and weekends. Moreover, other reasons for the disillusion are large classes or difficult students, time pressure to get 'through' the curriculum, and being unable to be the kind of teacher they had envisioned. In addition, in some systems the demands of effectiveness measured in students' achievements and increased demands for documentation at the expense of time spent with students, are likely to cause emotinal stress and burnout. Third, characteristics related to a specific school, e.g. low quality mentoring, harmful collegial relations, lack of support from leadership, and power struggle within the school, are all common challenges in the first year. When the insecurity of repeatedly being offered part-time or temporary positions are added, it is understandable that induction to teaching are experienced as difficult. Fourth, poor relationships with students (discipline issues), parents, colleagues and leadership of the school affect novices'experiences and emotions during the first year. [55]

The first years of teaching are especially stressful as beginning teachers face the emotional challenges of adopting to a new workplace and new colleagues – from somply figuring out where things are located to learning policies and procedures, finding kindred spirits, and generally speaking, getting the lay of the land. Fatigue is another constant for new teachers. Free time during their official workday is scarce, and planning and other preparation invariably spills over into their personal time. The effort of planning every lesson from scratch, teaching with unfamiliar materials, and, often, teaching at an unfamiliar grade level drains even he most energetic new teachers. Compounding all this is the inherent isolation of individual teachers sequestered in their individual classrooms. [57]

Research findings [e.g., Wolfe and Smith, 1996; Zepeda and Ponticelli, 1996; Moran et al., 1999; Ganser, 2001] also report consistently that beginning teachers face the following major challenges:

- time management;

- student assessment;

- negative relationships with teachers, principals, community;

- lack of time (to plan, prepare, carry out administrative duties, and mark);

- establishing positive relationships with students;

- confusion about their relationships with students and the need to establish authority;

- difficulties with students' reactions to both the subject content selected and instructional strategy;

- discovering and developing teaching personalities and styles;

- difficulties in aligning instructional techniques to the subject content and students' learning styles;

- perceptions of self; and

- earning the respect of colleague teachers. [58]

One of the most significant challenges is the change from learner to teacher yet being both at the same time, learning and developing pedagogy simultaneously. Coming to terms with the subject matter to be taught, the need to identify and to cater for a wide range of

abilities, of different preferred learning styles, choosing which strategy to adopt from a wide range of teaching and learning strategies to suit particular pupils and classes, pitching the content of the lesson appropriately and all of this in ever-changing circumstances, time of day, week, year pupil dynamics, classroom environment and the charisma of the teacher you are taking over from. [8]

1.5.1 Classroom management

Classroom management has been broadly defined as actions taken to create and maintain a learning environment that supports instructional goals. For teachers to be prepared to create and maintain an effective learning environment, they must have a variety of knowledge and skills that allow them to effectively structure the physical classroom environment, establish rules and procedures, develop relationhips with children, and maintain attention and engagement in academic activities. [37]

One of the most prominent problems faced by beginner, novice, and pre-service teachers is classroom management during the actual practice of teaching. A teacher plays various roles in his classroom, but the most prominent role is that of a classroom manager because effective teaching and learning can not take place in a poorly managed classroom. Chaoes becomes the norm if students are disrespectful and disorderly due to lack of apparent rules in guiding their behavior. Thus, both teachers and students suffer in this chaotic situation because students most likely to learn much less than they should, and teachers struggle to teach too. [23]

Many beginning teachers state they are unprepared for the realities of working with the behavior demands presented by their students. Classroom management involves a complex set of skills, and implementing these skillsis confounded by the emotional aspect of having to respond to student behavior that disrupts the learning process. [40]

New teachers invariably prioritise good classroom management and worry about losing control. [4]

Inadequate planning often creates myriad problems. Many beginning teachers do not have a sense of the time required for a particular activity; it is not uncommon for them to discover that their hours' worth of material takes only twenty minutes to complete. In the initial weeks of a semester or any time a new teacher enters the picture, students may be way of giving comments until they feel comfortable in the environment. There are, unfortunately,

occassions when beginning teachers are never able to integrate classroom management into what goes on in the classroom. [28]

A classroom with a well-designed physical layout increases student learning and helps to promote higher levels of appropriate student behavior. How you plan the room layout will significantly affect your teaching and your students' learning and behavior [50]

It is sometimes difficult for beginning teachers to establish consistency for at least two reasons. One, rule breaking normally occurs when more than one event is going on simultaneously. A novice teacher cannot always maintain total awareness of the complex classroom environment. and thus does not aways see what is occuring. Two, it takes considerable energy and even personal courage to enforce rules consistently. Beginning teachers may find it easier and less threatening to ignore certain student behavior rather than to confront and deal with it. Experienced teachers know that avoiding a difficult situation only leads to more problems later. [6]

Classroom management can be one of the hardest and last areas of teaching to master for both novice and experienced teachers alike. [52]

The novice years are crucial in establishing the pattern for a teacher's future professional development. Yet novice teachers all too often are left to sink or swim. Thus classroom management is a pressing concern for novice teachers. [59]

1.5.2 Lack of support

New teachers need support during the first several years of their career. Although the greatest amount of support is typically offered during the first year, new teachers benefit from support during at least their first three years. [29]

Oftentimes beginning teachers do not get meaningful and adequate professional support in the workplace from either their veteran colleagues or their principals. [58]

Novice teachers in the early years tend to rely upon their conncetions with other teachers. Good professional development should engage teachrs in collaboration problem-solving; should be continuous, supported, information rich; and should help teachrs develop a tehoretical understanding of the elements involved in the change or reform. [46]

The lack of support for beginning teachers appears to be grounded in the erroneous belief that they have learned in their preparation programs all they need to know to be

successful. If they are not successful, it is their own fault; they are not tough enough or unfit in some way for the rigors of teaching. [60]

At this emotionally challenging time, more experienced colleagues can play an important role, serving as a sounding board and assuring beginners that their experience is normal, offering symphathy and perspective, and providing advice to help reduce the inevitable stress. While this type of support does little to directly improve teaching performance, it does much to promote beginning teachers' personal and professional well-being and to transmit the culture of teaching. In the process, such support also improves the likelihood that the new teachers will stay the course long enough to have the oppurtunity to become more effective teachers. [57]

Relationships with colleagues have been repeatedly found to influence novice teachers' feelings of job satisfaction and sense of success with students, and ultimately their job retention chances. [29]

Beginning teachers also need help in knowing how to approach new tasks and in solving specific problems that crop out in their teaching. They are usually undertaking even the most basic teaching tasks for the very first time: developing lessons plans, planning, deciding what goes in the gradebook to determine grades at the end of the nine weeks, and structuring parent-teacher conferences. Seasoned teachers can guide beginners in planning and accomplishing these taks effectively. With the help of a veteran teacher, the beginner does not have to reinvent the wheel for such standart activities. Veterans can also share the sometimes unwritten expectations associated with such tasks in a given school, district, or state. [57]

A major source for beginning teachers' resilience seems to come from the students themselves, especially from students or classes they find difficult. If they succeed in developing positive and deep relations to the learners, the feeling of achievement strengthens the relisiense. Novices feel responsibility towards these learners and not do not want to leave them to yet another teacher at the end of the year. Positive feedback from students has a strong impact on motivation from teaching. Socialization into the school culture and the community of teachers is another source for resilience. Positive relationships create an atmosphere of trust, and the novice teacher feel confident to ariculate their challenges and actively seek advice. The feeling of being included, and not being marginalized is important. The mentor plays a central role in introducing and 'sponsoring' the new teacher to the

colleagues, and can positively contribute to socilization. Having a named mentor whose professional and personal knowledge and skills are trusted, who is available and interested in doing a good job as a mentor is highly appreciated by the novices we worked with. [55]

1.6 Teacher-preparation programs

Teacher preparation programs (TTPs) are where prospective teachers gain a foundation of knowledge about pedagogy and subject matter, as well as early exposure to practical classroom experience. Although competence in teaching, as in all professions, is shaped significantly by on-the-job experiences and continuous learning. Many aspects of the relationship between teacher preparation and instructional quality are not fully understood, and existing approaches o TTP evaluation are complex, varied, and fragmented. [31]

Preparation for general classroom teachers involves formal training for initial certification, often referred to as pre-service training, as well as ongoing training throughout a teacher's professional career, often referred to as in service training or professional development. Most teachers receive undergraduate degrees through teacher preparation programs administered by institutions of higher education. These traditional programs typically include courses in subject matter and instructional strategies, as well as field-based experiences. Under this traditional approach, prospective teachers must complete all of their certification requirements before beginning to teach. [3]

Teachers are bound to certain standards that must be met in ensuring students' performance. One most common debate on teachers is *'Does teachers'* poor performance affect students achievement?* To many people, teachers are directly responsible for students' success and the failure of students reflects teachers' poor professional character and judgemnt. The discourse of blaming begins when teachers are seen as the problem. Teachers who do not perform are seem as incompetent, unprepared and not doing well in classrooms. As a way of getting rid of these so called 'bad apples', teaching assessment is introduced to evaluate teachers performance. [38]

In traditional teacher-preparation programs, students are typically placed with cooperating teachers for practice and student teaching experiences. These cooperating teachers, of course, have significant influence over the growth and development of the teacher candidates. [9]

1.6.1 Definition of Microteaching

Microteaching is a procedure in which a student teacher practice teaching with a reduced number of pupils in a reduced period of time with emphasis on a narrow and specific teaching skill. Microteaching is a technique of presenting a small portion of the lesson for detailed study and pinpointed guidance by taking a microscopic view. Reducing the number of students in the class, the duration of the lesson, the portion of the content and the number of skills to be practiced minimizes the complexities of the usual classroom teaching. Thus, microteaching is a training technique, which requires pupil teachers to teach a single concept, using specified teaching skills to a small number of pupils in a short duration of time. [54]

Microteaching is so called since it is analogous to putting the teacher under a miscroscope so to say while he is teaching so that all faults in teaching methodology are brought into perspective for the observers to give a constructive feedback. Microteaching helps teachers improve both content and methods of teaching and develop specific teaching skills such as questioning, the use of examples and simple artifacts to make lessons more interesting, effective reinforcement techniques, and introducing and closing lessons effectively. [34]

Microteaching plays a vital part for providing the trainee teachers with a platform for them to practice their teaching skills. Microteaching is a teacher training method that provides the student teachers the opportunity to implement their teaching skills by refining various simple tasks known as teaching skills and it is the current practice worldwide. Teaching exposure in microteaching session enables the trainees to experience and execute appropriate instructional strategies before the real task of teaching coming in the later stage of the teacher education program. The significance of exposing the trainees with most appropriate and relevant instructional strategies is to create and mold effective teachers in the profession. [23]

It is used by teachers and administrators for developing the skills of teaching and to extend their professional competencies. [47]

Learning to teach is a lifelong process that involves new learning as one comes in contact with each new student and shares ideas, problems, and solutions with colleagues. Consequently, beginning teachers, even those with good pre-service preparation, are still learning to teach. [58]

A key message emerging when learning about teaching in the early stages is to accept deficiencies and inefficiencies and acknowledge that teachers are unlikely to produce perfect lessons which will inspire and enthuse absolutely all of the pupils in the class – well, not on every occasion! It is important to identify the challenges of lesson planning, preparation of resources, classroom management, assessment and the administrative tasks associated with each of these key components of teaching and learning. Teachers will realize very quickly the enormous workload they are taking on and that their inexperience will mean that those lesson plans do 'take hours', especially in the early stages. [8]

The best advice is to try to visualize the lesson from the pupils' perspective as well as theirs as the teacher. What are the pupils doing when teachers are talking to them? How will they explain the complexity of the key idea they are trying to get across and how will they know whether the pupils have understood it? What questions will they ask to ascertain this, of whom, and what answer will they expect in response? How will you ensure that the gifted and talented amongst the class are stretched in their thinking, whilst those least able to grasp the complexity of the idea are not left floundering? [8]

PART II

Strategies for novice teachers to cope with problems

This part focuses on to provide information about what strategies can be used to help novice teachers to cope with the problematic areas in teaching based on the literature which was investigated. The first years of the teaching profession are the most challenging for novice teachers. They enter the field with lack of experience. Being aware of this fact, the aim was to present strategies that can help to prevent or avoid various problems that may occur in the classroom.

Such strategies are listed below which can facilitate the life and work of the novice teachers in the classrooms. With the use of these strategies, teachers can create an adequate atmosphere in the classroom, where students can be more willing to participate in the activities and do their duties.

The description of the following strategies is created to give an overview of those strategies which can help novice teachers to prevent disruptive behavior, to establish rules and procedures in order to structure and organize the classroom, to maintain the students' attention, interest and motivation.

2.1 Perspective on Planning

Strategies for teacher development often involve documenting different kinds of teaching practices; reflective analysis of teaching practices, examining beliefs, values, and principles; conversation with peers on core issues; and collaborating with peers on classroom projects. However, although many things can be learned about teaching through self-observation and critical reflection, many cannot, such as subject-matter knowledge, pedagogical expertise, and understanding of curriculum and materials. Professional development, therefore, should go beyond personal and individual reflection. For example, it can include exploration of new trends and theories in language teaching; familiarization with developments in subject-matter knowldge such as pedagogical grammar, composition theory; and critical examination of the way schools and language programs are managed. [17]

Strategies are tools for designing thoughtful lessons and units. As teachers, lesson and unit design questions exert a profound influence on classroom decision making. Strategies make the work of differentiating instruction manageable for teachers and motivating for

students. Strategies provide the tools needed to bring thoughtful programs alive in classroom. [22]

The most important job as a teacher is perhaps to create the conditions in which learning can take place. The skills of creating and managing a successful class may be the key to the whole success of a course. An important part of this is to do with attitude, intentions and personality and their relationships with the learners. However, teachers also need certain organisational skills. [6]

The aim is to build confidence in the students so that they respect the guidance and instructions. At the same time, teachers should encourage a learning environment that sees all the students treated fairly by the teachers and their classmates. [36]

Planning is a top priority for effective time management. Detailed planning is initially time consuming, but teachers who make explicit plans are better organized and progress faster in achieving educational goals. Teachers who plan and communicate their expectations to their students promote a positive academic enviromennt. Thus, teachers ith an effective plan know what, to whom, and how they will teach; they have materials ready for their students; they plan for smooth transitions between classes and activities; and they have additional activities ready for students who finish early. Well-prepared teachers keep lessons moving at a brisk pace but do not ignore students who are having difficulties. [37]

2.2 Strategies for classroom management

Classroom management involves both decisions and actions. The actions are what is done in the classroom, eg. rearranging the chairs. The decisions are about whether to do these actions, when to do them, how to do them and who will do them. [6]

At any classroom moment, there will be a range of options as to possible actions. To say one thing or to say something different. To stop an activity or to let it continue for a few more minutes. To take three minutes to deal with a difficult question or to move on with what they had previously planned. [6]

The essential basic skill for classroom management is therefore to be able to look at and read classroom events as they occur and think of possible options available to teachers, to make appropriate decisions between these options, and to turn them into effective and efficient actions. [6]

The best classroom management strategy is to plan an interesting lesson that mets all students' learning needs. When students feel they can be successful and that they are appropritely challenged, they find the classroom a good place to be. [39]

Strategies for teacher development often involve documenting different kinds of teaching practices; reflective analysis of teaching practices, examining beliefs, values, and principles; conversation with peers on core issues; and collaborating with peers on classroom projects. However, although many things can be learned about teaching through self-observation and critical reflection, many cannot, such as subject-matter knowledge, pedagogical expertise, and understanding of curriculum and materials. Professional development, therefore, should go beyond personal and individual reflection. For example, it can include exploration of new trends and theories in language teaching; familiarization with developments in subject-matter knowledge such as pedagogical grammar, composition theory; and critical examination of the way schools and language programs are managed. [17]

Teachers must understand various approaches to behavior management and be prepared to chose appropriate strategies for the individual child, given the context. What teachers should know to manage classrooms well, including:

1. Creating meaningful curriculum and engaging pedagogy to support motivation,

2. Developing supportive learning communities,

3. Organizing and structuring the classroom,

4. Repairing and restoring behavior respectfully, and

5. Encouraging moral development. [44]

An efficient classroom organization and structure is crucial to maintaining an orderly and effective learning environment. An orderly classroom arrangement optimizes learning time, whereas inadequate planning causes disruptions and delays. Arranging the classroom thoughtfully supports orderly movement, few distractions, and efficient use of available space. [12]

2.2.1 Preventing disruptive behavior

Despite all the best efforts to create successful learning environments, things sometimes get out of hand and students start behaving in inappropriate ways. The way teachers react in such situations will determine not only how serious the event becomes, but

will also influence the attitude of the whole group in terms of their future adherence to the group norms which they have agreed. Punishing problem behavior is not in itself an attractive action, but turning it into future success is. It is vital to act immediately when there is a problem since the longer a type behavior is left unchecked, the more difficult it is to deal with. Immediate action sometimes means no more than stopping talking, pausing and looking at the student in question. [27]

Teachers should take care not to humiliate an uncooperative student. It is the behavior that matters, not the student's character. Though it may sometimes be tempting to make aggressive or deprecatory remarks, or to compare the student adversely to other people, such reactions are almost certainly counter-productive: not only are teachers likely to foster hostility on the part of the student and/or damage their self-esteem, teachers may also be ineffective in managing the situation. [27]

Where a simple look or brief comment is not sufficient, teachers need to think carefully about how they respond. It is always better to be positive rather than negative. Other ways of going forward are to re-seat students, especially where two or more of them have encouraged one another. Once separated in an effective ways, students often calm down and the problem behavior dies away. [27]

It is appropriate to discuss a student's behavior in private and talk about how to improve it. Dealing with indiscipline is often a matter of 'pastoral care', helping students to recognize the problem behavior and start to find a way towards changing it. This is far less likely to happen in class with everybody listening, than in private ongoing communication with the student outside the class. [27]

It is no shame to have disruptive students in our classroom. It happens to everyone. So when there is a problem, teachers should consult their colleagues, asking them for guidance. When the problem is threatening to get beyond our control, teachers would be well advised to talk to coordinators, directors of studies and/or principals. Teachers should all have considerable experience of the kind of problems being faced and will be in a position to offer the benefit of their experience. [27]

Teacher reaction includes verbal and physical reactions that indicate to students that a behavior is appropriate or inappropriate. The following strategies include both verbal and nonverbal reactions. [35]

Short Verbal Cues or Questions. When a student is misbehaving or appears headed for trouble, simply looking at the student and saying the student's name can make a difference. Similarly, th teacher might simply ask, "What is going on?" For many students, this is all that is needed. [35]

The Pregnant Pause. When teachers observe a recurring disruption behavior, the teachers simply stop teaching, creating an uncomfortable silence. This strategy directs all attention in the room toward the offending student; the silence and obvious interruption to the flow of instruction can be a powerful motivator for a student to stop misbehaving. However, this strategy can backfire if the student's motivation is compete with the teacher for the attention of the group. Therefore, when using this strategy, teachers should be ready to verbally confront the student in front of the audience if necessary. [35]

Moving to the Front of the Room and Stopping Instruction. If the entire class is engaged in off-task, disruptive behavior or the level of talking and disruption is getting out of hand, teachers might simply move to the front of the room, stand silently, and make eye contact with individual students around the room. [35]

Eye contact. When a student is behaving inappropriately or breaking a class rule, simply making eye contact with the student is often enough to stop the behavior. At times, teachers might find that they can continue speaking with others or to the class as a whole. If this strategy is not effective, teachers might stop talking and move closer to the student while continuing to maintain eye contact. [35]

Subtle Gestures. Sometimes all it takes to stop inappropriate behavior is a subtle gesture such as putting their finger to their lips or slightly shaking their head. Many times, students know that they are doing something they should not or that they are skirting the edges of inappropriate behavior. In these cases, teachers may need to do very little to signal to the student that the behavior should stop immediately. [35]
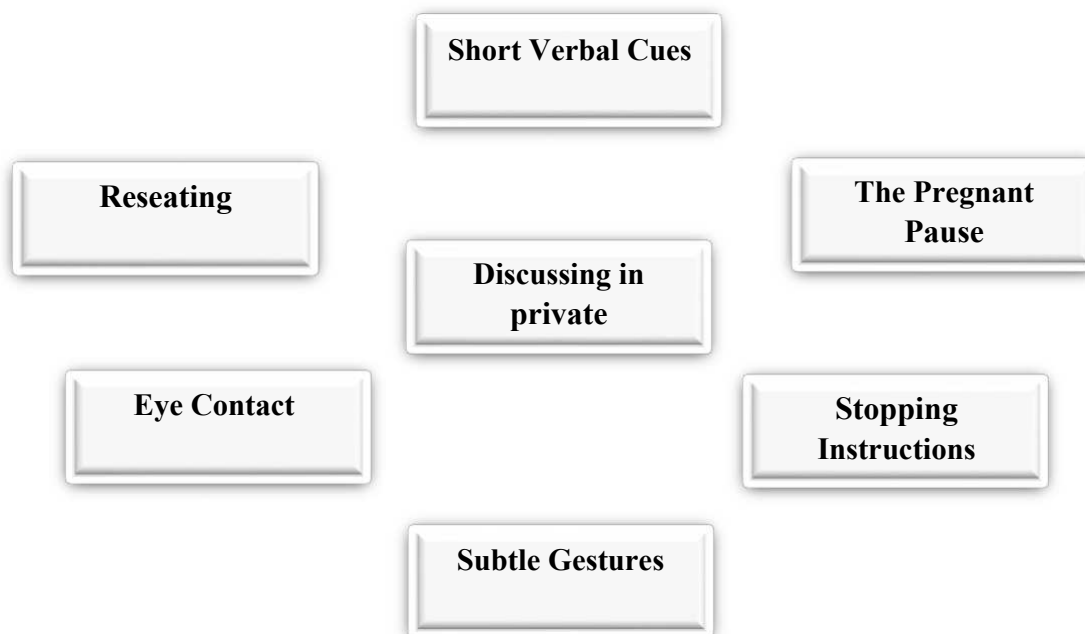
	Short Verbal Cues	
Reseating		The Pregnant Pause
	Discussing in private	
Eye Contact		Stopping Instructions
	Subtle Gestures	

Figure 1: How to prevent disruptive behavior

2.3 Establishing rules

To organize and structure classroom environments effectively, teachers must be able to design an appropriate layout for the classroom, develop rules and procedures, optimize learning time by developing smooth transitions between activities, set an appropriate pace for learning, and involve children in crating a democratic space where they have a sense of ownership and autonomy. [49]

The most efficient way to eliminate inappropriate behaviors is to prevent their occurrence or escalation from the beginning. Organized classrooms with enriching activities and predictable rules and schedules foster more productive children and thus greater learning. A primary task for supporting appropriate behaviors is to teach those behaviors. Effective rules are stated objectively so that compliance can be measured, state positive or appropriate behavior, and are kept to minimum number, that is, five or six classroom rules. Classroom rules may be designed to create orderly routines, efficient work time, mannerly conduct, and successful transitions. [2]

The purpose of establishing rules is to enhance students' academic and social achievement. Effective teachers also make rules that are not realated to discipline. These cover classroom routines for distributing materials, transitioning to new activities, starting and

ending class, obtaining permission to leave the classroom, and accomplishing tasks such sharpening pencils (norms). Simplicity is the hallmark of effective rules. If the rules are complicated, teachers will not be able to enforce them, and students will become confused. Effective rules: are limited in number, are observable (not vague), apply at all times of day in all school locations, apply to behavior only and not to academics, are selected with democratic student participation. [18]

Students will test the rules, teachers' determination to apply them fairly, and teachers' commitment to maintaining them. Proper management is essential for learning and for student safety. Applying the rules immediately, fairly and with determination. [11]

At the very beginning teachers should appear enthusiastic and interested themselves; they should be organized, and take control of the lecture room on their arrival; know how to use the presentation equipment. [21]

During the first few minutes the lecturer could go through the learning outcomes for the session, telling them what they should have learned by the end; describe a problem or scenario that is of relevance to the topic, and then go on to outline how the lecture will consider this; share their passion and enthusiasm for the subject by telling students why they are personally interested in this topic; link the lecture to some current news or activity. The lecturer could take this one step further by asking students to bring examples with them to the lecture, and inviting them to contribute. [21]

To keep students interested during the remainder the lecturer could use relevant and current examples to illustrate the point; where possible draw on the students' experiences; use rhetorical questions to encourage students to keep on track; change the demands on the student as the lecture progresses. Vary between note taking, listening, and active participation; use visual materials or artefacts that are relevant to the topic of the lecture. [21]

The lecturer's enthusiasm and interest is important at both the start and during the lecture, and this factor should not be underestimated in relation to the effectiveness of the lecture overall. [21]

Teachers should tell students the words they need to communicate their learning problems to them. It is easy to lose control of a class when they stop speaking English in favour of their mother tongue, but if they know how to say things like "I am sorry, I do not understand. Could you repeat please?" they can let the teacher know when things are going

wrong. Teachers can put phrases like this up on the wall or ask students to write them at the back of their course books. [36]

The seating and grouping arrangements of the classroom can and should be manipulated by the teacher to bring about different dynamics. One effective strategy is to establish three alternative seating arrangements at the beginning of the academic year. For example, it will take some time to organize these three arrangements, but the payback in terms of ease of changing the seating for different English activities later makes it worthwhile. The teacher now needs to use all three alternatives on a regular basis, telling students as they arrive in class which of the seating plans will be in use on that occasion, and prompting the movement of tables and chairs where necessary. [24]

There is a huge difference in comfort levels if the teachers know people's names. It is a bit embarrassing if teachers have to ask people their names over and over again. Teachers should ask students to make a small place card for themselves by folding an A5 piece of paper in half. They should write their names on this so that every name is visible to them at the front. [51]

A large number of new teachers tend to do things much too fast. They often seriously underestimate how difficult things are for students, or are responding to a fear that students will find things boring. For example, they should not ask questions and then jump straight in again because the teachers think they can not answer it. Instead, they should allow three times the length of time they feel students need (this is sometimes called wait time). [51]

2.3.1 Closing class

The closing of class is also an unstable time in most classrooms. Sometimes the teacher is rushed to complete a lesson that has run over its allocated time; sometimes materials such as test or paers must be collected; almost always students need to get their own personal belongings ready to move to another class, the lunch-room, or the bus. Effective teachers anticipate the potential management problems associated with closing class by incorporating the following procedures into their classroom organizational patterns:

• Leaving sufficient time to complete important closing activities, such as collecting books, papers, and the like.

• Assigning homework early enough so that possible confusion can be cleared up before the last minute of class.

•   Establishing routine procedures for collecting student work so class time does not have to be used for this activity.

•   Using alerting and cuing procedures to give students warning that the end of the class is approaching and that certain tasks need to be completed before they leave. [6]

2.4 Strategies for mixed-ability classes

One of the biggest problems teachers face is classes where the students are at different levels. Even if things are not quite so extreme, teachers of English regualarly face mixed-ability groups where different individuals are at different levels and have different abilities. [26]

Where teachers use the same material with the whole class, differetiation can still take place. Teachers can encourage students to do different tasks depending on their abilities. A reading text can have sets of questions at three different levels, for example, the teacher tells the students to see how far they can get: the better ones will quickly finish the first to sets and have to work hard on the third. [26]

Some teachers adopt a strategy of peer help and teaching so that better students can help weaker ones. They can work with them in pairs or groups, explaining things or providing good models of language performance in speaking and writing. Thus, when teachers put students in groups, they can ensure that weak and strong students are put together. [26]

Challenging students to think actively involves them in learning and develops critical skills. Expect both low and high achievers to participate in classroom discussions and answer questions. [16]

Ideas to encourage all pupils to think

Teachers should ask a question, wait three to five seconds, then call on a student. Wait time encourages more thoughtful responses and allows slower, as well as quicker, students to respond. [16]

Teachers should use the echo technique: one student gives an answer and the teacher calls on another student to repeat it. This process reinforces correct answers, involves more students, and improves listening skills. [16]

Teachers should praise correct answers.

Teachers should make sure procedures are understood. "We are going to create dialogues in groups. Who can remind us how we are going to do this?" One student gives information, another repeats. It requires students to recall directions for certain types of activities. [16]

Teachers should create a question box. Teachers should place all students' names in a box and draw a name to answer the question. Once all names have been called and the box is empty, Teachers should place all names back in the box and start over. Teachers should make sure all students are asked questions and keeps students in suspense as to who will be called on next. [16]

Teachers should pose a question and move their gaze to several different students during the wait time before selecting a student to answer. It adds drama to questioning. [16]

Teachers should pass a beanbang (or other obect, such as "talking stick"). Teachers should ask the class a question, pause, and then pass the object to a student. The student answers the question (or not) and returns the stick to the teacher or to another student. Teachers should use creative variations, such as student to student. This is fun and physically involves students. [16]

Successful group work and differentiation of the curriculum for pupils with a diversity of learning abilities and styles depends on establishing a system for gaining access to support and guidance when needed. [53]

2.5 Activities

When teachers choose particular kinds of learning activities, they need to consider how to organize other classroom plans to support the strategies they have chosen to use. For example, novice teachers sometimes hold the misconception that active classrooms in which students are engaged in activities and group inquiry are "less structured" and require less planning and organization than classrooms featuring teacher-led whole group instruction. In truth, activity-based classrooms are highly structured and take a great deal of time to plan and organize. The quality of the learning depends on substantial prearrangement and preaparation of materials, planning of activity structures, and skillful management of workflow. [49]

Gaining and maintaining students' interest in the lecture is likely to increase their motivation to learn. The start of the lecture is crucial and needs to interest students

sufficiently to convince them that it is worth staying, or staying attentive, for the next hour. [21]

Branching offers firmer retention of control for the teacher with all the class starting together on an activity, listening to a lecture, story or video presentation and then branching into different follow-up work. Some who have quickly grasped the new ideas may move on to more testing work, others may need more practice at the same level, others may need further explanation or simpler examples. Another application might be class work for part of the lesson followed by dispersion to learning or interest centers for the rest of the time. [53]

Unless carefully planned additional help in the classroom may merely add to confusion and distraction and as with any method, success will also depend on the selection and presentation of suitable material. [53]

The number of tasks that can be used to activate language in the classroom is large. Some of the more popular task types in the communicative classroom include: role-plays, simulations, problem-solving, listening to authentic audio/video material, discussions, decision-making, and information gaps. Information gap tasks in which two or more students have access to different information that they have to share in order to complete the task are popular because students participate actively; all students have to take part if the task is to work; they work well with mixed level groups. [42]

Role-play minimally involves giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish. In pairs for example, student A is an employer; student B is a prospective employee; the objective is for A to interview B. In groups, similar dual roles could be assumed with assignments to others in the group to watch for certain grammatical or discourse elements as the roles are acted out. [22]

Role-plays are also excellent activities for speaking in the relatively safe environment of the classroom. In a role-play, students are given particular roles in the target language. [42]

Brainstorming is a technique whose purpose is to initiate some sort of thinking process. It gets students' creative juices flowing without necessarily focusing on specific problems or decisions or values. Brainstorming is often put to excellent use in preparing students to read a text, to discuss a complex issue, or to write on a topic. Brainstorming involves students in a rapid-fire, free-association listing of concepts or ideas or facts or feelings relevant to some topic or context. [22]

Problem-solving group techniques focus on the group's solution of a specified problem. Decision-making techniques are simply one kind of problem solving where the ultimate goal is for students to make a decision. [22]

2.6 Class-work

There are many forms of class work: individual seatwork, small-group work,learning center work, and so forth. The decision about whether to grade a piece of class work or to simply review it and mark errors is based on whether students have just been introduced to the topic or whether they have had enough experience for the teacher to evaluate their progress or to expect profiencient performance. If the work is done in groups, monitoring the group work informally is usually sufficient to determine how students are doing. If students have reached a point in the learning where teachers need to know each individual's level of proficiency, grading an individual work piece is important. [39]

The value of class work is that it allows teachers to monitor individual students' progress and intervene before they fail an important test or become frustrated and cease to try. Monitoring students' class work is also helpful in making adjustments to their teaching strategies and to their future lesson plans. [39]

Sometimes it is much more informative to walk around and engage students in conversation and look at what they are doing than to collect and grade a finished piece of work. It is easier to correct errors on the spot than to find the time later to reteach something. Taking a few minutes at the end of class time to discuss the assignment, provide some feedback to students about what they observed, and have them evaluate their own work is a more productive use of their time. [39]

Group work helps to solve the problem of classes that are too large to offer many opportunities to speak. Small groups provide opportunities for student initiation, for face-to-face give and take, for practice in negotiation of meaning, for extended conversational exchanges, and for student adoption of roles that would otherwise be impossible. [22]

The second important advantage offered by group work is the security of a smaller group of students here each individual is not so starkly on public display, vulnerable to what the student may perceive as criticism and rejection. The small group becomes a community of learners cooperating with each other in pursuit of common goals. A further affective benefit of small-group work is an increase in student motivation. [22]

Pair work is more appropriate than group work for tasks that are short, linguistically simple, and quite controlled in terms of the structure of the task. Appropriate pair activities include: practicing dialogues with a partner, simple question-and-answer exercises, performing certain meaningful substitution drills, quick brainstorming activities, checking written work with each other, preparation for merging with a larger group. [13]

General classroom seating arrangements also can support the process of group work. Students can work individually, "pair share", or form small groups of four without having to get up and rearrange their seats. The advantage to this approach is that it minimizes classroom disruption; the teachers also can easily monitor and maintain groups by weaving between the rows. [13]

Another key to effective group work is to make sure students are clear about the purpose of working in groups. Specifically, it is important to write down objectives for the work – the topic or focus of each group's work, any pertinent instructions, and what each group should have accomplished as a result of working together. Students and teachers alike will find that students bring their differing strengths, perspectives, and personalities to the role of group leader. [35]

When teachers put students in groups and ask them to complete a task – designing a poster, discussing a reading text, etc – they can be sure that some groups will finish before others. If only one group finishes way before the others, we can work with that group or provide them ith some extra material. If only one group is left without having finished, we may decide to stop the activity anyway – because the rest of the class should not be kept waiting. [26]

One way of dealing with the problem is for the teacher to carry around a selection of spare activities – little worksheets, puzzles, readings, etc – which can be done quickly and which will keep the early-finishing students happy until the others have caught up. Another solution is to plan extensions to the original task so that if groups finish early, they can do extra work on it. [26]

Summary of Part 2

The main aim of Part 2 was to present an overview of strategies which can help novice teachers to prevent disruptive behavior, to establish rules and procedures in order to structure and organize the classroom, to maintain the students' attention, interest and motivation. Particular attention was paid for strategies of mixed ability classes in order to identify the source of troubles in the classes and to cope with them.

In this part tasks and activities were also presented such as role-plays, simulations, brainstorming and information gaps. There are many different ways to incorporate flexible seating into the classroom in a way that fits with the students' learning goals, these arrangements are also demonstrated. Advantages of group-work were introduced and also the solutions of how to deal with problems if they occur. Students are encouraged to be more interactive with each other if the strategies listed above take place during the lessons.

PART III

EMPIRICAL RESEARCH ON NOVICE TEACHERS

This part demonstrates the purpose of the research and describes the method of the research in details, along with the participants, materials and strategy and the strategy used to collect information. The aim of the research is to provide information to understand the problems faced by novice English teachers during the beginning of their teaching.

This part introduces the research by providing the background information, the research questions, the hypotheses and the aims of the research and an outline of the research.

3.1 Research questions and hypotheses

The aim of the research was to find out the problems faced by novice teachers and to provide suggestions of how they can overcome these challenges. The research gave an insight on the problems novice teachers face in schools of the districts Beregszász and Munkács. My aim was to compare what literature says about the problems novice teachers face with the findings obtained from the research.

Based on the literature, underlying research questions were used to lead the entire thesis: Research Question One: What were the main problems faced by novice teachers during the first years of teaching?

Research Question Two: What supports were available to help novice teachers?

In order to answer the research questions of the thesis, two hypotheses were stated. The two hypotheses were the following:

Hypothesis 1: The main problems which the novice teachers face are classroom management and implementing the curriculum.

Hypothesis 2: Novice teachers do not get enough meaningful and adequate professional support in the workplace.

The answers of the above research questions are analyzed connected to the research findings in Part 3 where a short synopsis is given about whether the hypotheses which guided the thesis were proven or disapproved.

3.1.1 Participants

The participants of the research were teachers of schools of the districts Beregszász and Munkács. The number of teachers who took part in the research was eight. These eight teachers were chosen because of their novice teacher status. The eight teachers were aged between 22 and 35. Three male and five female teachers filled in the questionnaire. Each of them answered all of the questions which the instrument of the research included. With the exception of one teacher, all of them graduated from the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education.

3.1.2 Instruments

In order to conduct this research, where the aim was to explore the main problems that novice teachers struggle with in schools in Transcarpathia, a questionnaire was used as an instrument. The questionnaire was anonymous. The method of the questionnaire was qualitative. The questionnaire was accompanied with a cover letter which provided detailed information of requested actions.

The questionnaire included 21 open-ended questions, focusing on the working environment, the first experience of the teachers, their fears, moreover, problems which the novice teachers may face and how they handle the problematic areas. The research instrument contained four questions asking about the participants' background. In addition, the last question of the questionnaire asked the teachers to give some advice to novice teachers. Over and above, the last page of the questionnaire included 16 statements, where the teachers had to designate the areas, which cause them problems during their teaching. The statements were designed to ask about specific areas: emotional support, informational support, instructional support and the main problems which the teachers may face. The questionnaires were filled in in the mother tongue of the teachers, which was Hungarian. The English version of the questionnaire can be found in Appendix 1.

3.1.3 Research findings

The research was conducted during the end of the first semester and the beginning of the second semester of the academic year 2019/2020. Thenceforward this research required the participation of teachers, it was necessary to look for teachers who were willing to help in the implementation of the research. The novice teachers were informed about the aims of doing the research and asked to respond to the questions without giving their names. Copies of the questionnaire were sent to the teachers to fill out by e-mail. Completing the questionnaire took approximately 30 minutes.

The novice teachers were asked to read the questionnaire elements attentively and respond to the elements in order to gather data about the teachers' teaching experiences. The teachers answered the questions of the questionnaire based on their opinions, teaching experiences and habits.

3.2 Discussion and interpretation of results

In this research, 21 questions and 16 statements were designed to be investigated. The questionnaire provides the data obtained from eight novice teachers. The first four questions dealt with the background of the teachers.

Regarding the novice teachers' first teaching experience, five of the eight teachers revealed that their experiences were positive. The students enjoyed the lesson and they were interested in the topic. The teachers were able to collaborate with the students effectively. Three of the novice teachers participated in the research stated that their first teaching experiences were negative. The novice teachers could not prevent the disruptive behavior and they were not able to maintain the students' interest at first.
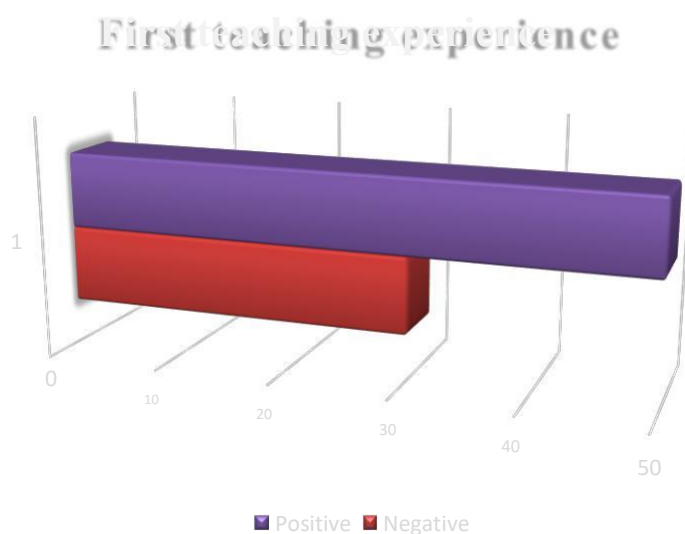

Figure 2: First teaching experience

Regarding the choice of the teaching profession, six of the eight teachers agreed that they wanted to find a position connected to their studies. They also emphasized, that conveying their knowledge to students feels good. One of the teachers said that her main purpose was to practice English on a daily basis. There was one teacher who was not able to put into shape why she chose this particular profession.

Regarding the question how a teachers' experience can affect the classroom community, the novice teachers agreed, that beside their workmanship, they have to teach the students things that they can implement into their lives. They are also responsible for teaching and encouraging the students to think. They should share their experiences with the students.

Regarding the things which helped the novice teachers, they mentioned their theoretical knowledge, the knowledge which they gained from their studies. The teachers remarked that their previous teachers were great examples to follow.

The last question asked the teachers to give some advice to prospective teachers. The suggestions were the following: teachers must be confident and patient, they should never be afraid of asking help from more experienced colleagues. One of the most important things is to educate yourself, in this way you can gain experience. It is important to establish rules in the beginning, for instance, when pupils have to write a mini test, a word test or a test paper, the teacher will not have to ask them to sit separately, because they will already know that.

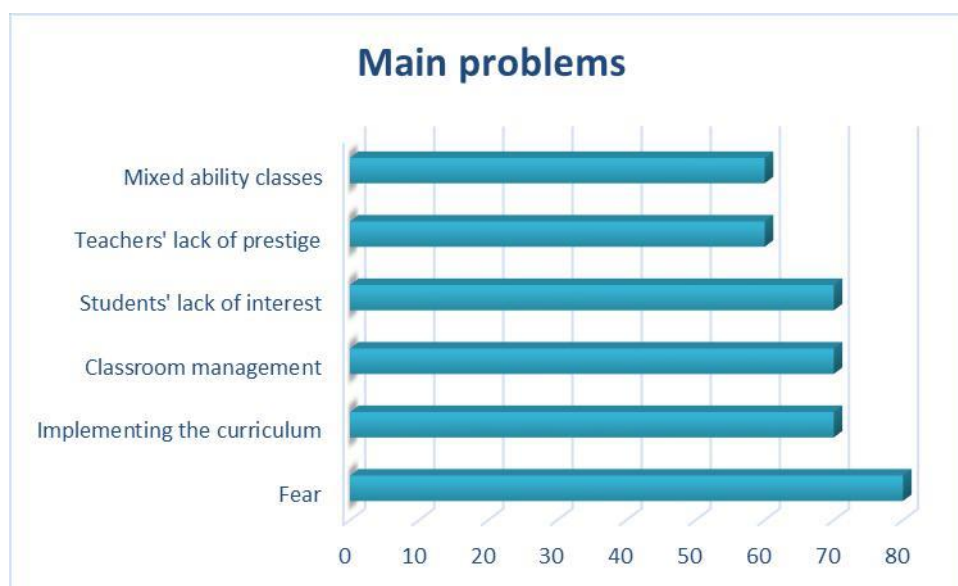Seven main problems faced by novice teachers emerged from the data provided:

Figure 3: Main problems novice teachers experienced

3.2.1 Fear

Fear is one of the problems described by four of the teachers participated in the research. They were afraid of not being qualified enough or disinclining the students from learning English. They outlined their fears of not being able to teach properly, so the students may fail in learning English. There were more occasions when the students did not do their

homework, because they did not understand the task, even though the teacher explained it previously. These occurrences made the teachers believe, that they may not be competent enough. They felt disappointed in themselves and they questioned their on qualifications.

One of the teachers stated, that his biggest fear as a novice teacher was whether or not his students would care. He was afraid that he will take away their motivation to learn and they will not be engaged in the process of learning.

Luckily, later on, these wrong thoughts disappeared and the teachers recognized that they have to work on their techniques and skills to be able to explain the tasks and materials properly depending on the students. These fears had much to do with the teachers' confidence in teaching English. At the beginning of the teaching profession novice English teachers come across fears that they do not have enough knowledge to teach English.

As it was reported, novice teachers need to get used to the profession, because everything is difficult in the beginning. The novice teachers outlined, that while they practiced and applied their knowledge their fears become things of the past.

3.2.2 Implementing the curriculum

Lack of spare time is one of the main issues and even one of the most challenging tasks novice teachers face. Novice teachers often feel desperate in learning how to manage all the responsibilities successfully. Novice teachers often feel the pressure that their lives are only concerned with teaching, because outside of the classroom, they must spend many hours with lesson planning and paperwork.

With the exception of one teacher, the respondents face many difficulties in implementing the curriculum. The teachers participated in the research also described their struggle with teaching the curriculum because the lower-level students are hard to work with.

3.2.3 Classroom management

Responses announced struggles with classroom management and discipline. As it is revealed, most of the novice teachers agreed that one of the main problems is dealing with students' behavior. It is one of the most common problems the novice teachers face. One of the teachers said that if the students misbehave and they are too noisy, she raises her hand and waits until each of the students do the same, indicating that they understood the problem and after that they remain silent. Unfortunately, this condition lasts only for a short period of time, then the teacher must apply another technique. Instead of lifting up her voice, she finds it

most effective to speak with a lower voice or explaining the material only for that student who pays attention, in this way the rest of the class starts listening what the teacher might say.

However, the techniques being applied do not always work. Another teacher mentioned that when having difficulties with the students' behavior, she tries reasoning or making compromises and most of time it works. Although there are many students with whom it does not operate. Even so she tries to discuss the problems together with the class.

Novice teachers have to find their balance because hat works with one class may not work with the other.

One of the teachers pointed out that another problematic part is lack of respect on the part of learners because some students decided not to take instruction from the novice teachers. Students have a tendency of disturbing the classroom activities by asking pointless questions to catch the eye. These discourage the teacher from carrying on. Novice teachers need to make rules and regulations in order to control, manage all the activities in the classroom. Students have to know when it is permitted to talk and when they have to listen to the teacher. If the novice teachers do not make rules, and the leave the students do what they want, they will take advantage of them.

Difficulties related to discipline have some shortcomings which can be attributed not to the low level of theoretical preparation but to the personality of the teacher. For many teachers, external discipline too important and, unfortunately, they often look for external devices to create discipline. For other teachers, however, discipline is not a major problem.

3.2.4 Students' lack of interest

If students work with no or little result, it can easily weaken their motivation. It can be a real challenge for novice teachers. While some students are extremely competitive and interested in learning English, others feel forced into learning.

More interesting teaching methods are required such as group work, in this way all the members have responsibility for a given exercise.

Students' lack of interest can be generated by family problems, emotional difficulties, concentrating problems and other factors. Sometimes it is only boredom. Their lack of interest can be because they see no value in the course, they think that their efforts will not improve their performance or they have other preferences that compete their time and attention.

If students do not recognize the value of the subject, they will not be motivated to make efforts. Although, if students see how the course connects to their interests and goals they can become motivated. It is important to point out how it will help them later in different circumstances and situations. Motivation can be increased when teachers connect the course material to the students' personal interests. If the teacher is enthusiastic, it can raise students' curiosity.

It is important to arouse students' interest. Having a goal can play an important role in learning English. According to the right level of the students, teachers should help them to set up their own appropriate English learning goals. It is a fact, that students easily feel bored if they do not find challenge in the task given. Teachers should make their learning goals a little challenging, but not too hard to achieve. If the goal is too hard for the students, they will feel frustrated. In that case, the students may give up on their goal. If teachers are full of energy, students may be involved in the class.

There are students in every class who are not interested in learning English. Five of the eight novice teachers outlined this problem. The novice teachers listed a few reasons why students has lack of interest in learning English, for instance, the students considered the lesson meaningful and they felt bored; they were not motivated and they disliked learning English, because they had difficulties in understanding the lesson. As the teachers reported, those students who found it difficult to understand the lesson were low ability students.

3.2.5 Teachers' lack of prestige

Teachers should be respected because they contribute to social development. One of the most challenging problems of a novice teacher to acquire the feeling of familiarity. Two out of the eight teachers demonstrated their problem with lack of prestige. According to one of the teachers, when she entered the teaching profession, she had lack of confidence and the students noticed it quickly and took advantage of it. Her first teaching experience was quite negative, as the students did not take her seriously because of her age. She reported that this problem still exists and instead of being strict, she tries to be friendly and sympathetic with the children. The other teacher said, that despite she was confident from the first day of teaching, the students tried to befriend her instead of following her instructions. Even today, students from the ninth and tenth classes try to take over control during the lessons, of course, the teacher do not let it to happen.

Students often do not respect young teachers, because they are on the opinion, that they do not have enough knowledge and experience. Students try to detract the novice teachers' attention, instead of learning, they try to have a friendly conversation with the teacher.

Many times students think that anything can be done with a novice teacher, they can be naughty, they can be condescending at the first moment, specially the bigger ones. Novice teachers have to be really have to think about how to handle the situation.

3.2.6 Mixed-ability classes

Mixed-ability students can be found in almost all classes and schools to extend the teachers with marked difficulty in teaching English productively. Novice teachers face many challenges in mixed-ability classes. Teachers of differing classrooms have problems to meet their students' different abilities, thus and so, the students differ in their motivation, attitudes and self-restraint. As a result, teachers face some problems in designing appropriate lessons, that could fit students' needs. This is because the novice teachers do not have the required skills set to teach their students better.

Students have diverse strengths, so teachers should come up with specific tasks for the various levels to keep the students always occupied, thus enhance their learning abilities. As a further matter, novice teachers who have positive mindset towards the diversity of student abilities are most prosperous in the teaching of mixed-ability classes.

According to the teachers who participated in the research, the more advanced students sometimes feel frustrated when they not being challenged enough, while the less advanced students feel that the exercises and the material are too difficult. Another problem is that stronger students participate more during the lessons, while less advanced students take part less in the activities. As the novice teachers reported this is because of the shy nature of the less advanced students or they feel they can not perform as good as the stronger students and they might say incorrect answers. The respondents sometimes feel that their attention is more on the stronger students and they do not devote enough time to less advanced students.

One of the teachers recorded, that she comes back to the previous topics, so the less advanced students could pick up the material, meanwhile she pays attention to apply interesting methods, so the more advanced students would not feel bored during the activities.

The students from the seventh and eighth forms like to compete with each other, ordinarily, she organizes team-works.

One of the teachers stated that a great issue emerges from the lack of audio-equipment, because there is no opportunity to practice this kind of exercises. To solve this problem, he selects a text from the given book and he makes some exercises additionally, then he reads the text so the students will hear the proper pronunciation. Accordingly, the lack of resources is another problem, however it can be solved.

Teachers need to be completely prepared and give enough tasks to keep students busy. Novice teachers need to have control right from the beginning, productively maintain discipline. Novice teachers need to give comprehensible instructions and be confident enough when they present their lessons.

The findings of the research have shown that novice teachers face various problems depending on the circumstances where they find themselves, the type of students and environment. Lack of respect was observed from students and that the students were unwilling to take instructions from novice teachers. Major students contributed to this problem. The result of the research also demonstrated that students undermined novice teachers because they were still young and students took advantage by asking inappropriate questions.

A really pleasant result was that all the novice teachers participated in the research get enough support from their environment. All of them emphasized that from the first day till today, their colleagues were supportive and they welcomed them. One of the teachers mentioned that she teaches in the same school where she learnt, so many teachers knew her previously.

The more experienced colleagues gave advice to the novice teachers and helped them when they needed. It is especially important to have people whom novice teachers can turn to. Teachers reported that taking some advice from their more experienced colleagues was helpful. All eight of the teachers had only positive experiences within their school-based support. It can be seen that having supportive colleagues is a huge factor which help the novice teachers. They also put great emphasis regarding the knowledge they gained during their studies.
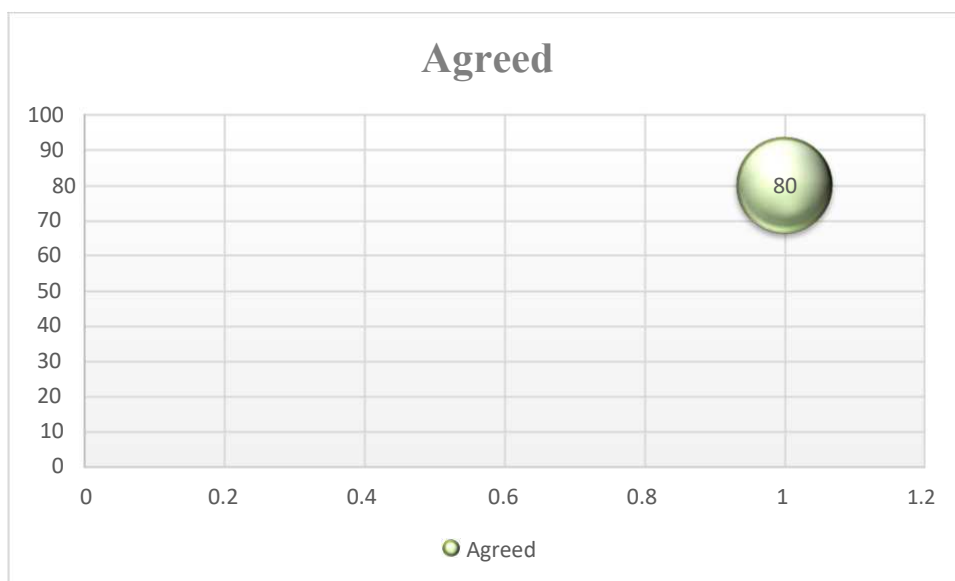
Figure 4: Novice teachers on the issue of getting adequate support

Novice teachers described being provided with support and having exchanges with colleagues. The working environment can help ease any issues a less experienced teacher might face. Being a novice teacher is a very difficult task because there is so much to learn. Novice teachers go into schools filled with knowledge, but without much practice putting that knowledge to work. It is best to ask for help and to be willing to take advice from the more experienced colleagues if hardships occur.

3.3 Conclusions and pedagogical implications

The novice teachers who were included in the study included primary and secondary school teachers. Many were committed to the teaching profession at a relatively early age, not least through family or student experiences. Some graduates moved to their current job and even to the teaching profession with a small detour. It is a strong commitment to the fact that after graduation the participants started their teaching career.

During the research, the following typical problems were reported by novice English language teachers: the most common issue is discipline, the establishment and maintenance of classroom discipline. Raising and maintaining student attention, encouragement, motivation. Teaching administration, which most novice teachers first encounter when they start teaching. Preparation of syllabuses, lesson plans, which need to be adapted to the characteristics of the school and the pupils. Of the educational difficulties, they highlight the issue of discipline, which is much more complex than novices would think. There are those who think that a "good" teacher who can "discipline" the children are quiet in class and do their assignment. The teacher activates himself or herself when a child behaves differently than the teacher wants.

Two hypotheses were stated in the research. The first hypothesis that the main problems which the novice teachers face are classroom management and implementing the curriculum was supported, furthermore, it was revealed that the novice teachers participated in this research face issues such as fear, teachers' lack of prestige, students' lack of interest and mixed ability classes. In the field of teaching (didactic and subject pedagogical problems), the contradiction between education and position is highlighted. More people are entering the upper grades, though they may not prepared appropriately for the education and of these age groups, it creates tense.

Every educational situation has the special features of extraordinary skills which require extraordinary abilities, knowledge that is unlearned in school, and the ability to apply it. There are no recipes in education, the cases are simple and unrepeatable ones. In solving educational situations, teachers do not apply a previously learned pedagogical rule, but rely on their personal intuitions or decades of individual experience. In order to start a safe career and integrate professionally, the novice teachers need not only theoretical knowledge, but also sufficient practice. This is seen by most novice English language teachers as extending their

training and/or by one year of work experience. The beginners themselves are responsible for this, they need constant self-improvement.

The traditional role of the teacher is expanding and imposing demands on teachers. Whoever they become as a teacher is given every opportunity, but how they use the knowledge they get in college is not only up to their previous activities and functions during college years. Who is influenced by one's own abilities, attitudes, career path, and current school requirements. There is a strong correlation between learning outcomes, personality traits, social behavior and professional work and job success. The concept of integration is rather complex. Starting a career means differentiated content, professional as well as human integration.

There is a need for a period of becoming a teacher in which educators, as beginners, experience the responsibility of teaching, unleashing their pedagogical style, and becoming full members of a teaching body. In the course of training, however much teachers model human relationships in collective pedagogical practices, however much they provide opportunities for encounters, the style of partnership is actually shaped by the teachers in the early years of their career.

Conversely, the second hypothesis that novice teachers do not get enough meaningful and adequate professional support in the workplace was refuted. Becoming a teacher and starting a career is more difficult than meeting the requirements of a teacher. Many early-stage teachers experience as a practical shock the contradictions between what they learned in theory during their studies in college and their classroom practice. Many novice teachers are alarmed by the often unfortunate circumstances we hear so much about schools these days. Therefore, in order to effectively promote workplace integration, it is important to familiarize graduate teachers with the career adaptation challenges that are legally required.

It can be stated that novice teachers were getting enough support as the more experienced teachers provided help for them when they needed. The novice teachers are capable to adapt to the environment and they are accepted. There was always a colleague on the board who gave a helping hand. They are satisfied with their choice of profession. Satisfaction with careers and good professional socialization of new comers is very important, because teaching requires high preparation. It is important for their career satisfaction that they are placed in a job that corresponds to their qualifications so that they have a solid professional knowledge when leaving college. Both give a sense of safety to novice teachers.

It can be concluded that the adaptation and acceptance of graduates are good. They are usually found in collaborative communities. All of them have found their place in the teaching staff while preserving their values.

In my research on novice teachers' main problems, I have identified such key determinants, which can be beneficial and helpful to overcome the issues mentioned by the novice teachers who took part in the research. Novice teachers need to be able to choose, adopt and apply teaching materials and methods. The workplace immediately entrusts newcomers with full-fledged responsibilities, meaning they are ready, immediately effective, and capable of maximum performance. Novice teachers are generally more advanced than their experienced colleagues they arrive at their first job with a much broader range of theoretical and modern techniques, but their core competencies have not yet been sufficiently well established, not even aware of their own strengths and weaknesses, and uncertain about their professional identity, their own professional development goals, their career path.

Comparison of the research findings show the problems of getting started have been consistently the same as it was reviewed in the literature, so we can reasonably assume that these problems are common to starts-ups, even today. Difficulties due to inadequate preparation can make the days of novice teachers suffering. Those who are aware of the extent to which a teacher's well-being is influenced by a successful or unsuccessful lesson, the correct or inadequate solution of a situation, the usage of their pedagogical skills take the problems raised seriously. The process of solving difficulties can trigger not only tension, dissatisfaction, but also the development of pedagogical thinking and the competence to create the conditions necessary to overcome problems. Any difficulty may act as a stimulus in the process of solution or as a result of overcoming it.

In teacher training, theoretical knowledge gives students some grounding, some practice. There is also a widespread perception in international literature that the teaching profession is a set of knowledge that can be defined, explored and acquired. The opinions do not differ in the fact that the pedagogical profession cannot be reduced to knowledge, rules, principles. Good practice is needed. This practice is on the one hand practical and, on the other hand, the application of knowledge, principles, rules in teaching education work. Not only can the success of the practical application of the acquired knowledge, but also the longer-term career, be significantly influenced in the first years experience gained.

The results of the research question relating to the support of novice teachers were positive, while the findings in the literature reviewed, stated that novice teachers do not get enough support, so they were negative. The importance and often lack of a professional and personal supportive environment in school organization in relation to career start-up problems is mentioned in the literature. Assistance from experienced teachers can alleviate the difficulties, leaving the novice self-reliant - providing ongoing support during the first year (s). After the start of the school year, novice teachers receive little help in many places. As it can be seen, the results of the research were different from the written sources. The novice teachers are found in collaborative communities.

According to the written resources it was significant to help students improve their own techniques and develop their cooperative skills. This was also something that the novice teachers mentioned, as they were on the opinion that small groups work was beneficial for the students.

Teaching is a complex process, in many cases involving quick response and creative improvisation. Therefore, it is important to put methods, tools, critical thinking and procedures in order to create good practice. Professional support can help the success of new challenges, the integration of the community, and the motivation to teach, which can provide a certain level of security in the first years of starting a career.

Novice and teachers with many years of teaching experiences are always successful when students note or understand something better after they explain it. Perhaps, what encourages them is the fact that they are able to teach effectively and that it is worth doing. The participants of the research, try to be as prepared as possible for the lessons, and if they feel deficient in teaching, they will make up for it as soon as possible. It is beneficial for teachers to draw appropriate conclusions from their experiences and apply them properly in the classroom.

Novice teachers are advised to prepare for integration and get all the information they need about their career and workplace, at the time of training, acquire the ability to self-educate and practice it consciously. They should not only be receptors to the effects, but they should be active members. All organizational frameworks are provided, they should make use of it. They should welcome the kind-hearted help of their colleagues, they will return it as far as possible. Novice English language teachers should provide the best of their professional knowledge in everyday work.

GENERAL CONCLUSIONS

Perhaps the most difficult phase of a teaching career is the first few years. Coming from the school benches into the field of education, the novice teacher finds him/herself in several situations he has never experienced before. This is the period when a young teacher who has spent a substantial part of his life at a desk is now transferred to the other side, he or she is new in his or her role, he/she must find himself, his/her place in a workplace, in a new community, discover his/her teacher values, work on his/her shortcomings. The novice teachers' previous schools and teachers will help them to prepare, but in the end the teachers will have to use that knowledge and experience, and they will have to develop their own traits.

The first years of a novice teacher's career are a period of learning, gaining experience, at the same time, in terms of performance, expectations can be as high as those of their older colleagues. The novice teacher is mostly counted on as a teacher with the same status as his or her experienced colleagues.

The novice English language teachers involved in the research get most of their help from experiences they have had in their encounters with educators who had great influence on them, even as students. Where they take into account the possible lack of preparation, they tend to think only in their preparation for local knowledge, in the transmission of information of local interest. It is assumed that in the preparation of the novices in solving certain situations, communication with colleagues can provide sufficient help. Perhaps, in addition to teachers, there is no other profession that would make it so emphatic that it is only decided on the field - somewhat independently of the degree obtained - who is actually a teacher and who is not.

The first years of teaching are also serve to find out if a graduate is standing still or backing down. For novice teachers, the expectation is not to be professional teachers immediately, but to be able to adapt to the new situation and develop themselves and their techniques through practice.

In most cases, young people have a very vague idea of their chosen career path, when they enter the gates of the new school.

Based on the results of the research, well-outlined conclusions can be drawn for the practice. Novice teachers have been struggling with problems for decades that are renewable,

but are actually the same. Plenty of research mentions the importance of the professional and personal support environment of a school organization in relation to the problems of novice teachers and its frequent deficiency. After the start of the school year, novice teachers receive little help in many places. The novice English language teachers who have participated in the research, however, somewhat differently from the research materials examined, evaluate the conscious support manifested in personal relationships positively. The help of older colleagues and the discussion of experiences are a serious help in gaining career knowledge and integration.

On the whole, the following questions had to be answered based on the research and the literature examined:

• What were the main problems faced by novice teachers during the first years of teaching?

• What supports were available to help novice teachers?

In addition to the individual problems, the following main content categories of difficulties for novice teachers can be identified on the basis of research and numerous publications:

- design and methodological problems related to the different abilities of the students who make up the classes;
- questions connected to disciplining;
- difficulties of overcharging;
- implementing the curriculum;
- deficiency of students' interest.

As a concluding remark, the adaptation and acceptance of the novice teachers were adequate. The participants questioned agreed that the faculty they were admitted to was accepting and they could turn to their colleagues for help.

It might occur that due to the uncertainty of inexperience, the novice teacher is not able to pay attention to him/herself, the child and the whole class at the same time, he is involuntarily focused on him/herself. Later, it is less of a problem for the teacher to consider the prior knowledge, skills and interests of learners.

For a career starter, there are definitely significantly more obstacles to overcome and difficulty in everyday practice. The teaching profession is not an easy career, it can be both humanly and mentally stressful.

It is important that the necessary routines, patterns, and scenarios are developed as soon as possible, and that the novice teacher is able to deal flexibly with problem situations that arise during his or her practice.

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РЕЗЮМЕ

Серед вчителів-початківців, які брали участь у дослідженні, були й ті, хто викладає у початковій та середній школі. Багато хто віддав себе професії вчителя у відносно молодому віці. Деякі випускники знайшли свою теперішню роботу після незначного відступу. Сильна прихильність свідчить про те, що після закінчення навчання вчителі, які брали участь у дослідженні, розпочали свою педагогічну кар'єру.

У ході дослідження вчителі-початківці англійської мови виділили такі типові проблеми: найпоширенішими є проблема дисципліни, проектування та підтримка навчання в класі, а також привертання та підтримка уваги, заохочення, мотивація учнів. До проблем, з якими стикаються вчителі-початківці також належать: педагогічне управління, з яким більшість вчителів вперше стикаються, коли вони починають викладати,створення навчальних програм, планів уроків, які необхідно адаптувати до особливостей школи та учнів. Серед труднощів з освітою виділяється питання дисципліни, яке є набагато складнішим, ніж вчителі-початківці могли б подумати. Є такі, хто вважають, що саме «хороший» вчитель дисциплінує так, що під час уроку діти мовчать і роблять свою роботу. Вчитель активізує себе лише тоді, коли дитина поводиться інакше, ніж хоче вчитель.

У дослідженні було сформульовано дві гіпотези. Перша гіпотеза згідно з якою основними проблемами вчителів-початківців є управління класом та реалізація навчальних програм, була підтверджена, і було встановлено, що вчителі-початківці, які брали участь в дослідженні стикаються з такими проблемами, як страх, відсутність престижу викладачів, відсутність зацікавленості учнів та ніявність учнів із змішаними здібностями в межах одного класу.

У галузі освіти (дидактичні та предметні педагогічні проблеми) висвітлюється суперечність між освітою та позицією тому, що все більше людей викладають у старших класах, хоча вони, мабуть, недостатньо підготовлені до навчання і для цих вікових груп, а це призводить до напруженості.

Кожна освітня ситуація має свої особливості, які потребують надзвичайних навичок, знань, та застосовності не засвоєних у школі. Рецептів в освіті немає, всі випадки прості та неповторні.

Вирішуючи навчальні ситуації, вчителі не застосовують раніше засвоєне педагогічне правило, а покладаються на свої особисту інтуїцію чи багаторічний досвід.

Для того, щоб почати безпечну кар'єру та професійно інтегруватися, вчителі-початківці потребують не лише теоретичних знань, а й належної практики. Більшість вчителів - початківців англійської мови бачать це як продовження своєї підготовки та / або один рік професійного досвіду. Викладачі-початківці самі відповідають за постійне самовдосконалення, яке є важливим у встановленні кар'єри.

Традиційна роль вчителя розширюється і ставить вимоги до вчителів. Ким би вони не стали, будучи викладачами, викладачам-початківцям надається будь-яка можливість досягти успіху у своїй професії, але те, як вони використовують свої знання, здобуті в університеті, пов'язане не просто з їх попередньою діяльністю. На вчителів впливають власні здібності, ставлення, професійна кар'єра та сучасні шкільні вимоги. Існує тісний взаємозв'язок між результатами навчання, рисами особистості, соціальною поведінкою, професійною працею та успіхом у роботі. Концепція інтеграції досить складна. Починаток кар'єри має диференційований зміст, і поєднує як професійну, так і людську інтеграцію.

Існує потреба в періоді становлення викладача, в якому педагоги- початківцім відчувають відповідальність у викладанні, встановлюють свій педагогічний стиль та є повноправними членами педагогічної ради. Під час навчання, незалежно від того, скільки вчителів моделює людські стосунки в колективних педагогічних практиках, незалежно від того, наскільки вони пропонують можливість зустрітися, характер партнерства насправді розробляється вчителями в перші роки їхньої кар'єри.

На відміну від цього, була спростована друга гіпотеза про те, що вчителі-початківці не отримують змістовної та відповідної професійної підтримки на робочому місці. Стати вчителем і почати кар'єру складніше, ніж задовольнити вимоги вчителя. Багато викладачів раннього етапу сприймають протиріччя між теорією, засвоєною під час навчання в університеті, та шкільною практикою як практичний шок. Багато вчителів-початківців вважають тривожними часто почуті нещасні обставини, про які ми дізнаємося зі шкіл. Тому, щоб ефективно сприяти інтеграції на робочому місці, важливо ознайомити кваліфікованих вчителів з проблемами кар'єрного пристосування передбаченими законодавством.

Видно, що вчителі-початківці отримували достатню підтримку, оскільки досвідчені вчителі надавали їм допомогу, коли вони цього потребували. Викладачі-початківці здатні адаптуватися до навколишнього середовища та бути прийнятими педагогічним колективом. У колективі завжди був колега, який пропонував свою допомогу. Вони задоволені обраною професією. Задоволеність кар'єрою та хороша

професійна соціалізація дуже важливі, оскільки навчання вимагає високого рівня підготовки. Для задоволення їхньої кар'єри важливо, щоб вони отримали роботу, яка відповідає їх кваліфікації, щоб закінчуючи університет вони отримали важливі професійні знання. Обидва забезпечують почуття безпеки для вчителів-початківців.

Можна сказати, що адаптація та прийняття випускників відбувається відповідним чином. Вони, як правило, зустрічаються у співпрацюючих спільнотах. Усі вони знайшли своє місце в системі освіти, зберігаючи свою цінність.

У своєму дослідженні про основні проблеми вчителів-початківців я визначила ключові фактори, які є, і можуть бути корисними для подолання проблем, які згадувалися в дослідженні. Вчителі-початківці повинні вміти правильно вибирати, приймати та застосовувати навчальні матеріали та методи. Робоче місце доручає їм повну відповідальність, тобто вони готові, та здатні до максимальної продуктивності, а їхні методи навчання ефектні. Вчителі-початківці, як правило, більш розвинуті, ніж їх досвідчені колеги, які приходять на свої місця роботи маючи набагато ширший спектр теоретичних та сучасних методів, але їх основні компетенції ще не налагоджені, вони не усвідомлюють власні сильні та слабкі сторони, і не впевнені у своїй професійній ідентичності, цілях професійного розвитку та кар'єрі.

Порівняння результатів досліджень показує, що проблеми початку роботи послідовно ті ж самі, що й у розглянутій літературі, тому ми можемо обґрунтовано припустити, що ці проблеми все ще характерні для вчителів-початківців. Проблеми через недостатню підготовку можуть ускладнити щоденну роботу вчителів. Ті, хто усвідомлюють, наскільки успішний чи невдалий урок впливає на самопочуття вчителя, використовуючи свої педагогічні навички, сприймають проблеми, що виникають, серйозно. Процес розв'язання цих труднощів може не тільки викликати напругу і невдоволення, але й перешкоджати розвитку педагогічного мислення та компетентності створювати необхідні умови для подолання проблем, в той же час будь-які труднощі можуть стимулювати подолання або його розв'язання проблем.

У підготовці викладачів теоретичні знання є основою та слугують певною практикою для студентів. У міжнародній літературі поширена думка, що професію викладача можна визначити, вивчити та отримати як сукупність знань. Думки не відрізняються тим, що професію викладача не можна зводити до знань, правил, принципів. Потрібна хороша практика, яка з одного боку дає практичні здібності, і зумовлює застосування знань, принципів та правил у навчальній роботі. Не тільки

успіх практичного застосування набутих знань, а й довготривала кар'єра можуть суттєво вплинути на перший досвід.

Результат дослідницького питання щодо підтримки вчителів-початківців був позитивним, тоді як в оглянутій літературі йдеться про те, що вчителі-початківці не отримують достатньої підтримки, тому вони негативні. У літературних джерелах зазначається важливість та часто відсутність професійного та особистого сприятливого середовища в шкільній організації стосовно проблем із початком кар'єри. Допомога досвідчених викладачів може полегшити труднощі, так що початківець може залишатися незалежним - надаючи постійну підтримку в перший рік. Після початку навчального року початкові вчителі отримують мало допомоги у багатьох місцях. Як видно, результати досліджень відрізнялися від письмових джерел тому, що викладачі-початківці зустрічаються у співпрацюючих спільнотах.

Згідно з письмовими джерелами, важливим етапом було допомогти студентам розвивати власні методи та розвивати навички співпраці. Про це також згадували вчителі-початківці, оскільки вони вважали, що робота у малих группах є продуктивною і вигідною для розвитку учнів.

Викладання - це складний процес, у багатьох випадках пов'язаний з швидкою реакцією та творчою імпровізацією. Тому важливо запровадити методи, інструменти, критичне мислення та процедури для розробки найкращих навиків. Професійна підтримка може сприяти успіху під час нових викликів, інтеграції у коллектив та мотивувати навчання, що може забезпечити певний рівень безпеки в перші роки початку кар'єри.

Вчителі-початківці та викладачі з багаторічним викладацьким досвідом завжди успішні, коли учні запам'ятовують чи краще розуміють щось після того, як це було пояснено. Можливо, їх мотивує те, що вони вміють ефективно навчати і що це навчання того варте. Учасники дослідження намагаються якомога краще підготуватися до уроків і, якщо вони відчувають себе непідготовленими , то вони намагаються це компенсувати якомога швидше. Для вчителів корисно робити відповідні висновки зі свого досвіду та доцільно застосовувати їх у класі.

Викладачам-початківцям рекомендується підготуватися до інтеграції в колектив та отримати всю необхідну інформацію про свою професію та робоче місце, а також набути навички самоосвіти та свідомої практики під час навчання. Вони повинні не тільки сприймати навколишній вплив, але й бути його активними учасниками. Усі організаційні рамки їм доступні, тому їм потрібно ними скористатися. Вони повинні

максимально сприймати допомогу своїх колег тому, що викладачам-початківцям потрібно демонструвати свої найкращі навички в своїй щоденній роботі.
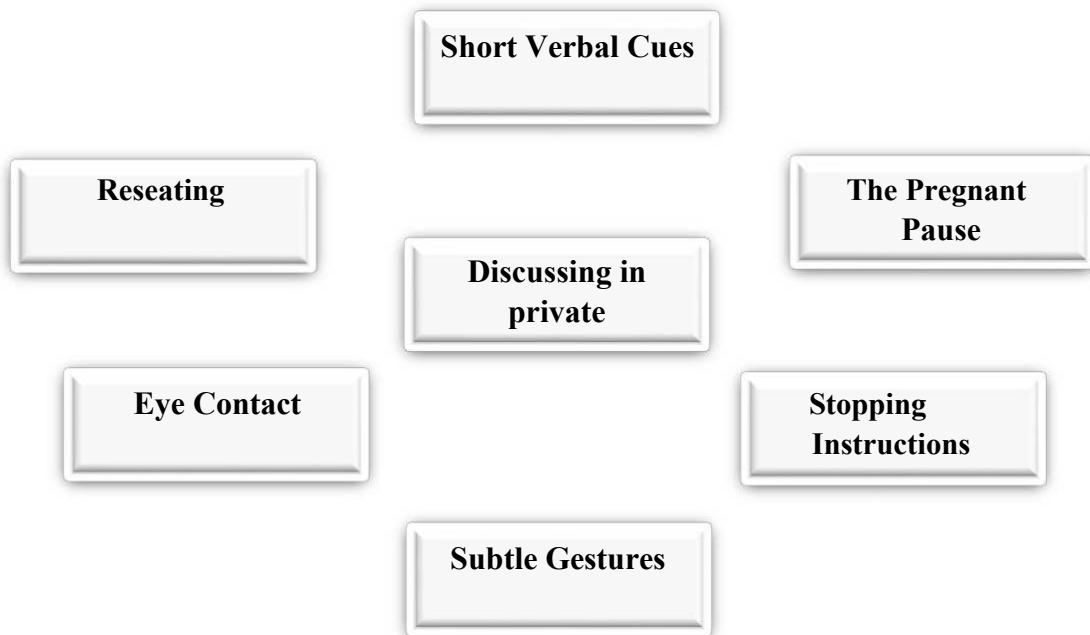
Short Verbal Cues

Reseating

The Pregnant Pause

Discussing in private

Eye Contact

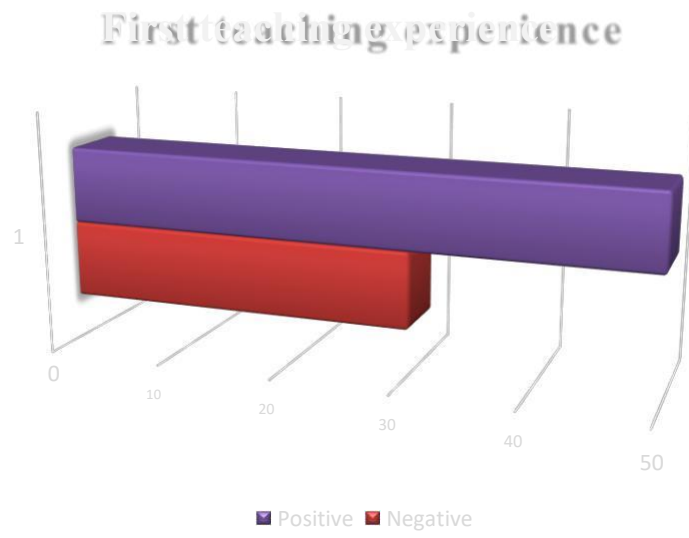**Stopping Instructions**

Subtle Gestures

Figure 1: How to prevent disruptive behavior.

Figure 2: First teaching experience
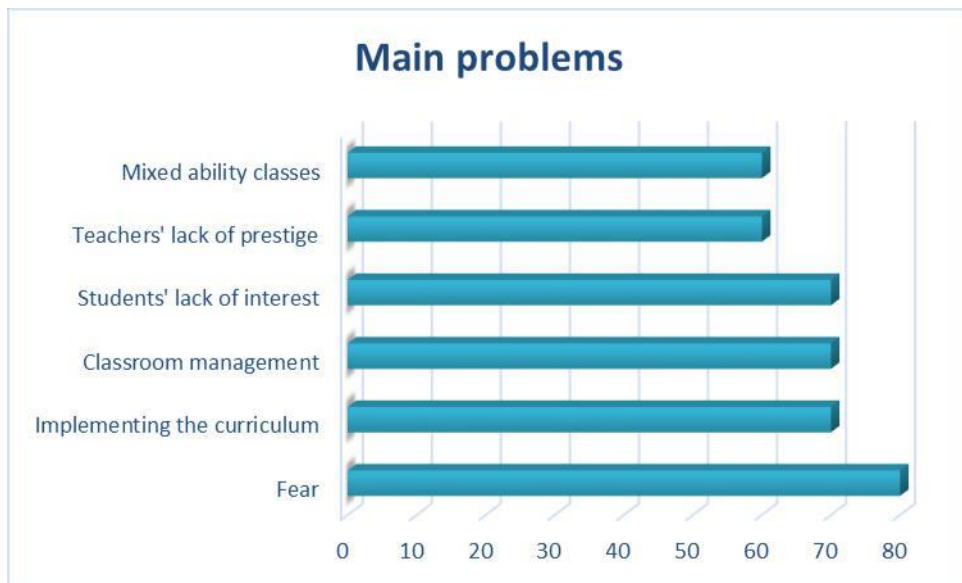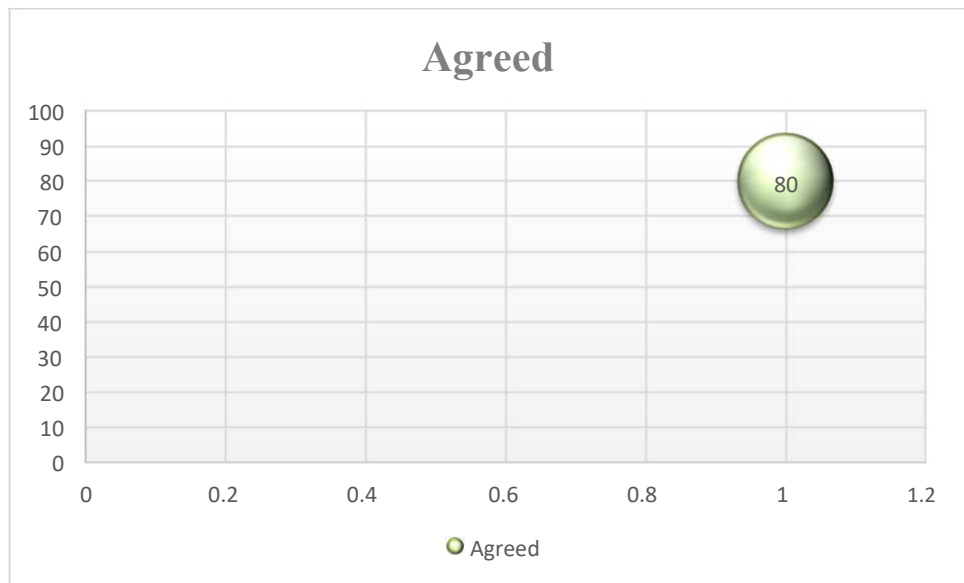
Figure 3: Main problems novice teachers experienced

Figure 4: Novice teachers on the issue of getting adequate support

NYILATKOZAT

Alulírott, Orosz Melánia angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2020. május 4. _____

Orosz Melánia