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The Teaching Challenges: Novice Teachers of Literature's Experience

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Dedication

To my lovely parents, brothers, sisters, and friends; to the ones who love me and whom I love, I dedicate this work.

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I wish to thank my committee members who were more than generous with their expertise and precious time. Special thanks to them for accepting to read and evaluate my work. I offer my sincere appreciation for the learning opportunities provided by my committee.

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I would like to acknowledge all the teachers who taught me and inspired me to follow their path and be a good part of society. With their inspiration, I can say that I inspired a small number of young students to love studying and I will continue doing that.

List of Abbreviations

NQT: Newly Qualified Teachers

TTT: Teacher Talk Time

STT: Student Talk Time

TPD: Teacher's Professional Development

PDS: Professional Development Skills

IMPG: The Interconnected Model of Professional Development

EFL: English as a Foreign Language

ESL: English as a Second Language

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Abstract

Teaching English literature has lately proven to be a motivating and challenging experience for novice teachers who may face numerous problems at the beginning of their career. The core of our study was to investigate the problems encountered in the teaching/learning process by both novice teachers of literature and their students. The matter that called us to follow up on the topic, investigate it, discuss its problems and to answer this main question: What are the main difficulties that novice teachers of literature face at English classes? The research approach in this study was a mixture of quantitative and qualitative frameworks. Our study fell with the descriptive-analytical research and for that, we choose a sample randomly selected. We seek to know teacher-related problems and student-related problems through the analysis and interpretations of research tools in which an online questionnaire and semi-structured interview were distributed to novice teachers and master students at the Department of English at Ammar Thelidji University. The findings of the research revealed that novice teachers face problems such as choosing the appropriate teaching method that better suits the learners' needs, the lack of library sources, and drawing students' attention, these all were due to the lack of experience and training in literature teaching. Moreover, this research found out that students have problems too, from teachers' perspectives, such as the low level of language proficiency and the lack of background knowledge in literature. Therefore, this study recommends further researches on the training and its importance for novice teachers of English Literature.

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General Introduction

Background of the Study

The teaching profession is a precious and valuable job. Thus, the field of education receives thousands of graduate students who want to be in that field and profess to teach. What inspires them to this profession is the good affection they will have on learners and help in making a difference in students' lives. Their desire to raise a clever and responsible generation is what motivates them to hold this responsibility. Nowadays, and with the demand for learning languages, especially the English language, our educational system allocated subjects to facilitate the learning of this language. Teaching Literature in English classes has become a matter of interest in recent years, due to literature's role in helping students to acquire the English language. However, the first years of teaching are challenging. Novice teachers of literature face numerous problems. When they teach for the first time, they put in mind that an objective must be accomplished and achieved by the end of the session. Actually, teachers with less experience may not be able to integrate easily within the teaching atmosphere. For that, the core of the study is to investigate the problems that may occur and which novice teachers of literature face focusing on both sides teacher-related problems and student-related problems. This research targets novice teachers of literature in Algerian universities particularly teachers of literature at Ammar Thelidji University.

Problem Statement

The first years in the teaching career are unforgettable in the minds of novices. They teach their students and at the same time, they learn from them. In fact, novice teachers enjoy doing their task. However, the problem underlying this study entails that novice teachers of literature may meet problems that vary from one teacher to another according to the teaching situation. We intend to discover these problems set in English literature classes.

The Significance of the Study

After graduation, most of the graduate students will enter the teaching field. The first teaching experience is considered as challenging. The problem is that novices, specifically teachers of literature face numerous problems that require further research. The study is designed first to produce knowledge that is applicable inside and outside the research settings. Then, it helps in raising awareness towards the teaching' task and its impact on students as well as the whole society. This research is important that it helps both graduate students and novice teachers to enrich their knowledge about the teaching profession. Furthermore, it fits with my future career.

The Main Objectives

This paper is an investigation to the problems that novice teachers of literature face. The objective underlying this study is to identify which problems set in English literature classes and prevent novice teachers of literature to do their task effectively. Moreover, to emphasize the role of teachers in raising a successful and aware generation.

Research Questions

To reach these objectives, the study is guided by the following research questions. The general question is: What are the main difficulties that novice teachers of literature face at English classes? There arose a set of sub-questions which are: Why do novice teachers face these problems? How did novices overcome the problems that stood at their teaching path? Finally, since experience means learning, the last sub-question is: Do novice teachers learn how to be more effective and successful?

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Hypotheses

These research questions arose to test the following hypotheses that are proposed as temporary answers:

1. Novice teachers may experience a variety of problems such as choosing the appropriate teaching methods, the lack of training, students' low language level, and the lack of motivation towards learning literature.
2. Due to the lack of training and less teaching experience and practice, novice teachers may not be engaged in the teaching environment without facing problems.
3. If Novice teachers be updated to the teaching methods and strategies and match the students' needs, they will overcome such problems.
4. Experience equals learning, that is to say, novice teachers learn not just from their teaching experiences, but also from their previous teachers' and colleagues' experiences to be successful teachers.

Review of Literature

The first step in doing any job or activity is the most difficult one. Thus, the initial years of teaching are regarded as challenging and crucial. When we say learning from teaching experiences this means that learning comes after numerous problems and difficulties. Novice teachers of English Language, especially teachers of Literature face a variety of problems. These problems led the newcomers to the teaching career leave their profession after less than three years of teaching. Consequently, in recent years there was a great interest to search for this arising issue, concerning novice teachers problems. Many studies and researches have tackled this topic.

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Regarding the problems that most novice teachers meet, much attention has been drawn to discuss this issue. One of the figures who dealt with novice teachers problems is Veenman (1984), Senior lecturer, in his study "*Perceived Problems of Beginning Teacher*". It was an analysis of 83 studies concerned with the problems that novice teachers have in different countries. He comes up with eight perceived problems, the top five ones are classroom discipline, the motivation of students, dealing with individual differences among students, assessing students' work, and relations with parents. At the end of his study, he called for a comparative analysis of novice teachers problems in different countries to see what kinds of problems a particular country with its own social and cultural aspects has.

A study published by Dickson et al (2014), illustrates six major areas of challenges: classroom management, implementing the curriculum to mixed ability classes and a perceived lack of resources to do it, administrative demands, relationship with colleagues, dealing with parents, and balancing home and family life. We notice that the findings of the study are almost similar to Veenman's above research. To that end, teachers have problems when they face real teaching atmosphere, this what Dickson et al suggested. They stated that the training institutions should take much care to better prepare students for teaching by applying training more closely to the realities of teaching.

A growing body of literature has examined novice teachers thoughts about their first years in teaching. For instance, a study by Cakmak (2013) "*Learning from Teaching Experiences: Novice Teachers' Thoughts*". It is stated that novice teachers have problems especially when they put in a real atmosphere. Along with, the awareness of the problems will allow us to think of adopting approaches that will help transition from novice teachers to experts. This means helping them to put theory into practice. Learning from experienced teachers may help novices avoid many problems.

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One of the best ways to cultivate learners and enhance their language skills acquisition is via literature learning. However, many problems occurred and prevent teachers to accomplish their task. A research that covers almost of the encountered problems in English literature classes was done by El Helou (2010) in which the researcher presents several problems as students focus on the content just to pass exams rather than learning and acquiring language skills, the lack of literature' appreciation, the issue of alien to the mother culture, and the lack of useful teaching tools. All these problems affect students first than challenge the teacher's task.

With regard to, teaching literature and the problems encountered a study by Zhen (2012) investigates the problems encountered by novice teachers of literature in the EFL classes. In which, the findings have shown that the need of qualified teachers, the lack of appropriate teaching materials, learners' level in English, and the need for an effective approach to teaching literature, are to be the arising issue in literature classes.

According to Bachrudim (2014) literature teachers face seven problems. He presented them as follows: differences as source threats and or opportunities, instructors' personal-professional, task design, assessment methods, programmatic missions, available resources, and academic leadership. A noticeable point was addressed, is that in some cases it happens where the teacher especially inexpert did not like a particular type of literature to teach, it is his personal preference. However, the real teacher challenges whatever may have effects on his task. In fact, it has demonstrated that language and literature are intertwined in which change in approaches and teacher' s training is needed. A communicative competence should be improved by expressing ideas through task designs by teachers to help students engaged in learning.

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Moreover, Hussein and Al Emami (2016) discussed the difficulties that the majority of the teachers of literature at University met. Teachers viewed that students have a low level concerning language proficiency, also the difference that exists between cultures and the social beliefs stood as an obstacle for literature teaching/learning. Though, literature is about learning other's cultures to acquire a language not about possessing and imitating other's culture. Thus, the teacher's task is to solve this incident issue. The points highlighted in this paper are the "language proficiency level of the students, the linguistic and the stylistic degree of difficulty of the texts and the degree of cultural (un)familiarity ". A similar finding found in Khandoker' s work (2018) in which the lack of language competency, lack to read independently, and unfamiliarity with culture-related elements considered as difficulties challenge teachers of literature.

In a recent study by Gubair and Eltahir (2019), discussed both teachers and students problems that have been encountered in the literature teaching/learning process. They stated that similar problems may occur in many parts of the world. The challenges encountered by both teachers and students in literature classes include the lack of well-trained and specialized teachers, lack of appropriate literature resources, students' low standard of English language proficiency, lack of motivation, and the wide gap that exists between the cultural background of the students and the cultural background of English literature.

In the light of the previous studies, novice teachers experience various challenges when trying to cope with their role as professionals. Novice teachers of literature's perceptions about their initial years in teaching differ from one to another according to each ones' own experience. Several researches have been tackled in order to find and discuss as much as possible the difficulties and the problems that novice teachers met.

Research Methodology and Tools

Among the essential elements in a dissertation is research methodology. It is all about how the research was done "the process of the study". To determine the problems and test the hypotheses, a descriptive and analytical study was conducted. In this research, data were collected through an online questionnaire distributed to novice teachers of literature, besides; semi-structured interview for master students.

Limitations of the Study

Every research is conducted under some constraints. The limitations of this research were as follows. Since the independent variable is novice teachers so the sample size is limited, not all of literature' teachers are concerned only novices. Also, Novices experience numerous problems and this research tackles the most important ones which are divided into teacher-related problems and student-related problems.

The Structure of the Study

This extended essay is divided into three chapters. The first chapter is a theoretical background of novice teachers based on describing novice teachers and their first teaching experience. The second chapter deals with the concepts related to literature, the methods and approaches that are used to teach it in addition to the strategies used in literature classes. While the last chapter is devoted to methodology and results' interpretations. An analysis of data collection is done in order to find the problems that face novice teachers of literature in Literature classes.

Chapter One

Novice Teachers and the Teaching Experience

Introduction

Teachers are the key success in the educational system even more importantly in students' lives. Thus, the newcomers to the teaching career supposed to play a substantial role in making their task and mission successful. Unexpected challenges stood as an obstacle in the novice teachers' teaching path. The study of novice teachers problems dated back years ago until nowadays, in which there is a growing interest in searching for the problems that novice teachers meet when teaching for the first time. This chapter provides an overview of novice teachers' characteristics, roles, and beliefs about learning to teach. It shed light on the teaching experience' challenges and what this profession required from teachers as preparations and professional developments. Moreover, it presents and discusses novices' views about their first teaching experience.

1.1 The Concept of Novice Teachers

In the existing literature, there is no precise definition that identifies novice teachers' term, especially the exact years of this period of teaching. Many researchers contributed to define it. For instance, Ozturk (2008) views that this concept referred to those who profess teaching as beginners and they called "newly graduate teachers". Concerning the years of the first teaching experience, Gatbonton (2008) indicates that novice teachers are those who have less than two years of experience. While others state that novices are those with less than five years of teaching experience (Kim and Roth,2011; Freeman, 2001). Bastick (2002) has another view which is that novice teachers are newcomers to the teaching career and who have zero to three years of teaching. From these definitions an idea is extracted, the years of the teaching experience for novice teachers are not precise and unfixed; it is between one to five year. In addition to that, Newly Qualified Teachers (NQT) is another term for novice

teachers. The (NQT) refers to those teachers who passed the teacher-education program and play a role in the learning/teaching process. They practice teaching in educational institutions (Farrell, as cited in Burns & Richards, 2009, p.182).

1.2 Characteristics of Novice Teacher

There are many characteristics a novice teacher may have. Novice teacher like an experienced teacher tries his best to build a strong character. Storm (1989) identifies novice teacher's characteristics as follows: it is obvious that a teacher is considered as a researcher, the search for knowledge and understanding is an endless process. Therefore, the novice teacher should have skills for life-long learning. Since the teaching conditions change and learners' needs require life-long learning model, knowledge is the base of this profession.

Developing knowledge of pedagogy by knowing human development, the learning theories with its applications, teaching strategies, and the effective skills of the learning process. Here the teacher selects what is to be taught and decides about the additional content to be required through knowledge of content. A novice teacher should blend knowledge of pedagogy with content, this mixture makes the teacher knows what and how to teach in a particular context in order to establish chances for students' learning. According to Penso, Shoham and Shiloah (2006), pedagogical content knowledge is defined as:

A type of knowledge that is unique to teachers, and is based on a manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach). Pedagogical content knowledge comprises knowledge of the main topics of the subject to be taught, in their pedagogical context. (335)

Furthermore, each student has his own learning style, capabilities and cultural background. This demands further tasks from teacher to make all students achieve their needs and coordinate the necessary resources, the teacher here is a facilitator. In order to simplify the transmission of information and help students to learn, communication is fundamental. The teacher should be an effective communicator not just with students, but also with colleagues, parents and community as well. Another point is that teaching is not only delivering the knowledge but a professional, moral, and ethical enterprise (Storm, p. 267-276).

The teacher is an idol and model agent for his students, they easily get affected by his behaviours and attitudes. Storm continues describing novices' characteristics by tackling the humanity side which novices need to respect. This human diversity according to Strom (1989) "includes differences among people in regard to an individual, societal, and historical factors". This diversity makes us special and deserves respect and this what novices should possess and inculcate in their students. For instance, a teacher has a class that is featured by students from different backgrounds, speak different languages, and convert different religions, he supposed to show them respect first to facilitate learning then to let them influenced by him and respect peoples' diversity.

The last point is that a successful teacher is the one who encourages his students to search and combine knowledge from various sources and from several domains. Also, he helps students to pursuit learning and opens their minds to new and creative ideas that may be beneficial for them to develop their skills (Storm, p. 267-276). Overall, a novice teacher is characterized by possessing life-long learning' skills, having knowledge of pedagogy and of content then blend them together, being facilitator and effective communicator, possessing ethics and morals, respecting human diversity, and being liberally educated.

1.3 The Roles of the Teacher

A good teacher is the one who can play many roles in the class according to a particular situation. The first role a teacher has to play is delivering knowledge using methods and teaching tools to help students to learn. Harmer (2007), states "part of good teacher's art is the ability to adopt a number of different roles in the class" (p. 25). This later, presents six main roles of a teacher. They are as follows.

Firstly, The controller, this role can be useful for sessions as grammar or when providing information, in which the teacher is the centre of focus. In fact, the teacher helps students to develop their performance. He provides them with the essential and the appropriate knowledge they need. In this case, he is a provider. In addition, he provides his students with the knowledge they lack. He can also guide them to use available sources simply, he is the source of information "the resource". Another role the teacher can play is the assessor in which the teacher works as an evaluator, he gives them marks and grades; rewarded their work. He assumes this role in order to check students' performance and responds to the given knowledge. In many situations the teacher provides advice and guidance whenever the students need help. The teacher here is a tutor. He assumes this role by advising students. The last role of a teacher that Harmer presents is the prompter. when a teacher pushes students to work more to achieve knowledge. He supports his students to participate and gain knowledge. When students feel lost or unmotivated he, the prompter, encourages and motivates them to do well (Harmer, 2007).

Another key point, the teacher can work as third-parent. Due to the amount of time students spend outside the home, they interact and communicate with teachers more than they do with their parents. Consequently, the teacher plays an essential role in shaping students' personality and helps them to be successful and effective parts of society. "They learn social

skills like how to be kind to others and make friends, when to ask for help or be independent, how to distinguish between right and wrong, and other life lessons that parents tend to echo. In many cases, students learn these things from teachers first" (COX, 2020). The teacher here is a guide, an advisor, a mentor, a source of knowledge, and more importantly a source of inspiration.

The teacher's roles are endless. Being a teacher does not mean delivering knowledge only, but it requires a variety of roles. There is no limit to teachers' roles that can play. Teachers are considered as role models to their students.

1.4 Kinds of Teacher

The different styles exist among teachers portrayed in the way teachers deal with the lesson and the students as well. According to Scrivener (2005), three categories of teaching styles was stated by Underhill: the explainer, the involver, and the enabler.

Firstly, in a class where learners take notes and listen to their teacher while lecturing, the lesson seems to be engaging and enjoyable but, at most learners are not being truly involved, they are asked to do individual exercises after the lecture has done. In this teaching situation, the teacher mastered his subject matter and has a finite knowledge of the teaching methodology. In fact, he depends on explaining "explainer". Secondly, in this type, the teacher knows very well the subject matter and the teaching methods. He is able to help his students to involve and engage in the class by using appropriate teaching methods and techniques that facilitate the learning and match their needs, he is the involver. Finally, the third type is the enabler. This teacher is the most effective and successful among the above-mentioned kinds of teachers. He combines knowledge of the subject matter as well as

knowing the teaching methods. What characterizes this kind of teacher is that this teacher designs the lesson according to the way students think and feel inside the class. This awareness and controlling of the class create an effective collaborative class.

This classification of teaching styles may help teachers to know which style they mostly depend on. However, as a teacher, you are not required to stick to one style. It depends on the nature of the lesson and to the teaching situation.

The following table explains three kinds of teacher:

	Subject matter	Methodology	People
Explainer	✓		
Involver	✓	✓	
Enabler	✓	✓	✓

Table 1.1: Three Kinds of the Teacher (Scrivener 2005)

1.5 The Teaching Experience

1.5.1 Novice Teachers' Challenges

The first years of experiencing a real teaching atmosphere are considered challenging. Actually, every profession featured by 'road blockers' as Verma (2020) says "with great opportunities come greater challenges, but these challenges should not define your decision; they should prepare you for what the future holds. Since no job is easy, every profession has its own set of challenges and teaching as a profession may have a few road blockers too". Thus, novices meet problems which may prevent them to achieve their desires as becoming professionals and successful teachers. Many researchers have been tackling this issue.

According to Achinstein and Barrett (2004), the challenges of novice teachers can be divided into three main issues: classroom management, relational, and professional issues. First, management issues related to the organization of lesson plans, seating, and timing problems. Whereas, relational issues concerned with interaction with students; knowing students' needs and how to deal with them, and communicating with colleagues and parents. The professional issues focus on the problems that novice teachers encountered when dealing with students from multiple and different backgrounds. They seek to become professionals. therefore, their expectations about their teaching experience and the interaction with learners became challenging for them.

Furthermore, a study by Fantilli and McDougall (2009) documented the experience of first, second, and the third year of novice teachers in Ontario. It resulted in other issues related to time management including the planning and organizing of daily and long term schedules which is somewhat related to our situation in Algerian schools. Additionally, these challenges let administrators, ministry of education, and government bodies support novice teachers to overcome them. This effectively supports the newcomers and pushes them towards success.

Despite that, novice teachers meet various problems. Then, receiving support from other administration parts will help them face these problems. They can learn from them how to better teach. In fact, the interaction with experienced teachers has an impact on novices. In a recent study by Jin et al (2019) views that novice teachers' learning can be framed in the literature on the problems novice teachers meet. They studied novice teachers' learning processes with novice-expert interaction and developed a model that describes the way novice teachers learn. This model shows how the external domain (experts) affects the personal domain (novice teachers) and the domain of practice (novice teachers trial).

1.5.2 Learning Teaching

The process of learning comes through doing activities and practicing experiences in order to possess knowledge or skills, Goodlad (1984) asserts that "experience is the best teacher". Thus, learning to teach is not an easy task to do especially for novices. As the first years are challenging, novices do their best to make it successful. They teach their students at the same time they learn not just from their experience but from their students. Learning and teaching are interrelated and intertwined (Scrivener, 2005).

Novice teachers are characterized by life-long learning skill. It means that they never stop learning about students' needs, they collect new ideas and strategies to help them in teaching. Novices welcome questions and support any possible ways that may let their mission effective. As newcomers to the teaching career they "keep learning about teaching"; they learn different approaches and teaching strategies and make use of them. Learning also means welcome change. This change can be novices' option or it can be decreed by factors as students' needs and society' interference "change can be voluntary, or it can be imposed, as when the teacher is required to change as a result of political, cultural or institutional obligations" (Richardson and Placier, 2001).

1.6 The Importance of Training Novice Teachers

Novice teachers sometimes called student teachers. Before they entered teaching in real classrooms, they first need to learn the teaching methods and strategies at university presented in the didactic subject. Then after graduation, Takouk (2018) views that novices need to have pre-service and in-service training, besides; receiving support from all education parts.

Novices started learning about teaching during university courses. However, many teachers argued that the knowledge offered at university are not appropriate and have no relation with what graduate students have to learn about teaching, especially when they put in a real teaching atmosphere. It is true that the theories presented at university did not match what novices really need to teach. In this case, Filho et al (2018) stated that "universities should operate as knowledge and reflection institutions developing critical thinking and not only as teaching institutions that transfer knowledge" (287). Thus, some universities combine theory with practice which means they offered post-graduate students with theories related to teaching then ask them to practice what they have learned either at university by presenting lessons to their colleagues or look for schools and ask experienced teachers for permission to practice teaching at real classes. Consequently, post-graduate students learn by real practice.

When they graduate and assign to their post, novices need to learn how to teach since they transformed from student to teacher. In addition to university courses, novices need to have pre-service training which " ...equips novice teachers with the prominent practical skills that ensure at least their familiarity with their new roles" (Tekouk, 2018, p. 50). As well as in-service training which provides novices with solutions to the challenges and problems fall in their first teaching path.

In order to overcome the challenges that novices face, receiving support from education parts including administrators, mentors, colleagues, and even students is an effective way that raises novices morally and pushes them to overpass these obstacles and make the teaching easier.

1.7 Novice Teachers' Beliefs about Learning and Teaching

In the educational field, teachers are characterized by life-long learning. Teachers continue to learn about their task at the same time they teach students. However, their beliefs concerning this learning/teaching process change through experience.

Most novices asserted that their experiences as students affect their beliefs concerning learning and teaching. Their previous experience in learning/teaching environment influenced them and shape their beliefs about the way students can learn and what is expected from teachers to do; it transforms novices' beliefs into practice (Erkman, 2014).

Novices believe that their students can learn and attain success in the same way as they did before. To clarify, novices when teaching tried to reference their previous learning experience to their students. They come to the point that each student has his own way and style of learning and this what it did not match with their beliefs about teaching and making students learn as they have learnt previously (Erkman, 2014). In fact, novices' beliefs are controlled by students' expectations. Novices go to their classes with beliefs about teaching but, sometimes their students' needs and desires contradicted these beliefs. For instance, a teacher delivers a lesson in a different way as he used to do then he found that his students demand another way or they want him to stick to the traditional way. Also, students often request their teacher to explain in the mother- tongue and this is prevalent in some of our schools.

Novices' beliefs about learning/teaching were inspired by their previous learning experiences. These beliefs can be changed according to students' expectations and needs. Due to in service programs, novices recognize and put their beliefs into practice (Erkmen,2014).

1.8 Phases of the First-year Teaching

Novice teachers argue that the first years of professing to teach are difficult. They move through stages until they accomplish their goals. One of the figures who studied novice teachers' first-year teaching phases is Moir (1999). He stated that novices move from the anticipation, to the survival, to the disillusionment, to the rejuvenation, to the reflection, and back to the anticipation phase.

The phases of the first-year teaching that Moir (1999) came with are intertwined and interrelated. Firstly, the anticipation phase refers to the first expectations that novices have concerning achieving their target goals and make teaching different. Secondly, It is obvious that the first-years of teaching are featured by problems that challenge novice teachers and somewhat contradict their intuitions and expectations about this profession. Thence, novices' solution is survival, in this phase, they struggle to keep their task effectively this called the survival phase. The third phase is the disillusionment phase. This phase may take a long or short period of time according to each teacher. Novices question their commitment and competence. There are factors that contributed to this disappointment such as teachers did not find what they expect, taking time in commitment, and morals decreased.

Furthermore, the fourth phase which is the rejuvenation phase. Teachers' attitudes towards teaching arise by time. Novices put much attention on developing the curriculum, the planning, and searching the teaching strategies that meet with students' needs. In order to overcome any problem that occurs and prevents novice teachers to do their task well, they learn new and updated teaching strategies and have an understanding of the realities of teaching. Finally, the reflection phase ,in this phase, novice teachers draw a general image of their successes and failures during the whole year. They determine what needs to be changed

in the following year concerning the curriculum, the planning, and the teaching strategies. Their expectations rise and this leads us back to the first phase 'anticipation' (Mior, 1999).

The following figure highlights the phases of first-year teaching which novice teachers pass through it:

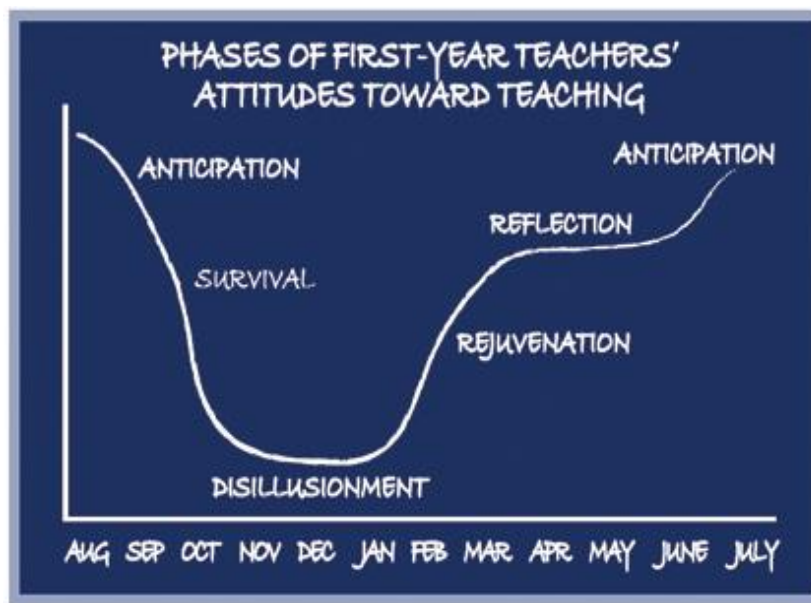


Figure 1.3: Phases of the First-year Teaching (Moir, 1999)

1.9 Hints and Strategies of the First Lessons

As newcomers to the teaching career, novices meet challenges as mentioned above. Planning first lessons considered as primary challenges. It is true that novices have knowledge of content and that of pedagogy, besides; knowing the teaching methods and strategies. But when it comes to practice what they have this become somewhat difficult, especially when designing their first lessons.

At first, novices' ultimate goal is to help students learn by providing them with appropriate and important knowledge. The attempts to plan and teach the first lessons are

crucial. At the beginning of your teaching, when you enter your class you will just think of survival in spite of all the knowledge you have about teaching. This because you are in a real teaching class and you face "reality shock" (Veenman,1984). Consequently, researchers and training teachers tried to solve such problems and help novices to overpass them. Among the researchers is Scrivener (2005)¹, he presented hints and strategies related to designing and teaching first lessons.

1.9.1 When Planning First Lessons

Novice teachers are required to make use of coursebook and not to be a slave to it. That is to say, select what is appropriate and create new activities to accomplish the learning outcomes. they can rely on other experienced teachers' lesson plans until they will design lessons by themselves. A key point, they may make use of recipe books; useful books with ideas and activities that help novices in-class teaching. It is obvious that a lesson is correlating tasks that hold objectives. It is the teacher's task to pick out matching activities, starting by lead-in then follow what he has planned. Furthermore, the novice teacher should know his students by asking other teachers who teach the same class he/she teaches. This will help the novice teacher to better meet the students' needs. Always the teacher is supposed to organize his work and make sure that his class is ready with all what he needs in order to start the lesson. He can prepare 'emergency activities' in case students have difficulty in understanding an idea or any part of the lesson.

1.9.2 When Teaching First Lessons

When the students enter the class, the teacher welcomes them and show them that he cares about them. Novices argue that students are sometimes very noisy and talkative, as a

¹ See Jim Scrivener. Learning Teaching: A Guide Book for English Language Teachers 2nd ed (Towns Road, Oxford OX4 3PP, UK: Macmillan, 2005) 35-37.

solution learn and memorize their names. This may let them stop being noisy. There are many ideas to learn the students' names, He can do it by sticking cards on their tables. Additionally, being a teacher does not mean being a severe and tough person, all what you need is to be a human first and authentic person. As a teacher you are not required to 'fill all the silences', do not talk all the time. Let students engage and participate in making the lesson. It is not always teacher talk time (TTT) but instead student talk time (STT). The teacher is not supposed to do things all the time, sometimes his interference during the whole session prevents students to integrate. Instead give students the chance to help in reaching the learning outcomes themselves. Some novice teachers attempt to deliver the lesson very fast to not let the gap for students to feel bored. It is not useful at all, not all students grasp and understand quickly. Novices are asked to slow down and let the lesson passes smoothly.

1.10 Teachers' Professional Development

1.10.1 Professional Development and the Interconnected Model

The teaching profession is not about having knowledge only, but mainly having the professional skills that help in delivering that knowledge to students. These professional skills need to be developed. In fact, teachers' professional development includes "formal experiences such as attending workshops, participating in professional meetings, and mentoring and informal experiences such as reading professional publications, watching television documentaries related to an academic discipline" (Ganser, 2000, cited in Reimers, 2011, p. 11). All these factors contributed to develop novices' professional skills. The target goal of (TPD) is the students' achievements.

In relation to the idea that teachers learning comes through change, Clarke and Hollingsworth (2002) presented an interconnected model of teachers' professional growth (IMPG). In this model, the teacher' s learning occurs in intertwined process in which four

domains are interconnected. That means when a change occurs in a particular domain, it will affect other domains. The four domains are personal, practice, consequence, and the external domain. To clarify, the personal domain refers to teachers' knowledge, beliefs, and attitudes. The domain of practice represents teachers' professional experiment. The salient outcomes relate to the domain of consequence. The last domain is the external domain refers to sources of information and support. Thus, the change between domains occurs in a kind of 'reflection' and 'enactment' process. "Reflection is derived from Dewey (1910) means ' active, persistent (,)and careful consideration', while enactment refers to implementing new ideas or belief instead of simply acting" (Jin et al, 2019, p.4). In fact, Guskey' s model of the process of teacher change (1986) inspired Clarke and Hollingsworth to come with (IMPG). The figure below highlights this model.

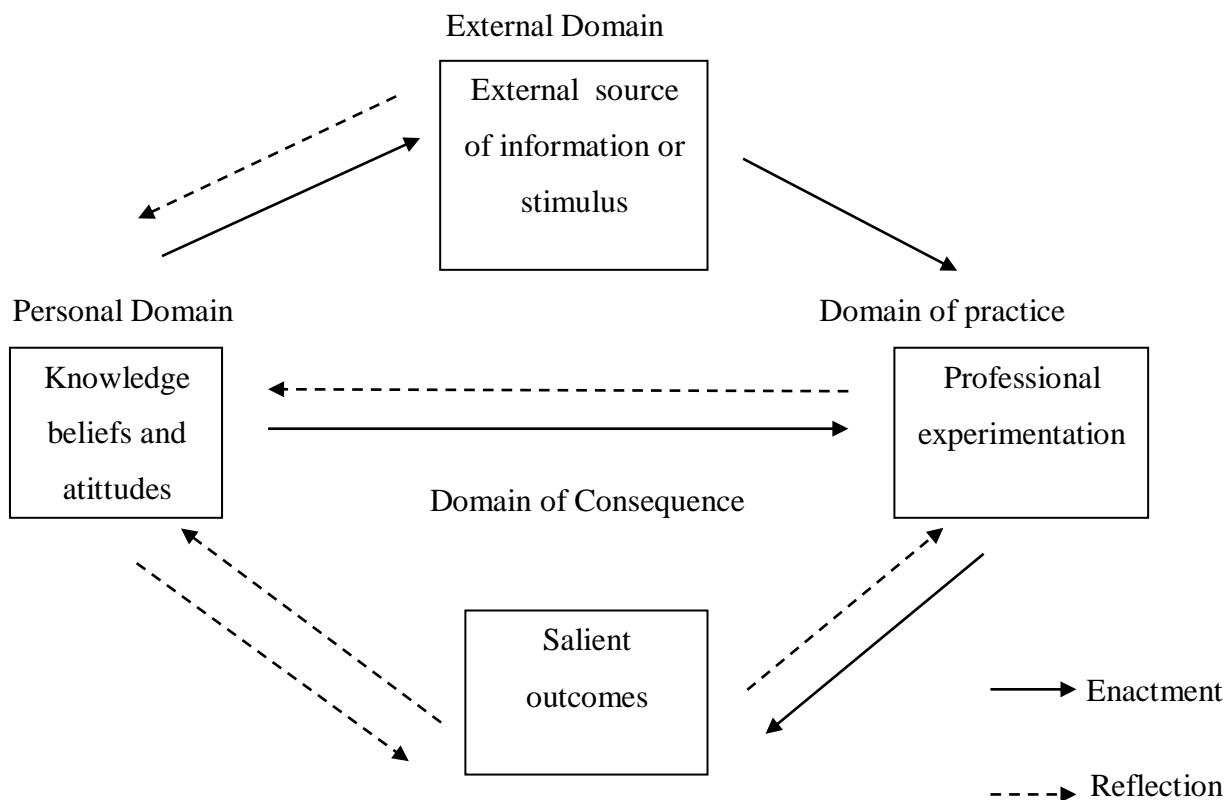


Figure1.1: The interconnected model of professional growth (Clarke and Hollingsworth 2002).

1.10.2 Professional Development Skills

It is said that the first few years of teaching are in a critical time for professional development. Thence, Cox (2019) presents 21st century (PDS) which may help novice teachers to be more effective.

When you have the belief inside your soul that there is nothing impossible and you can achieve success. This strong confidence you built spread to your surroundings mainly to your students and inspires them to be better. Do not show your students and colleagues mainly how confident you are, but show them that you have confidence and belief in them. Among the essential skills that every teacher need to possess is communication. Since he spent most of his time communicating and talking either with students or with colleagues. Teachers need to develop this skill in order to be understood and gain their "point across". Moreover, novice teachers need to adjust the changes fall and limit their teaching' task. Being an adaptable teacher is better suited for accomplishing the learning outcomes. When a teacher tries to adapt to any sudden situation may occur, it will be easier to if he makes it fit his goals. For instance, a teacher planned a lesson about inventions when he entered the class there was on electricity. Therefore, he needs to adapt to this change to match the learning objectives. Adaptability is a skill that novices should have.

Nowadays, teachers meet challenges to catch their students' attention. This rising dilemma prevents and keeps students from engaging in learning. By having the imaginative skill teachers create and find easy and funny ways to stress students' attention towards learning. Teacher's imagination is a dynamic tool that helps in facilitating the learning process. Another practical skill that requires energy is a team player. It leads to an increase in the challenge among students for learning better blended with fun. It serves the teacher to achieve his goals in class and serves the school as well. By working together with other teachers and extend the spirit of cooperation, the success 'torch shines. In addition, the leader

teacher is the one who guides his students towards success. He is always ready to advise and push them in the right way. In many cases, students get easily affected by their teacher's personality and attitudes. In fact, teachers are known as the source of inspiration. They have the ability to influence their student "the ability to empower". Teachers hold a humanistic message which is to lead and direct students to the right path towards success, not just in school but in their life. They help "students to be critical thinkers, innovative, creative...solve problems, self-direct, self-reflect, and lead" (Cox, 2019).

The teaching/learning is a continuous process. The teacher keeps learning about the changes that occur in the educational sphere. Teacher's learning summarizes in "life-long learning process". A teacher is a continuous learner holding a sense of willingness to keep teaching functional and valid. Another key point is that, modernity goes hand in hand with technology. We live in a world that is characterized by technology. Thence, the education field demands from teachers to be familiar with the technological tools as data projectors, applying for online courses, and learning videos. The use of technology in education facilitates the learning process for that teachers are required to develop their understanding concerning the use of technology in teaching.

The picture below summarizes teachers professional development.



Figure 1.2: Teachers' Professional Development (Cox, 2019)

1.10.3 The Importance of Professional Development

Developing professional skills plays an important role in teachers' performance and students' learning. Firstly, many researches tackle the issue of novices' performance during their first years of teaching. They come to an idea that novices encountered problems at the beginning of their teaching, these problems let some of them leave the profession. Meanwhile, others search for solutions to be more effective and successful in their job as teachers. It was through developing professional skills. This later, helps novices and even experienced teachers to be confident and achieve their target goals. Secondly, the newcomer to this profession spends his time in learning and searching for the maximum sources to improve his professional skills. All that in order to be an effective teacher that helps students in achieving the learning outcomes. The intrinsic aim of (PDS) targets students learning outcomes. For instance, when the students' needs rose the teacher supposed to respond positively to this situation by developing his professional skills to meet with student's needs (Kampen, 2019).

1.12 Novice Teachers' Views on their Teaching Experience

Every experience has positive and negative sides. Novice teachers before experience teaching they have expectations, they draw a vision about how they would react when they will be putting in such a situation. During their school years as students, they get influenced by some of their teachers' personalities, behaviours, and way of dealing. Additionally, when they profess to teach they learn from their experience to survive real teaching challenges.

Novices' views before and after practising teaching differ. Almost of teachers hold positive expectations about teaching, but when they face and put in a real teaching environment their first point of views change. Thus, their experience let them change their views. Some novices have positive views about teaching, they found it a nice experience due

to the assistance and support they received from colleagues (Uushona, 2018). Others say that even with the challenges and problems stood on their path, the joy and energy inside the class make it unique and precious one. A novice teacher stated, "for me teaching is joyful. It makes me feel good. My thoughts regarding teaching were the same before I started working, so I did not experience any disappointment. In short, teaching profession is joyful and instructive" (Cakmak, 2013, p. 58).

In contrast, other teachers hold a negative vision. They found that the teaching profession is tiring and difficult especially when they did not find what they expect. Most of them complained about the slow learning process because of students' noise, the lack of teaching materials, and lack of support (Uushona, p. 50). Also, the surroundings play part in this negative view, since novices have a little experience they get easily affected by others' views. The following quote expresses well what is already mentioned about negative views concerning the first teaching experience. It was stated by a novice teacher of mathematics (as cited in Cakmak, 2013):

Teaching is a very tiring profession in terms of effective points. It is very nice to be together with students. However, other sides are very tiring and frustrating ... I began my career with full desire. My idea has not changed, but its social status and people's views about my profession make me sad. I think people have some biases about it ... they think that teachers have long periods of vocation. But we as teachers work hard. Teaching is nice and I fondly work. But others' views negatively affect me. (p. 57)

Novice teachers have many views about their first teaching experience. Positive and negative experiences both help novices to face whatever challenges challenge them. Furthermore, the surroundings' judgment affects novices' performance, in this case novices are asked to turn that negative views into push towards their ultimate goal.

Conclusion

We may say that this chapter's nature is particularly descriptive. It presents a general overview of novice teachers' experiences. Learning teaching and professional developments are essential elements that play a role in the teaching profession. With all these preparations there occur challenges. Common problems encountered by novice teachers are presented in this chapter. Several studies found that there are common problems shared among novices during their first teaching experience. However, the challenges that face novice teachers of literature are not the same as what teachers of other subjects experience. The following chapter will discuss the last-mentioned idea in details.

Chapter Two

Novice Teachers and the Challenge of Teaching Literature

Introduction

Learning the English language becomes important and necessary nowadays. Due to that, English is the most used language in the world. Teachers of English particularly at university have a target goal which is to facilitate the learning of this language through subjects as literature, linguistics, grammar, translation, and so on. In fact, the area of 1980s witnessed much interest in the study of literature in English as a foreign language (EFL) and English as a second language (ESL). To improve the learning of English, teachers of literature provide students with paramount and beneficial knowledge. In this chapter, we will tackle literature from different aspects; by answering these questions: what literature is? Why it is taught? And how?

2.1 Literature from Different Perspectives

Literature does not have an adequate definition. It is not easy to define it precisely. Though, many linguists, authors, and critics have tried and puzzled over what literature is. It is any piece of writing that carries creative and aesthetic value. As well as, it can be referred to any written material or to the subject studied at university.

2.1.1 As a Creative and Valuable Piece of Writing

Through literature, authors can express ideas, thoughts, and even life' struggles in a creative way. Literature is a form of human expression. In this case, Onuekwusi (2013) defines literature as "any imaginative and beautiful creation in words whether oral or written, which explores man as he struggles to survive in his existential position and which provides entertainment, information, education and excitement to its audience" (as cited in Ihejirika,

2014, p. 86). According to Merriam-Webster's dictionary, literature is "written works (such as poems, plays, and novels) that are considered to have lasting importance".

2.1.2 As a Written Material

The word literature comes from the Latin word "*littera*" which means "a letter of the alphabet". According to Dictionary.com, literature is "writings in which expression and form, in connection with ideas of permanent and universal interest, are characteristic or essential features as poetry, novels, history, biography, and essays". It refers to any written material of poetry and prose that is characterized by aesthetic and imagination. Authors use literature to describe people's lives in a period of time by a given language. Thus, literary texts are products that reflect different aspects of society. Nothing is written in vain, most writers and poets tend to present a valuable piece of writings through their pens.

2.1.3 As a School Subject

Concerning a university discipline, teachers use literature to teach the English language. It expresses human life' struggles and their way of thinking, either orally or in a written form. Through literature, students learn and gain information in addition to enjoyment. literature can be defined from various angles. It is any valuable piece of work that is used to learn a language. Teaching English literature has been in great interest due to the literature's function in acquiring language skills and learning a number of social, human, and cultural values.

1.2. Teaching and Literature

2.2.1 The Teaching Profession

In trying to define teaching, we should look first at the roots of the concept. Its roots dated back to the old English. Smith (2018) highlights its meaning "the word teach lies in the old English *taecan* meaning to 'show, present, point out' which is of Germanic origin; and related to 'token' from an Indo-European root shared by Greek *deiknunai* 'show', *deigma* 'sample' ". In other words, teaching means to educate and help others to acquire information and skills via several means.

2.2.2 Teaching Literature

Teaching literature has been of great interest nowadays. Due to literature's role as authentic valuable material. In language classes, learners are motivated towards learning literature. Since literature is referred to the subject studied at schools. Linking teaching to literature means creating an environment and involving others in the learning process through "signs or symbols". However, it is not an easy task to be fulfilled, especially for beginner teachers at their first teaching experience. Levine (2001) states that:

Teaching literature is a subject, and a difficult one. Doing it well requires scholarly and critical sophistication, but it also requires idea of what literature is, of what is entailed in reading and criticizing it. . . But beyond the questions that ought to feed any serious critic's sense of what doing literature might mean, there are questions about the relation between such sophistication and the necessities of the classroom: what, how, and when students are most likely to learn? (17)

From this quotation, teaching literature is not easy, it is sophisticated. Teachers of literature need to bear in mind what, how, and when students need to learn. Briefly, what the classroom necessitates. Teaching literature plays an important role in students' learning process as well as in their lives.

1.3. Reasons for Teaching and Learning Literature

Literature is important in learning a language. its value pushes teachers of literature to use it in (EFL) classes. Collie and Slater (1990), illustrated four reasons that push language teachers to use literature. These reasons are as follows: valuable authentic material, cultural enrichment, language enrichment, and personal involvement.

2.3.1 Valuable Authentic Material

Literature is a valuable subject that is taught not just for learning a language but also for using that material in a real-life context. It provides a precious meaningful writings that tackled human issues. It is an authentic material that "recent course materials have rightly incorporated many 'authentic' samples of language" as "travel timetables, city plans, pamphlets, cartoons . . . learners are thus exposed to language that is as genuine and undistorted as can be managed in the classroom context" (Collie & Slater, p. 6). Keeping use of literature in EFL classes helps students to taste the beauty of the literary texts.

2.3.2 Cultural Enrichment

Whatever kind of literature poem, short story, or novel, this makes it easier for learners to know about others' cultures and "understand how communication takes place" through the power of words and see how the characters and the surroundings are described.

Through the vivid image, a literary text depicted, the reader or the learner can discover others' cultures and create an idea about their feelings, thoughts, customs, traditions, and their way of living.

2.3.3 Language Enrichment

Learning literature helps students to enrich the lexical, syntactic, and stylistic items. The learner is required to read more in order to acquire more and develop language skills. According to Collie and Slater (1990) "students of literature will, we hope, become more creative and adventurous as they begin to appreciate the richness and variety of the language they are trying to master and begin to use some of that potential themselves"(p. 7).

2.3.4 Personal Involvement

It is true that some texts have an effect on the learner's personal life. Due to that, the learner feels close to such character as he represents his life. Also, the selection of texts according to learners' needs and interests plays a role in the learner's personal involvement in the literary texts.

In addition to what we have already mentioned, there are other reasons why to teach and to learn this subject. The stories and situations portrayed seem to be similar to the reader's own experience. So literature gives a representation of some life situations. Thus, many authors attempt to present as much as characters with different personalities and behaviours in order to highlight the variety of human's characters and attitudes as well as understanding the complex nature of human mind (Rees, 1973). In fact, the literary texts require analysis and criticism. When analyzing a text, the aesthetic value of literature helps the learners to develop their language skills (Gbenedio, 1984). Besides, these comments and judgments help the learner in working his mind not in analyzing and criticizing the text only, but in analyzing any situation may occur in his life.

1.4. The Importance of Literature Teaching

With the growing interest of teaching literature in (EFL) classes, a huge debate appears between who are against using literature to teach a language and those who are with using it. On one hand, those who refuse argued that literature did not really help students to learn a language. Due to that, the language used in literary texts is hard to understand and complex in some terms. Also, the language used in daily life is not the same as being used and taught inside the class. On the other hand, other scholars state that studying literature is important to learn a language. For them, literature is a rich source of knowledge about language and culture. It helps students to develop their imagination and being aware of what a particular culture is known for. Turker (2009) affirmed that teaching literature in (EFL) class is beneficial for students, it provides them with vocabulary, enhances their minds and imaginations, and helps in developing cultural understanding and awareness.

1.5. The Roles of Teaching Literature in EFL Classes

A huge debate still exists concerning why to use literature in (EFL) class. Most of the perspectives indicate that literature should be taught because it is the source of language learning, knowing other's culture, and affects the learner's personal life. According to Giuria (2015), literature can be characterized by three major roles: language enrichment, cultural enrichment, and personal enrichment.

2.5.1 Language Enrichment

The literary texts enrich students language through suggested exercises that a teacher of literature make use of them. For instance, Padurean (2015) states some typical exercises

which are: paraphrasing exercise, vocabulary, sentence structure exercise (grammar, plot, character), and an open exercise.

2.5.2 Cultural Enrichment

The use of literature in (EFL) classes enables learners to develop an overview of a target culture with its social, historical, and political characteristics. Through texts, a learner can discover peoples' living conditions, know a certain society's heritage and customs, and appreciate the diversity exists among societies. "Teaching literature enables students to understand and appreciate cultures and ideologies from their own in time and space and to come to perceive traditions of thought, feeling and artistic form within the heritage the literature of such cultures endows" (Carter and Long, 1991, p.4).

2.5.3 Personal Involvement

When a student read any piece of writing, explore its components, characteristics, topics, themes, and situations; consciously or unconsciously he may apply it in his own life and involve what is between lines in his personal experience. The student is "emotionally involved in the literary text".

Furthermore, literature helps in better understanding the meaning of life. when you read about other' s life; the way they live and how they challenge and face life' struggles, this provides you with a view about how life should be lived. Chambers and Gregory (2006) explained the function of literature as :

Telling human beings what is important in life [...] what's worthy of our admiration or our contempt, [...] what it's like to be those who live in different circumstances and in other historical times and in other gendered bodies [...]

what we should pay attention to and what we can afford to ignore, [...] how life might be lived this way rather than that way. (P. 2)

By stating the role of teaching literature and illustrating its function, both teachers and learners will find literature sessions enjoyable. Through literature, one can improve his language and enrich his cultural knowledge about the portrayed societies that are directly or indirectly mirrored in a literary work. The readers of any literary piece can experience some similar situations to theirs and involve emotionally in the literary texts.

1.6. Teaching the Literary Texts' Approaches

At its beginning, literature has been studied through the Grammar Translation Method. Then this later lost its value and replaced by the Communicative Approach. Thence, the communicative approach did not give literature its importance. Until the 1980s, literature regained its value in (EFL) classroom. Some linguistics and scholars as Carter & Long (1992) and McRae (1999) developed three main approaches to teaching literature. They are as follows:

2.6.1 The Traditional Approach

From its name, we notice that this approach is well known in teaching literature at our universities. It is a teacher-centred approach where the teacher plays the role of lecturer and transmitter, whereas the learners are as "a parrot-like" repeating what the teacher offers them. Within this approach, the learners are asked to read a literary text before coming to class. At the class, the teacher presents background information about the text and highlighting its themes and stylistic features. In fact, the students did not have the full opportunity to explore, analyze, and appreciate the text themselves. Their role here is questionable. Mililani (2003)

states that literature course "becomes a simple transposition of the teacher's impressions and feelings to the learner ... and not an intellectual exercise for the latter who should seek and discover meaning by himself with the means and strategies provided by the teacher"(2).

2.6.2 The Language-based Approach

Since the traditional approach to literature teaching did not focus on learner's mere interaction with the text. Linguistics search for a way to raise students' interaction with the text. It is the language-based approach that guides students towards a rich knowledge about a literary text mainly the language used. "Literature rarely seems as an opportunity for language use, hence the need for a language-based approach to the teaching of literary texts in order to develop knowledge OF literature not ABOUT literature" (Mililani, 2003, p. 2). To clarify, the selection of texts should not depend only on its stylistic features "about literature", but also should match the learners' interest and involve them in developing knowledge "of literature".

2.6.3 The Reader-response Approach

This approach requires a change from teacher-centred to learner-centred. The teacher supposed to guide his learners towards an understanding and achieving the learning objectives. It is the learner's task to extract the desired outcomes relying sometimes on their expectations and personal experiences. While the teacher's task is to choose the appropriate texts that will have an effect and match the learners' needs. McRae (1991) illustrated "the teacher's role is as an intermediary between author, literary work, and receiver in order to open up a multi-directional sphere of interaction"(97).

1.7. Teaching Literature Models

Teaching literature requires models to be used in (ESL/ EFL) classes. English literature should be approached differently. For that, teachers of literature need to use models and teaching methods that are suitable for students. Carter and Long (1991) developed and highlighted these models as follows: the language model, the cultural model, and the personal growth model.

2.7.1 The Language Model

It is considered as a learner-centred model. As it helps students to develop knowledge and raise their awareness towards learning a language by putting much attention on the way the literary texts are used to learn a language. The teacher in this model of teaching literature facilitates the learning of literature via grammar, vocabulary, and stylistics (Paduream,2015).

2.7.2 The Cultural Model

Some scholars describe the literary texts as products of the past. This means by studying literature using the cultural model, students are to be engaged in texts to learn about peoples' culture. It helps students to read between the lines about a target culture as Lazar (1993) stated: "texts can thus be used to engage and motivate learners and provide more ready and deeper connections with target cultures" (p. 19). Unlike the previous model, this model tends to be more teacher-centred. It is the model most used at universities 'traditional model'.

2.7.3 The Personal Growth Model

It works as an intertwined model between the last two mentioned models. This mixture helps students to develop their critical thinking, learn about a particular culture via the use of language. According to Bibby and McIlroy (2013), the personal growth model to literature teaching is "used in different contexts, but it is particularly well suited to the

developing language learner reflecting on development through childhood and adolescence, and thus, it is particularly suited to the high school and undergraduate university classroom"(p. 20). It is mainly a learner-centred model that encourages students to express their opinions, emotions, and beliefs as an interpretation of a given text. We cannot neglect the role of the teacher in pushing students towards reading and exploring the component of any literary text.

1.8. The Art of Choosing the Literary Text

Literature plays an essential role in language learning classes. In fact, students enjoy learning this subject, especially when the teacher matches their needs and provides them with interesting texts. However, the teacher's choice cannot always meet with students' interests. The choice of literary texts is the key element that determines the success of literature learning. Before planning the lesson, the teacher may be confused concerning text' selection; whether is it suitable for students or not. For that, Bibby and McIlory (2013) suggested applicable strategies that may help teachers to choose suitable and appropriate texts.

2.8.1 Relevance and Accessibility

When planning the course, the teacher is required to choose relevant and accessible topics. Topics that make students integrated and involved. For instance, the teacher can select texts to deal with interesting topics as entertainment, family, free time activities... (etc) With this kind of topics, students can discuss and express themselves at the same time learning the English language. However, the length of the book or novel is to be taken into consideration when choosing literary texts. Students, most of the time, their focus is limited also their ability to understand. For that, "teachers should make reasonable assessments of ability in order to select texts. Processing a working knowledge of the local literature and applying the wants

and needs of students to the planning of the course"(Buddy & McIlory, p. 20) certainly this can lead to an effective and successful language learning.

2.8.2 Genres and Narrative Structure

In EFL literature classes, students learn different genres of literature: short story, poem, drama, and fiction. The teacher decides if to use multiple genres at one course or to devote whole session dealing with one genre.

2.8.3 The Balance between Action and Description

When selecting the text there are fundamental elements as how to balance between action and description. This has a relation with the use of the text and the students' level. The teacher here when he decides about the text, his choice depends on how to use the text is it for developing language skills or analyzing a novel. With paying attention to students' level and the text's language because some texts are difficult to be understood.

2.8.4 Syntactic and Lexical Accessibility

Selecting the appropriate literary text motivates the students and helps them to understand and realize the information provided. But sometimes some works are with a sophisticated language. For that, "teachers can prepare materials confident in the knowledge that they have assessed the difficulty level for students" (Buddy & Mcilory, p. 20). The teacher may make use of materials to facilitate receiving the information.

2.8.5 Multimodal and Multimedia Representations

Among the useful activities to learn literature are applying multimedia in the classroom. This can be done after reading. In fact, the teacher can ask students to read the text first then he provides them with a film version of the literary test. In this way, the students can

assess understanding as well as they can make a comparison between the literary text and the film version and this help them to develop critical thinking (Bibby & McIlory,2013).

1.9. Kinds of Literature Teaching

In literature classes, teachers have in charge to help learners achieve their aim which is to learn English. They do so by teaching literary texts through poetry, drama, and/or fiction. Sometimes, it is not easy for teachers, especially those with less teaching experience to teach one of the mentioned kinds.

Firstly, poetry is an art that requires imagination and understanding of what is between lines. Through poetry, a learner can extract and form perceptions about the characters and the story portrayed in the poem. To clarify, poetry helps the learner to develop an understanding of human experience. This understanding of the stories and characters depicted in the poem can be presented through forms of expression as "drawing, acting, music, and video presentations". The other kind of teaching literature is through drama. Many teachers of literature argued that drama is the perfect way to develop literature. Donnamarie, literacy coach, as cited in Dowdy and Kaplan (2011), asserts " I am amazed how drama helps with reading, especially with comprehension and making inferences, you know, discovering ideas between the lines"(p. 1). Drama makes the learner grapple with different points of view concerning beliefs, values, besides; it let him search for the solutions to people's dilemmas. All this, "for the purpose of gaining knowledge and the pleasure of developing awareness". The power of drama is to bring texts alive for learners who find difficulty in extracting images from printed pages. There are blogs for free to help learners well integrated into literature

learning². Finally, according to Merriam Webster's dictionary fiction is "literature that tells stories which are imagined by the writer". Teaching this kind of literature in (EFL) classes will help learners to develop their imagination and to test their creative and critical thinking.

1.10. Benefits to Different Genres of Literature to Language

2.10.1 Benefits of Using Poetry to Language Teaching

Teaching literature using poetry is an effective way and has a significance in acquiring language skills. According to Sarac (2003), the educational benefits of using poetry in language classes are as follows. Teaching language through poetry helps the reader to develop a different point of views concerning language use as learning figures of speech. Due to its metaphoric and figurative language, poetry goes beyond the known roles of grammar, syntax, and vocabulary. It motivates readers to explore and make different interpretations. Also, the lyric poetry plays an important role in which it affects emotions 'emotional benefit', it evokes feelings. The use of poetry in language classes plays an important role. Indeed it is a useful technique that helps the learners to develop knowledge about different cultures that it transmits cultures and offers the use of figurative language.

2.10.2 Benefits of Using Short Stories to Language Teaching

Among the helpful and useful techniques in learning a language is by applying short stories in literature classes. It is stated by Hismanogolo (2005) that "short fiction is a supreme

²Blogger (<https://www.blogger.com/start>), Blog.com (<http://blog.com/>), LiveJournal (www.livejournal.com), MSN Spaces (www.spaces.msn.com), Typepad (www.typepad.com), WordPress (www.wordpress.org), and Yahoo 360 (www.360.yahoo.com) From *Teaching drama in the classroom textbook for teachers* by Dowdy, J. & Kaplan, S. published by Sense publishers: R. Box 21858, 3001 Aw Rotterdam, The Netherlands, 2011.

resource for observing not only language but life itself "(p. 61). Including short stories in (EFL) classes there are educational benefits as Ariogul (2001) demonstrates. The simple language used in short stories and its short length facilitate the reading' task for learners. It motivates the students to read due to its authentic, creative, and valuable material, besides, it helps students to read between lines and go beyond the surface. Furthermore, through short stories, students can develop and promote creativity and enhance critical thinking. Briefly, teaching literature using short stories promotes students' critical thinking and enhances language acquisition. It opens students' minds to other different cultures.

2.10.3 Benefits of Using Drama to Language Teaching

The use of drama in a language classroom seems to be a useful way to learn a language. it is through drama a student can raise 'awareness towards the target language and culture'. Mongu (2002) presented a list of educational benefits concerning the use of drama in language classes (as cited in Hismanogolo, 2005). According to Mongu (2002) drama helps students to develop communicative skills. It makes them improve their competency and helps them to develop their language skills. In addition, it enhances students' creativity and helps them to develop new ideas. Drama is a helpful technique that is used by teachers of literature in language learning classes. As a literary genre, it is used to help learners to learn a language and develop communicative skills. Moreover, it targets the emotional side.

2.10.4 Benefits of Using Novel to Language Teaching

The novel is a supreme resource for mastering the language as well as life lessons. To clarify, the novel portrays the real-life. It mirrors and reflects real-life contexts. According to Hismanogolo (2005) the use of the novel in literature classes listed in the following educational benefits. It helps students to develop critical thinking. In fact, it reinforces students' analytical skills and help them to read between lines. Furthermore, it offers settings similar to the real-life setting. Students enjoy learning literature through novels. It is a

reflection of real life. Teachers of literature make use of this genre to motivate students to learn the language.

1.11. Strategies of Literature Teaching in the EFL Context

Teaching English literature at university is not an easy task to do. Due to the diversity and multiple learning styles that exist in (EFL) classes. Therefore, teachers need to modulate and be eclectic in choosing what strategy suits their learners. Zhen (2012) presented the following strategies:

1.11.1. Combination of Language Learning and Literature Appreciating

It is a "double-task course" in which teachers should help learners to learn a language at the same time appreciate literature. These two tasks go hand in hand without overemphasizing or neglecting the other (i.e.) teachers should balance between them. When a teacher provides the learners with a text to read of course there will be obstacles as difficulty in understanding some words or literary phrases. In this case, the teacher's role is to help them to solve the language problems also "clear the obstacles on their way to literature appreciation by explanation, interpretation and illustration. In the meanwhile, this class should keep and highlight the features of literature" (Zhen, 2012). Thence, literature and language teaching should be linked.

1.11.2. Utilization of Modern Electrical Equipment and Instruments

Since we live in the age of technology, using electrical equipment and instruments in the educational field particularly teaching literature is an effective way. In literature class, learners are allowed to read the printed texts and most of the time is boring, especially when the majority of learners are visual learners. By using such instruments as videos, films, or

PowerPoint presentations students will find literature courses enjoyable and interesting. A teacher can ask the learners to turn a short story into a film or to present what they have learned in a kind of PowerPoint presentation. Through the use of modern electrical equipment, learners will be excited to learn literature.

1.11.3. Step-by-step Principle and Sequence Task

Nothing has been built in a day, learning too. Teaching Literature requires time and more tasks moving step-by-step to achieve the learning outcomes. The teacher needs to take a long time planning and searching the potential problems that face learners. Sequencing task referred to when the teacher pays attention to which challenges encountered learners. Then, he tries to find solutions "... so that each student can smoothly from task to task enjoy getting involved in-class activities and they will have the confidence to follow the class" (Zhen, 2012). Among teacher's tasks is that the teacher should know the different abilities, attitudes, interests, and the learning styles that exist in the class.

1.11.4. Suiting Teaching to Students of Different Abilities

As it has been mentioned above, in a teaching atmosphere there exist various types of learners. Each one of them varies in abilities, interests, and personality. This variety demands from teachers to apply suitable teaching methods that fit with the learners' needs. There is a Chinese saying coincide with that which is "teach students according to their aptitude". Actually, when the learners lost motivation towards literature learning, it is the teacher's task to find what interests them because "interest is the power for people to start their tasks and successively produce new power to help them follow through" (Zhen, 2012).

1.11.5. Proper Evaluation and Assessment

In literature teaching, evaluation and assessment are important in the process of teaching. The evaluation of learners' literary competence goes through oral and written forms.

In which the learners are supposed to answer random questions asked by the teacher and express their personal views about the literary text, whereas the written form can take many ways as writing free topics that are relevant to the text. Another point related to evaluation is that it can be objective or subjective. The objective as interpreting a text by including information, facts, or literary phrases, it is about assessing the content. While the subjective test "can be some essay questions, a summary, or a term paper", it is related to the learner's personal conceptions towards the text, the teacher assesses the creativity and perceptions behind the content. In literature subject when assessing papers, the students' creativity and perceptions are what matters more not just the interpretation of the literary text's content.

2.11.6. Variety of Feasible Methods

Actually, in literature classes, both teacher and learner respond differently to the text. Each one of them has his own interpretations. Thus, the teacher is supposed to be prepared for any responses and predictions from learners. To make the class interesting and engaged, the teacher can vary the teaching methods and embody learning in the enjoyment by such means as raising discussions. Zhen (2012) stated that discussions are effective in literature learning:

Discussion is a most effective way in language-centred literature classes where students can be easily motivated and involved in the class activity. In discussion students can be stimulated to find insights into literature themes and deeper meanings conveyed in the works. Students will be trained in sensitivity to literature analysis and appreciation as well as criticism if the discussion goes a certain length. (42)

Furthermore, in order to help the learners to express their opinions and extract the hidden meanings in the text, a debate is held on proper topics. The topics selected by the teacher according to students' interests. It is an effective method that motivates students and

develops their communicative skills. In this sense, through debates, literature appreciates different interpretations and evaluations. Another way that is used by teachers of literature to develop cross-cultural aspect and oral communication is the role-playing method. It is a shift from the written text to an oral dramatized form (Zhen, 2012). In fact, the role-play way develops students creativity and imagination. Nowadays, with technology, teachers of literature create online role-play activities through three different platforms: blogs, wikis³, and Nings⁴ (Dowdy and Kaplan, 2011).

1.12. Strategies for Teaching Literature in the 21st Century

In addition to the above-mentioned strategies, teaching literature using traditional ways becomes passive. Technology overwhelmed all aspects and fields. In fact, the field of education demands sophisticated and advanced tools and strategies that match the needs of the current generation and help teachers in facilitating the learning of literature to learners. Hieck (2020) presents strategies to be used in teaching literature.

The teacher of literature can use a mixture of outdated and updated media. For instance, by bringing a printed material as a poem and turn it into a video. He should make his touch by choosing authentic design. It is a useful strategy when planning a lesson to let the learners choose the media that interests them. This will have a good effect on class and make the learners engaged in the learning process. In addition to videos, films, and PowerPoint

³ Famous one among Wikis is Wikipedia (www.wikipedia.org).

⁴ website called Ning.com was created that allowed anyone to set up a social network that approximates Facebook or MySpace. It allowed for discussions to form around any topic and for people to post pictures and various announcements.

presentations, the teacher can ask students to use Pdf and document applications to markdown texts and the knowledge gained. They can share with their mates and raise critical thinking. Moreover, he can create online classes to deal with learners and exchange the information acquired.

As a teacher in the 21 st century encourage the students to have a YouTube channel that discusses what is related to literature: authors, themes, and texts.

Conclusion

This chapter provides background information about teaching literature. We highlight its function, and why and how it is taught. Then, we present some strategies that might help teachers of literature to teach this subject and overcome the problems that challenge them. By the two previous mentioned chapters, the theoretical background about novice teachers' teaching experience and literature teaching is reviewed. The following chapter will tackle the methodology and research instruments adopted in this paper. Through data collection and the analysis of research instruments, the research objectives and the hypotheses are to be tested.

Chapter Three

Research Methodology and Results' Interpretations

Introduction

Among the essential parts in a dissertation is methodology; how the study was conducted. It is all about the methodological aspects of the dissertation including variables of the study, research design, sample of the study, data collection tools and analysis, and findings and interpretations of research tools. This chapter is devoted to study novice teachers of literature's perceptions about their first teaching experience and to investigate the problems and the challenges encountered during the teaching/learning process.

3.1 Research Variables

Within the topic, there exist two main variables independent and dependent one. Actually, the term variable is defined as "a characteristic or feature that varies, or changes within a study" (Wright and Lake, n.d.). In other words, it is the elements that vary and change within the study. Thus, The independent variable is what affects the dependent variable to make a change (Kowalczyk, 2020). In this paper, the independent variable was novice teachers. It was identified and well explained in chapter one. Whereas, "the outcome variable measured in each subject, which may be influenced by manipulation of the independent variable is termed the dependent variable" (Wright and Lake, n.d.). It was referred to teaching literature which was discussed in chapter two.

3.2 Research Design

In order to reach the answer to the paper's questions and test the hypotheses, we have used a set of methods to collect and analyze data. This research deals with both quantitative and qualitative approaches. In which the participants' believes, attitudes, and opinions towards

the studied phenomenon is described and transformed into numerical form. In fact, quantitative research deals with numbers and statistics. The common technique used in quantitative research is the questionnaire in which 'numerical results can be obtained'. For instance, in this research, an online questionnaire was distributed to obtain novice teachers' perceptions about the teaching experience and the problems encountered. Furthermore, qualitative research is all about textual data gained from interviews as it is the case in this research with a semi-structured interview. It is conducted to collect students' points of views about teachers' ways of teaching and the problems they meet while learning literature. According to Farnsworth (2019), qualitative research is "primarily used to discover and gain an in-depth understanding of individual experiences, thoughts, opinions, and trends, and to dig deeper into the problem at hand". Concerning the type of research, descriptive and analytical study characterized this research. The descriptive and analytical methods seem to be appropriate to this study. Collecting data from a variety of sources is an important aspect of a descriptive study in which it attempts to "map out or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint" (Cohen and Manion, 1989, p. 86). we tend to describe and analyze the data gained from research tools that focused on novice teachers' problems while teaching literature as well as students-related problems.

3.3 Research Sample

The primary data was collected from participants' opinions and beliefs. In this research, the participants' size is 24 divided into 13 novice teachers and 11 master students. They were selected randomly. However, we tend to use The purposive sampling method in which we have selected participants who have a relationship with the studied phenomenon. For instance, the targeted population were novice teachers of literature who have less than

five years of experience and master students who will take charge of the teaching by two years or less (when they graduate).

3.4 Research Tools and Data Collection

3.4.1 Research Tools

Any study's goal is to answer the essential question and to investigate and test the suggested hypotheses. This can be done through data collected from research tools. Within this paper, we choose an online questionnaire for novice teachers of literature and a semi-structured interview for master students at Ammar Thlidji University in Laghouat. They were distributed randomly during the academic year 2019-2020.

3.4.2 Data Description

3.4.2.1. Description of Teachers' Questionnaire

The questionnaire is considered as an important instrument for gathering data in research. According to Merriam Webster's dictionary, a questionnaire is defined as "a written set of questions that are given to people in order to collect facts or opinions about something". In fact, the questions presented take different forms: multiple-choice, yes/no, ranked, and open-ended questions. We tend to conduct an online questionnaire for its simplicity and easiest way. Also, it did not take time from participants to answer it.

Actually, teachers' questionnaire is divided into two sections. The first section deals with personal information as gender and age of the participants. Whereas, the second section contains three parts. The first part devoted to teachers-related problems. It contains seven questions in which teachers express their opinions towards the teaching experience and the

problems faced them. While the second part allocated to tackle the problems that met students in literature classes from teachers' perspectives. It consisted of three questions. Moreover, the last part of the questionnaire contained two questions in which teaching strategies are suggested as a solution to make literature teaching more effective.

3.4.2.2 Description of Semi-structured Interview

Among the useful research instruments are semi-structured interviews. It is defined as "[a] useful [tool] for collecting information on people's ideas, opinions, or experiences. They are often used during [the] needs assessment, program design or evaluation" (How to do semi-structured interviews, p. 3). Within this type of interview, the interviewer can ask questions without paying attention to the order or to the modification of some words, unlike the structured survey where the questions are fixed.

Furthermore, as we have mentioned before in this research the semi-structured interview devoted to master students. It contains seven questions mainly open-ended questions that require explanations and justifications. Data was collected through the recording method.

3.5 Data Analysis

3.5.1 Teachers' Questionnaire

The teachers' questionnaire aims at investigating the problems and the challenges that novice teachers of literature faced. Also, it provides a clear description and understanding of the studied phenomenon through teachers' opinions and perceptions about their teaching

experiences. The interpretation of data collected via questionnaire and its analysis is presented in forms of charts and tables.

Section One: Personal Information

In this section, the participants' demographic data are presented. The results are as follow:

Question One: Gender

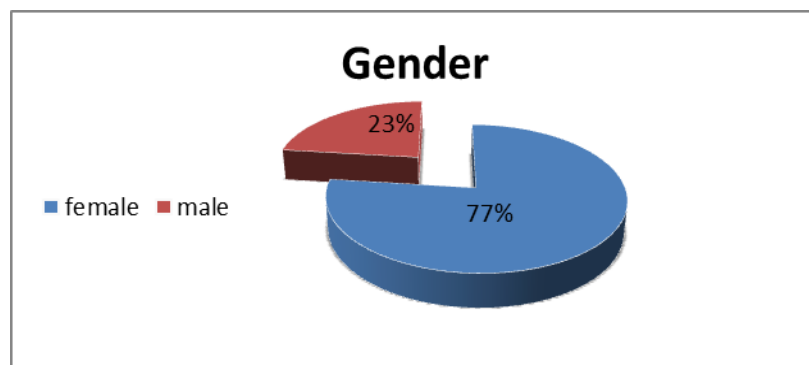


Chart 3. 1.: Teachers' Gender

The results of the first question show that females are taking the highest ratio, ten teachers, with the percentage of (77%), while males are just three with the percentage of (23%). We notice that females are dominant and most motivated to the teaching profession.

Question Two: Age

Age	24-27	28-31	31-35
Number	5	4	4
Percentage	38%	31%	31%

Table 3. 1.: Teachers' Age

According to the table, teachers' age was ranged between 24 and 35 years old. The majority of teachers aged (24-27) with the percentage of (38%). Whereas teachers' age between (28-31) and (29-35) are equal with the percentage of (31). Through this, we can say that the majority of teachers of English literature are young and novice.

Section Two

Part One: Teacher-related Problems

Question Three: Do you think that university courses prepare you to start your career successfully?

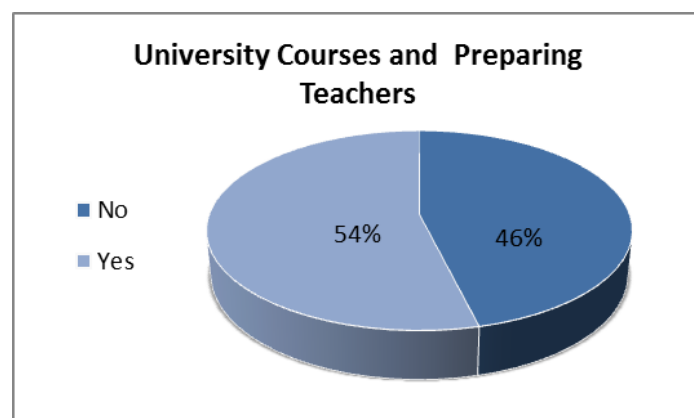


Chart 3. 2.: University Courses and Preparing Teachers

The chart above illustrates that university courses prepare novice teachers to start their teaching career successfully. Most of the teachers have agreed on this idea with a percentage of (54%) While the rest of them see that university courses did not prepare them to teach. Thus, the findings confirm that novice teachers after profess to teach, they depend in their first teaching experience on the courses provided at university.

Question Four: For how many years you have been teaching literature?

Options	One year	Two years	Three years	Four years	Five years
Number of teachers	8	0	2	1	2

Table 3. 2.: Years of Teaching Literature

Reading above the result, it is highlighted in the table that most of the teachers of literature are novices (e. i.) eight teachers have been teaching literature for just one year. Whereas, the number of teachers who teach literature since three and five years is two and only one teacher has been teaching literature for four years. This means that teaching literature takes much interest nowadays more than earlier.

Question Five: Would you describe your first teaching experience?

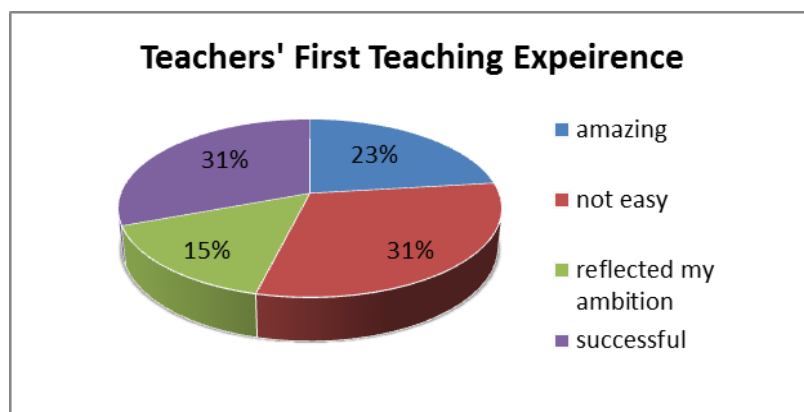


Chart 3. 3.: First Teaching Experience

As shown in the chart, when teachers are asked about their first teaching experience's opinions, the majority (31%) described it as not easy, the same result was noticed for teachers who find their first teaching experience successful. While some teachers with the percentage of (31%) stated that their first teaching experience was amazing. The minority of teachers described their experience as a reflection of their ambitions.

Question Six: Did you face any problems?

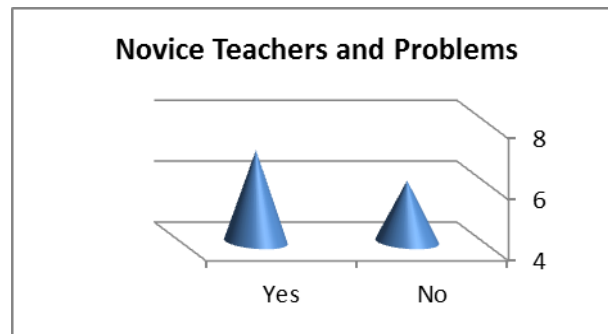


Chart 3. 4.: Novice Teachers and Problems

As it is illustrated in the chart, the number of teachers who faced problems when teaching English literature is seven. While six teachers asserted that they did not face any problems. With reference to the fourth question, we find that six novice teachers who teach literature for one year face problems. This means that teachers with less teaching experience are susceptible to teaching problems more than teachers with two or more years of teaching.

Question Seven: What was most difficult for you to teach?

kinds of Literature	Poetry	Drama	Fiction
Number of teachers	11	0	2
Percentage	85%	0%	15%

Table 3. 3.: Teachers and Difficulty in Teaching Literature kinds

Since the majority of teachers of literature are novices, it is not an easy task for them to teach literature kinds effectively from the first beginnings. The giving table shows that (85%) of teachers have difficulty in teaching poetry. In contract, (15%) of teachers have difficulty in teaching fiction. However, concerning teaching drama, no one finds it difficult. From the findings, we can say that poetry is the hardest kind of literature to be taught and it requires more practice and expertise.

Question Eight: What were the main difficulties you have met?

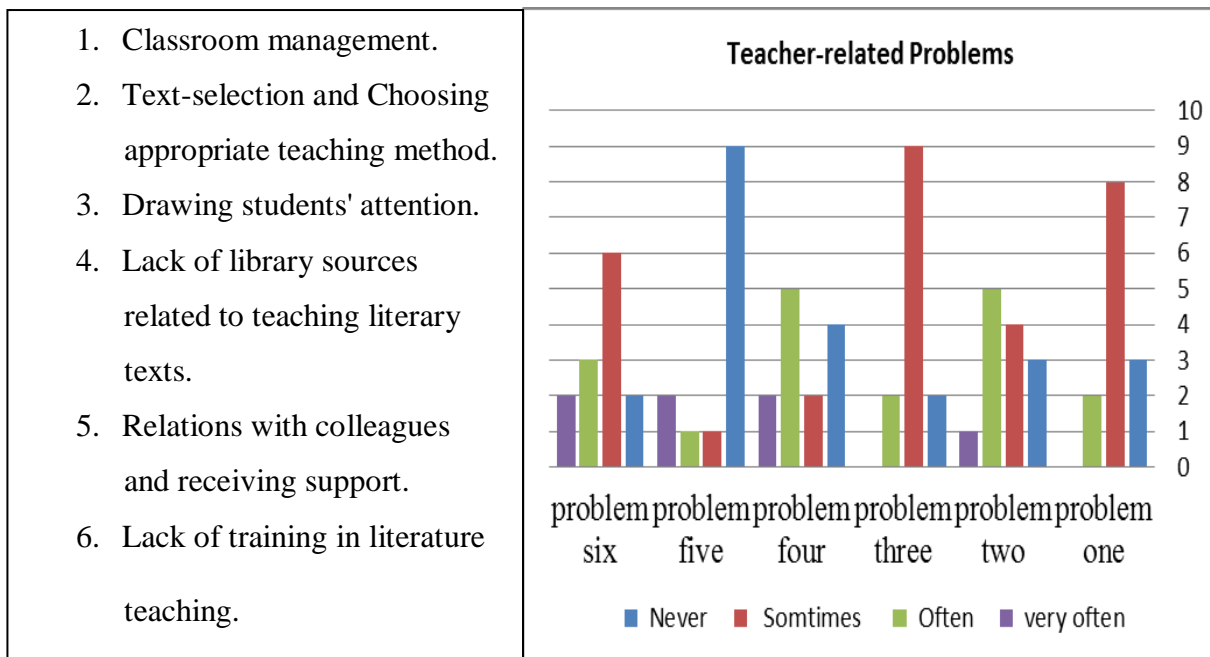


Chart 3. 5.: Teacher-related Problems

In order to know the problems that most novice teachers of literature encountered, multiple options of common problems were suggested. The chart illustrates six problems that novice teachers faced. Thus, novice teachers very often meet problems related to teaching literature as a lack of library sources or training and relations with colleagues and receiving support. Most of the teachers (five) often face problems with selecting the text and choosing the appropriate teaching method and lack of library resources. While, from six to nine teachers confirm that they sometimes have problems like managing the classroom, drawing students' attention, and lack of training in literature teaching. However, the problem that they have never met according to nine teachers is in establishing relations with colleagues and receiving support.

Question Nine: Did these problems affect your students' level in literature?

	Yes	No
Number of teachers	7	6
Percentage	54 %	46%

Table 3. 5.: The Effect of Teacher-related Problems on Students' Level

The findings of this question show that the above-mentioned problems have an effect for students' level in literature. Teachers confirm this fact with a percentage of 54%. In contrast, teachers with a percentage of 46% view that teacher-related problems did not affect students' level in literature.

Part Two: Students-related Problems

Question Ten: How did your students find the literary texts you teach?

The literary Texts	Teachers	Percentage
Easy to read and understand	1	8%
Texts with interesting content	10	77%
They cannot understand the language used	0	0%
Boring texts	2	15%

Table 3. 5.: Students and the Literary Texts

Concerning the selection of the appropriate and suitable texts, most of the teachers of literature demonstrated that their students find the literary texts interesting; as it is shown in

the table ten teachers with the percentage of 77% confirmed that. In contract, just two teachers asserted that their students find the texts they present boring.

Question 11: What were your students' main problems?

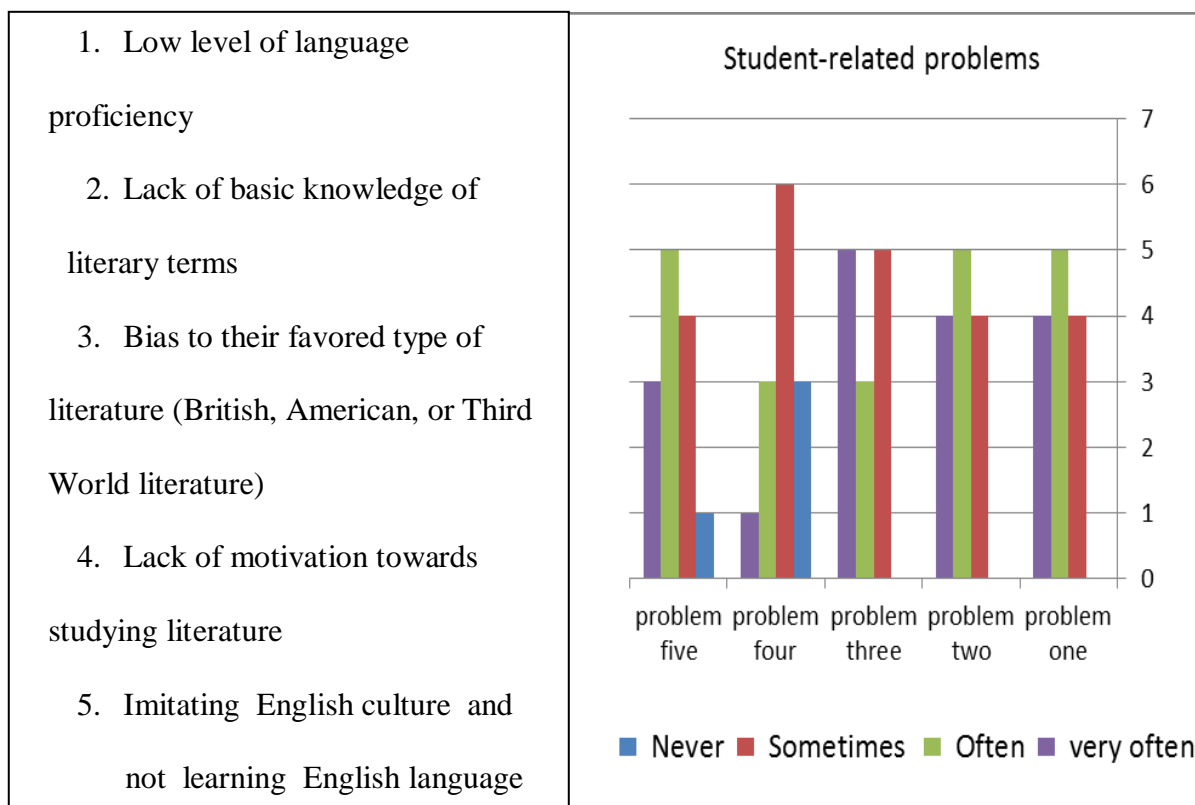


Chart 3. 6.: Student-related Problems

In literature teaching, not only teachers who face problems, but also students. From teachers' perspectives, the chart above summarizes almost of students' problems when learning literature. According to five teachers, students very often are biased to their favoured type of literature. They often have problems concerning the low level of language proficiency, lack of basic knowledge of literary terms due to the lack of reading, and focusing more on imitating English culture and not learning a language. Furthermore, six teachers stated that students sometimes face problems with lack of motivation towards studying literature. While three teachers illustrated that students never face problems with motivation.

Question 12: Does your way of teaching have a relation with these problems?

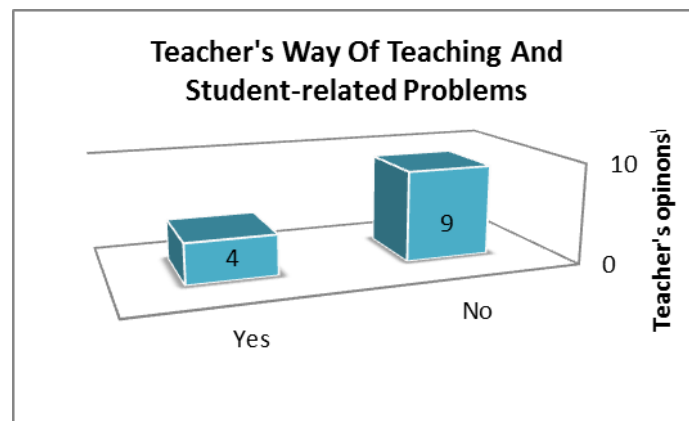


Chart 3. 7.: Teacher's Way of Teaching and Student-related Problems

The chart highlights teachers' opinions about whether their ways of teaching have an affection for the problems that challenge students in literature classes or not. The findings show that nine teachers with a percentage of 69% said no, while teachers who stated that their ways of teaching play a role in student-related problems were four with a percentage of 31%.

Part Three

Question 13: What was challenging for you to deal with? Justify

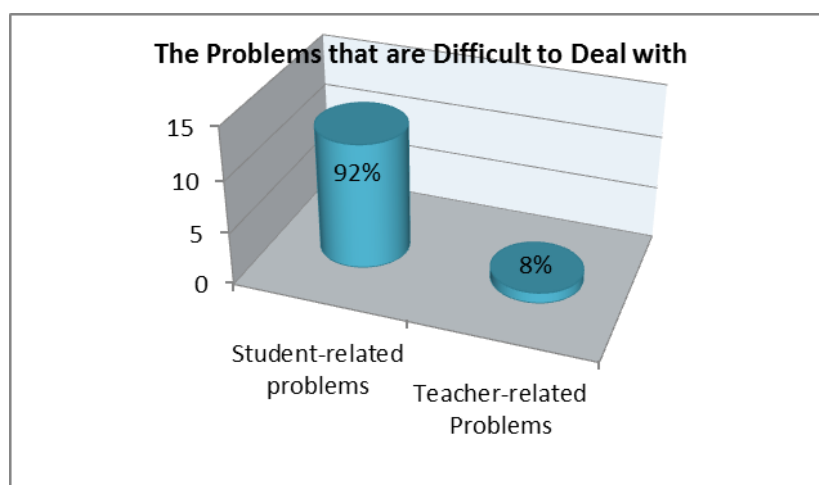


Chart 3. 8.: The Problems that are Difficult to Deal with

When teachers were asked which problems you find them difficult, the majority of them with the percentage of 92% illustrated that student-related problems are difficult to deal with them. Whereas, only a few teachers with a percentage of 8% stated that the hardest task they face is related to teacher problems (see Q8). From the findings, we come into the idea that most novice teachers master the subject they teach (e. i.) knowledge of pedagogy and knowledge of content. However, the problem is when dealing with students and their needs, since they are novices they need more experience to overcome such problems. Novice teachers justify why are student-related problems difficult for them in the following comments:

"I wanted to give more to my students but I couldn't because I lacked the training and the proper experience to face such troubles".

"Students' related problems sometimes go undetected because of the lack of materials. For qualified teachers, they can tell exactly what they need to improve in order to deliver a decent course".

"They find literature boring".

"I wanted to give more to my students but I couldn't because I lacked the training and the proper experience to face such troubles".

"It was a bit hard to work on their critical thinking and how they should study the literary text since they are just first-year students".

Question 14: What did you do to overcome such problems?

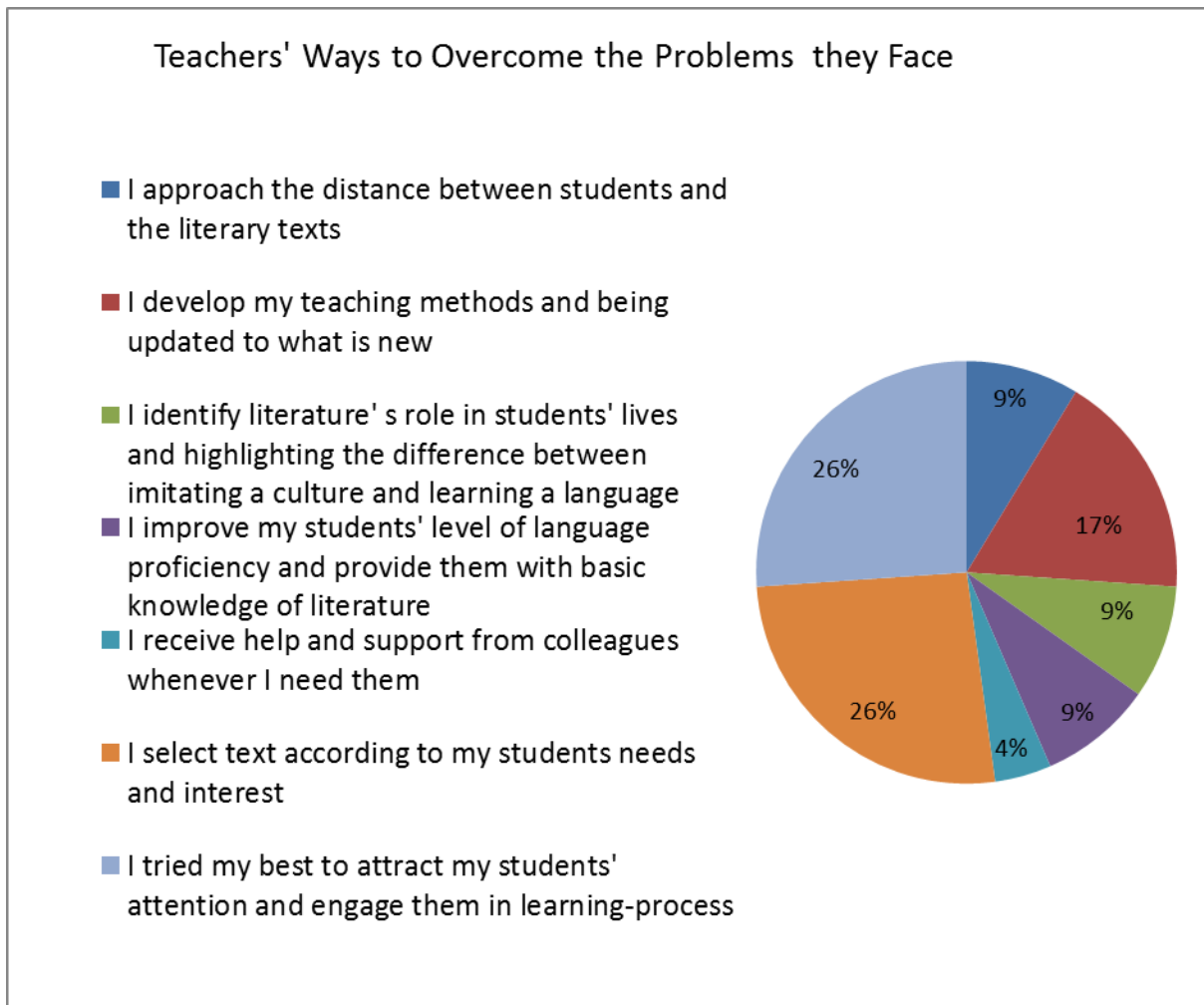


Chart 3. 9.: Teachers' Ways to Overcome the Problems They Face

The chart above highlights that the most used ways by teachers are selecting the text according to students' needs and interests; besides, trying to attract their attention and engage them in the learning process. The two most used ways are taken the highest ratio with the percentage of 26%. The second used way with a percentage of 17% is the development of the teaching methods and being updated to what is new. Moreover, there are ways that took 9% which are approaching the distance between students and the literary texts, identifying literature's role in students' lives and highlighting the difference between imitating a culture and learning a language, and improving students' level of language proficiency and provide

them with basic knowledge of literature. However, few teachers stated that they receive support and help from colleagues whenever needed.

3.5.2 Students' Semi-structured Interview

A semi-structured interview was conducted, it was mainly focused on the experience of novice teachers of literature; besides, the problems that face students while studying Literature. The students were asked about their point of views concerning their teachers of literature, the way they taught them and the problems encountered in literature classes.

Question One: What do you know about the teaching profession and the challenges that novice teachers face?

The findings illustrate that most of the interviewees agreed on the fact that the teaching profession is "a noble job". It is considered as one of the hardest tasks to be done due to the complexity and the problems they faced. The interviewees mentioned some of the problems that challenge novice teachers at their first teaching experiences like: managing the classroom, time management, matching students' needs, applying the teaching methods, communication, and public speaking. However, the majority of them think that the lack of experience and establishing relations with students and getting them interested, are to be the most challenging for novice teachers.

Question Two: Have you ever practised teaching before? If yes, which problems you faced?

Practising Teaching	Yes	No
Number of Students	6	5
Percentage	56%	44%

Table 3. 6. : Students and the Teaching' Experience

Concerning the teaching experience, as shown above in the table the majority of students 56% have practised teaching before. Whereas, the minority of them 44% did not have a chance to experience teaching. When the interviewees were asked if they met problems, almost they illustrated that classroom management and dealing with students are the most challenging ones. Furthermore, four of them stated that matching students' needs and keeping them focused and motivated are considered as the most difficult problems to deal with, due to the different types of students in a classroom and the complexity to come with a curriculum that suits them all. The interviewees' answers to this question were:

"The main problem I faced is which way is the most suitable for the situation . . . how to involve students in the lesson and how to motivate them". (Male, teacher of communication).

"They did not give 100% their realization, they did not concentrate with me". (Female, a teacher at middle school).

"I would not say I faced a problem per se; however, I did have some difficulties coming up with a curriculum that suits the learners ' requirements".(Male, teacher of English for Specific Purposes).

Question Three: Do you think that novice teachers are always successful in doing their job?

Answers to the third question show opposite opinions. Where the students have divided between yes novice teachers are always successful in doing their job, those who said no they are not always successful, and the aliened ones. On one hand, The first group stated that novice teachers are motivated and passionate about teaching. They learn from mistakes for more improvements. Novices have the ability to handle responsibility. On the other hand, the opposed group proved their point of view by stating that novice teachers are not successful because they follow the old ways in teaching and not being updated to what is new; besides, since they are beginners and in a class there exist different types of students which require different needs. However, some interviewees viewed that success or failure depends on the individual itself. Each teacher has his own personality, attitudes, and background studies. Also, it depends on the teacher's competency and ability to achieve success.

Question Four: Concerning literature subject, how did you find your teachers' task (their way of teaching)?

As we have mentioned before, each teacher has his own personality and way of teaching may be suitable for some and not suitable for others. It is suitable because teachers tend to use illustrations and include as much as possible examples to make the learners grasp the information well. In contrast, the majority of students find that their teacher's way of delivering the lesson is not appropriate and ineffective. Due to that, some teachers use figurative language and complex words while explaining, it is somewhat good to acquire new words while for some students it makes them lost focus because they did not understand such complex words. Also, students find literature session boring. The teacher relies only on the theoretical part, the session lacks practice. They stated that some teachers ignore the questions

directed to them. Another key point is that some interviewees see that students are blamed too, they did not do their homework or further research.

Question Five: Would you mention the problems that you face in literature sessions?

With relation to the above question, learners in literature classes face numerous problems. The main problems were difficulty in understanding the teacher because of the teacher's way of teaching, delivering too much information, providing many notions all at once, and difficulty in understanding some works. In addition, the lack of practice side and the unorganized curriculum make the students feel bored and unfocused. Furthermore, one of the interviewees mentioned that some teachers do not accept our point of view. The following sentences are students' viewpoints:

"As I told you earlier, I faced problems in understanding the teacher, maybe sometimes he did not explain the idea well".

"Some of the literature teachers tend to overwhelm the learners with various literary notions, concepts, and philosophies all at once which can cause inability to focus and confusion".

"One of the major problems is that the teacher cannot accept your point of view, critical thinking, a teacher should encourage students".

Question Six: What do you expect from your teachers of literature concerning teaching literature module?

The interviewees stated that literature subject is interesting to be learned. However, it cannot be interesting unless the teachers change their methods of teaching and apply new techniques that suit the learners and make them more engaged. Additionally, the majority of

students wanted to practice the knowledge they have learnt and not relying only on the theoretical side. They want their teachers to provide more time to explain step by step until the learners realize the information. Others wish if the teacher let them select the literary texts and give more explanation on how the process of analyzing a literary text is to be done. Some of them call for the use of data shows, they stated that they are visual learners and they cannot learn without visual aids.

"Change the methods of teaching of course; besides, making the teaching process advance a bit slow to give students the ability to realize".

"I think more engagement in sessions definitely help to keep the students' attention in the span of the lecture, especially if it is a hard lesson".

"It is better to use data shows in order to teach, all students [will] receive maximum information".

Question Seven: If you become a teacher of English, will you teach your students the same way you have been taught? Why?

Options	Yes	No
Students' Opinions	3	8
Percentage	27%	73%

Table 3. 7.: Students and Previous Teachers' Teaching Ways

As it has mentioned before, the interviewees have defined the teaching profession as a noble job. However, when it comes to teaching the same way they have been taught, the majority of students disagree. They prefer to have their own ways of teaching and not to apply

the old ways. From their points of views, they stated that we are living in the age of technology and novice teachers must be updated to technological teaching tools as data shows in order to meet the students' needs and interests.

"No, of course. We are in the time of technology and things get more developing . . . each period has its demands and each student has his own needs, that is why I should follow the need of my learners".

"I would change certain things, I would use data shows a lot".

Furthermore, due to the problems they faced during learning, they insisted on the fact that they will help their students to better acquire knowledge. Since they were students before and know what kind of problems encountered them.

" I will rather teach in another way of course. I used to be a student and I know the missing parts and elements".

In addition to that, most of the interviewees were motivated to teach. They thought of creating their own teaching ways and strategies; mixed with joy, challenge, and of course learning.

In contrast, the minority who agree with using previous teachers' ways stated that it is beneficial to learn from previous teachers and with a concentration on the positive side. They said that learning from their teachers how to teach and how to deal with students will help them in their careers.

"Simply because I was taught under many and many teachers who inspired me to follow their footsteps".

"I would probably not follow the same methods. However, I will take some positive and effective ways".

3.6 Findings and Interpretations

This part is devoted to test and prove the exactness of the suggested hypotheses. Through the analysis of teachers' questionnaire and students' semi-structured interview, we extract the following results.

The findings obtained from research tools argue that the first teaching experience is full of challenges. Thus, novice teachers of literature face numerous problems as choosing the appropriate teaching method, selecting the literary text, the lack of library sources related to teaching literary texts, the lack of training in literature teaching, and drawing students' attention, these all due to the lack of practice and less experience. This concerning the problems they meet. While novice teachers state that during teaching literature subject, they struggle with students' low level of language proficiency, the lack of basic literary knowledge, and imitating the English culture. This supports the first and second hypotheses.

Furthermore, the analysis of the second section of the questionnaire concerning teachers' ways to overcome these problems, the majority of teachers agree on the idea of selecting texts according to students' needs because among the main problems that students face is the text selected by teachers. Also, teachers confirm that attracting students' attention and engage them in the learning process will be a useful way. They state that developing their teaching methods and being updated will help them to better deliver the lesson. By this, the third hypothesis is tested "novice teachers tend to fix these problems by being updated to the teaching methods and strategies and match students' needs".

Based on the analysis of the questionnaire, novice teachers confirm that they often receive support and help from colleagues whenever needed. That it is to say, since they are novices they need to learn from expertise teachers the effective way to teach and how to deal with students. Actually, not just novice teachers learn from other teachers, but also students. It

is shown in the analysis of students' interview that students learn from previous teachers the way to teach, also they learn from their teachers' mistakes in order to avoid them in the future and to be at least effective and successful teachers.

Conclusion

This chapter tackled the methodological aspects of the research. Through data collection and the analysis of research tools, the findings result that novice teachers face problems at their first teaching experience due to the lack of practice and the lack of training. Students meet problems too as difficulty in understanding the teacher and the lack of practical side concerning literature learning. From teachers' perspectives, the low level of language proficiency, the lack of basic knowledge, and imitating the English culture are problems that need to be fixed. Albeit, novice teachers cope with these problems by developing and creating strategies that fit in the situation. Teachers can overcome the challenges facing them by receiving help and support from expert teachers and by learning from their experience.

General Conclusion

General Conclusion

One of the best mediums to learn a language is through literature subject. Due to its contribution to language learning. However, novice teachers of English particularly teachers of literature face numerous problems at EFL classes. This research is designed to investigate the problems encountered in literature classes. Through the analysis of research tools, the results are extracted and the hypotheses are tested.

Based on the data collected, novice teachers of literature face problems when choosing the appropriate teaching methods that match the students' needs and this what makes many students find literature boring. It is due to the lack of training in literature teaching also the lack of library resources that did not allow teachers to select relevant and appropriate texts. In fact, selecting appropriate text is a key element to attract students' attention.

Concerning attracting students' attention, many students argue that the content offered by the teacher is not interesting. Teachers are required to let students choose the text they prefer, of course, the teacher can suggest for them many texts and it is up to them to select what they are interested in.

Moving on forward, students at (EFL) classes have problems in understanding the teacher. Because, as they stated, some teachers use complex words and this make them lose focus in which it led them to look for these complex words and forget about the idea that the teacher was explaining. They hope if literature sessions become more practical than theoretical. This issue needs to be fixed by teachers of literature and this what our study is trying to reach about. Through the investigation of these problems, teachers can rely on this paper to have a look at what kind of problems they would meet in literature classes.

This study has investigated student-related problems and among the problems found is imitating the English culture and not learning the language. The majority of English learners choose to study the language for imitating the English culture without paying attention to

General Conclusion

what should be studied in a formal setting ' University'. This is a problem that recommends further research in order to be fixed. Here the teacher's role is to highlight the difference between learning about other's culture and imitating the culture.

To better understand the implications of these results, future studies could address novice teachers' preparation programs, especially at our University. The didactic module should not depend only on theories because sometimes students who hold a license degree may have the chance to practice teaching. Thus, here they will find themselves with theoretical background about teaching methods and strategies only, how about the practical side. This is the case that our research targeting, most of literature teachers lack practice and training in literature teaching. Thus each university should develop its model to help graduate students and prepare them to teach.

This research targeted novice teachers and postgraduate students who are by to practice teaching, this work will help them to know the challenges they will face. Moreover, it can be a source for researchers who are interested in this field and looking for recent and beneficial works. There are also several areas for further development and applications for investigating novice teachers' problems in other fields and make a comparative study.

What if the field of education and research provide useful and updated strategies that will help novice teachers of literature to better teach literature at the same time help their students to acquire the language and raise their language proficiency. It is said that "a teacher takes a hand, opens a mind, and touches a heart", by this saying we may say that the teacher's task is more than delivering a lesson. He teaches life' lessons.

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Appendices

Students' Semi-structured Interview

Dear students you are kindly asked to answer these questions. This interview is proposed in order to prepare a master dissertation, which is mainly focused on the experience of novice teachers of literature; besides, the problems that face you as students while learning Literature.

1. What do you know about the teaching profession and the challenges that face novice teachers?
2. Have you ever practised teaching before? If yes, which problems you face?
3. Do you think that novice teachers are always successful in doing their job? (clarify)
4. Concerning literature subject, how did you find your teachers' task (their way of teaching)?
5. Would you mention the problems that you face in literature sessions?
6. What do you expect from your teachers of literature concerning literature teaching(things you wish if they change them)?
7. If you become a teacher of English, will you teach your students the same way you have been taught? Why?

Students' Semi-structured Interview Samples

Sample One

The interviewer: What do you know about the teaching profession and the challenges that novice teachers face?

(The interviewee took time to answer)

The interviewee: Ok, can I start with the easiest part?

The interviewer: Yes, of course.

The interviewee: I think that the problems that facing teachers is that the teacher cannot deliver the lesson like 100%, I believe that the student must be the central part of the class. The teacher has to be the one who does the lesson and students should do the rest like searching this at university. While at middle school it is teacher-centred mainly.

The interviewer: What about teaching?

The interviewee: Generally speaking, teaching is so hard to do as a job, it is challenging and it takes time.

The interviewer: Have you ever practised teaching before?

The interviewee: Yes, in private school.

The interviewer: Did you face any problems?

The interviewee: many! I faced many problems such as students did not concentrate with me, they were children like.

Sample Two

The interviewer: Do you think that novice teachers are always successful in doing their job?

The interviewee: The success or failure is circumstantial and relative to the individual itself. While some novice teachers are successful, others not. It depends on the teacher's competence, aptitude, and even attitudes.

!Sample Three

The interviewer: Would you mention the problems that you face in literature sessions?

The interviewee: The main problem is boredom, I feel bored because of the focus only on the theoretical part. The second problems I cannot understand the teacher from the first time because of the figurative language he/she uses.

The interviewer: If you become a teacher of English, will you teach your students the same way you have been taught?

The interviewee: Yes and no at the same time.

The interviewer: would you explain?

The interviewee: yes, I would choose the positive side of the method my teachers used to teach. No, as I [have] mentioned before each student has his own thinking. Thus, I prefer to create new strategies that fit the students' needs.

Learning from Teaching Experiences: Novice Teachers of Literature's Conceptions

The following questionnaire is devoted to prepare master dissertation entitled "Learning from Teaching Experiences: Novice Teachers of Literature's Conceptions". It is mainly focused on challenges and problems that novice teachers of literature meet. You are kindly requested to answer honestly and truthfully. Please read the questions and put a cross (x) in the appropriate box. Give a full answer whenever necessary.

* Gender

Male

Female

* Age

24-27

28-31

32-35

:Part one

Teacher related Problems

* ?Do you think that university courses prepare you to start your career successfully

Yes

No

* ?For how many years you have been teaching English literature

One year

Two years

Three years

Four years

Five years

* ?Would you describe your first teaching experience

My first experience was related to the course-like presentations that I was presenting during my license
.....and master's years. So, it was not that big of deal

* ?Did you face any problems

Yes

No

* ?What was the most difficult for you to teach

Poetry

Drama

Fiction

* ?What were the main difficulties you have met

Never

Sometimes

Often

Very often



Classroom management



Text-selection
Choosing appropriate teaching method



Drawing students' attention



Lack of library sources related to teaching literary texts



Relations with colleagues and receive support



Lack of training in literature teaching

* ?Did these problems affect your students' level in literature

Yes

No

Part Two

Student related problems

* ?How did your students find the literary texts you teach

Easy to read and understand

Texts with interesting content

They cannot understand the language used

Boring texts

* ?What were your students' main problems

Never

Sometimes

Ofte

Very often

Low level of language proficiency

Lack of basic knowledge of literary Biasto their favoured type of literature(British, American, or Third (World literature

Lack of motivation towards studying literature

Imitating English culture and not learning English language

* ?Justify your answer

Sometimes I find that my students do not have any idea whatsoever about simple things due to the lack of .their exposure to appropriate materials in other modules or the same module in previous years

* Does your way of teaching have a relation with these problems

Yes

No

* ? What was the most challenging for you to deal with them

Teacher-related problems

student-related problems

* ?And why

Students' related problems sometimes go undetected because of the lack of materials. For qualified
teachers, they can tell exactly what they need to improve in order to deliver a decent course

As a novice teacher of English literature, what did you do to overcome such problems? (you
* (can select more than one choice

I select texts according to my students needs and interests

I develop my teaching methods and being updated to what is new

I tried my best to attract my students' attention and engage them in learning-process

I receive help and support from colleagues whenever I need them

I approach the distance between students and the literary texts

I improve my students' level of language proficiency and provide them with basic knowledge of
literature

I identify literature' s role in students' lives and highlighting the difference between imitating a culture
and learning a language

* If you have others, please mention them

.My courses are more like humour-oriented ones with the aim of extensive classroom interaction

Learning from Teaching Experiences: Novice Teachers of Literature's Conceptions

The following questionnaire is devoted to prepare master dissertation entitled "Learning from Teaching Experiences: Novice Teachers of Literature's Conceptions". It is mainly focused on challenges and problems that novice teachers of literature meet. You are kindly requested to answer honestly and truthfully. Please read the questions and put a cross (x) in the appropriate box. Give a full answer whenever necessary.

* Gender

Male

Female

* Age

24-27

28-31

32-35

:Part one

Teacher related Problems

* ?Do you think that university courses prepare you to start your career successfully

Yes

No

* ?For how many years you have been teaching English literature

One year

Two years

Three years

Four years

Five years

* ?Would you describe your first teaching experience

It was a rollercoaster of emotions. It was such a positive experience where I tried to share my passion for
.....literature with young minds who probably didn't care for books at all

* ?Did you face any problems

Yes

No

* ?What was the most difficult for you to teach

Poetry

Drama

Fiction

* ?What were the main difficulties you have met

Never

Sometimes

Often

Very often

Classroom
management

Text-selection
Choosing
appropriate
teaching method

Drawing students'
attention

Lack of library
sources related to
teaching literary
texts

Relations with
colleagues and
receive support

Lack of training in
literature teaching

* ?Did these problems affect your students' level in literature

Yes

No

Part Two

Student related problems

* ?How did your students find the literary texts you teach

Easy to read and understand

Texts with interesting content

They cannot understand the language used

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Ofte

Very often

Low level of language proficiency

Lack of basic knowledge of literary Biasto their favoured type of literature(British, American, or Third (World literature

Lack of motivation towards studying literature

Imitating English culture and not learning English language

* ?Justify your answer

Some of the students were forced to study English, others had very low levels of the basic language skills .and most of them just lacked proper motivation to read

* Does your way of teaching have a relation with these problems

Yes

No

* ? What was the most challenging for you to deal with them

Teacher-related problems

student-related problems

* ?And why

I wanted to give more to my students but I couldn't because I lacked the training and the proper experience
.....to face such troubles

As a novice teacher of English literature, what did you do to overcome such problems? (you
* (can select more than one choice

I select texts according to my students needs and interests

I develop my teaching methods and being updated to what is new

I tried my best to attract my students' attention and engage them in learning-process

I receive help and support from colleagues whenever I need them

I approach the distance between students and the literary texts

I improve my students' level of language proficiency and provide them with basic knowledge of
literature

I identify literature' s role in students' lives and highlighting the difference between imitating a culture
and learning a language

* If you have others, please mention them

.....I tried to choose texts that would attract my students and make them love literature

* ?Do you think that university courses prepare you to start your career successfully

Yes

No

* ?For how many years you have been teaching English literature

One year

Two years

Three years

Four years

Five years

* ?Would you describe your first teaching experience

It was very hard for me i teach just 4 month it was very beautiful and helpful for me to teaching english language I learn many thing

* ?Did you face any problems

Yes

No

الملخص

أصبح تدريس الأدب الإنجليزي مؤخرا من التجارب المحفزة و المليئة بالتحديات خاصة بالنسبة للأساتذة الجدد. الذين قد يواجهون صعوبات و مشاكل في بداية مشوارهم المهني. و لهذا فإن فحوى دراستنا و جوهرها يصب في معرفة المشاكل التي تواجه الأساتذة الجدد و تلاميذهم في أقسام الأدب و خاصة تلك التي تتعلق بعملية التدريس و التعلم. الأمر الذي دعانا لمتابعة هذا الموضوع و التحقيق فيه، و مناقشة مشاكله و الإجابة على السؤال الرئيسي: ما هي أهم الصعوبات التي تواجه الأساتذة الجدد في أقسام الأدب؟ ارتأينا في دراستنا إلى اختيار النهج البحثي و الذي كان عبارة عن مزيج من الأطر الكمية و النوعية. انحصرت دراستنا ضمن البحث الوصفي التحليلي، و من أجل هذا فإن عينة البحث كانت عشوائية . نسعى في بحثنا هذا لمعرفة المشاكل المتعلقة بكل من الأساتذة الجدد و الطلبة و هذا من خلال تحليل البيانات المتحصل عليها من الاستبيان الإلكتروني الذي وجه لأساتذة الأدب الجدد و كذا البيانات المتحصل عليها من خلال عمل مقابلة شبه منظمة مع طلبة الماستر بقسم اللغة الإنجليزية بجامعة عمار تليجي بالأغواط. بعد تحليل و تفسير المعطيات توصلنا إلى نتائج مفادها أن أساتذة الأدب الجدد يواجهون مشاكل تتمثل في اختيار طريقة التدريس التي تناسب احتياجات الطلاب، و عدم وجود مصادر مكتبية، و كذا كيفية لفت انتباه الطلبة، كل هذا كان بسبب نقص الخبرة و التدريب في تدريس الأدب. كما أن نتائج الدراسة كشفت أيضا بأن الطلبة واجهتهم مشاكل أيضا. من وجهة نظر الأساتذة فإن مشاكل الطلاب تتمثل في تدني مستوى الكفاءة اللغوية و الافتقار للمعارف الأساسية في مجال الأدب. علاوة على ذلك فإن هذه الدراسة تدعو لمزيد من البحوث فيما يتعلق بتحصير الأساتذة للتدريس و أهميته بالنسبة للأساتذة الجدد خاصة أساتذة الأدب الإنجليزي.

Résumé

L'enseignement de la littérature Anglaise est récemment devenu un sujet de grand intérêt. Les premières expériences d'enseignement sont difficiles et elles sont considérées comme une tâche difficile pour de nombreux enseignants novices qui peuvent faire face à de nombreux problèmes au début de leur carrière. Le cœur de notre étude était d'étudier les problèmes rencontrés dans le processus d'enseignement/apprentissage par les enseignants novices de littérature et leurs étudiants. La question qui nous a appelés à suivre le sujet, à l'étudier, à discuter de ses problèmes et à répondre à cette question principale: Quels sont les problèmes de l'enseignants novices ont-ils rencontrés dans les cours de littérature? L'approche de recherche était un mélange de cadres quantitatifs et qualitatifs. Notre étude s'est réalisée avec la recherche descriptive-analytique et pour cela, nous choisissons un échantillon aléatoire. Nous cherchons à connaître les problèmes liés aux enseignants et aux problèmes liés aux étudiants grâce à l'analyse des données et à l'interprétation d'instruments de recherche dans lesquels un questionnaire en ligne et une entrevue semi-structuré ont été distribués aux enseignants novices et aux étudiants en master au Département d'Anglais de L'Université Ammar Thelidji. Les résultats de la recherche ont révélé que les enseignants novices sont confrontés à des problèmes tels que le choix de la méthode d'enseignement appropriée qui convient le mieux aux besoins des apprenants, le manque de sources de bibliothèque, et attirer l'attention des étudiants, tout cela était dû au manque d'expérience et de formation dans l'enseignement de la littérature. De plus, cette recherche a révélé que les élèves ont aussi des problèmes, du point de vue des enseignants, tels que le faible niveau de compétence linguistique et le manque de connaissances de base en littérature. Par conséquent, cette étude plaide pour d'autres recherches sur la formation et son importance pour les enseignants novices de littérature Anglaise.