

Laboratoire de Recherche en Sciences de l'Éducation

LAKISA

Revue des Sciences de l'Éducation

ISSN: 2790-1270 / en ligne
2790-1262 / imprimé



N°6, Décembre 2023

École Normale Supérieure
Université Marien Ngouabi

LAKISA

Revue des Sciences de l'Éducation
Laboratoire de Recherche en Sciences de l'Éducation (LARSCED)
École Normale Supérieure (ENS)
Université Marien Ngouabi (UMNG)

ISSN : 2790-1270 / en ligne
2790-1262 / imprimé

Contact

www.lakisa.larsced.cg

E-mail :	revue.lakisa@larsced.cg	Tél :	(+242) 06 639 78 24
	revue.lakisa@umng.cg		

BP : 237, Brazzaville-Congo

Directeur de publication

MALONGA MOUNGABIO Fernand Alfred, Maître de Conférences (Didactique des disciplines), Université Marien NGOUABI (Congo)

Rédacteur en chef

BAYETTE Jean Bruno, Maître de Conférences (Sociologie de l'Education), Université Marien NGOUABI (Congo)

Comité de rédaction

ALLEMBE Rodrigue Lezin, Maître-Assistant (Didactique de l'Anglais), Université Marien Ngouabi (Congo)

EKONDI Fulbert, Maître de Conférences (Sciences de l'Éducation), Université Marien Ngouabi (Congo)

KIMBOUALA NKAYA, Maître de Conférences (Didactique de l'Anglais), Université Marien Ngouabi (Congo)

KOUYIMOUSOU Virginie, Maître-Assistant (Sciences de l'Éducation), Université Marien Ngouabi (Congo)

LOUYINDOULA BANGANA YIYA Chris Poppel, Maître-Assistant (Didactique des disciplines), Université Marien Ngouabi (Congo)

MOUSSAVOU Guy, Maître de Conférences (Sciences de l'Éducation), Université Marien Ngouabi (Congo)

OKOUA Béatrice Perpétue, Maître de Conférences (Sciences de l'Éducation), Université Marien Ngouabi (Congo)

Comité scientifique et de lecture

ALEM Jaouad, Professeur-agrégé (Mesure et évaluation en éducation), Université Laurentienne (Canada)

ATTIKLEME Kossivi, Professeur Titulaire (Didactique de l'Education Physique et Sportive), Université d'Abomey-Calavi (Bénin)

DUPEYRON Jean-François, Maître de conférences HDR émérite (philosophie de l'éducation), université de Bordeaux Montaigne (France)

EWAMELA Aristide, Maître de Conférences (Didactique des Activités Physiques et Sportives), Université Marien NGOUABI (Congo)

HANADI Chatila, Professeur d'Université (Sciences de l'Education- Didactique de Sciences), Université Libanaise (Liban)

HETIER Renaud, Professeur (Sciences de l'éducation), UCO Angers (France)

KPAZAI Georges, Professeur Titulaire (Didactiques de la construction des connaissances et du Développement des compétences), Université Laurentienne, Sudbury (Canada)

LAMARRE Jean-Marc, Maître de conférences honoraire (philosophie de l'éducation), Université de Nantes, Centre de Recherche en Education de Nantes (France)

LOMPO DOUGOUDIA Joseph, Maître de Conférence (Sciences de l'Education), Ecole Normale Supérieure de Koudougou (Burkina Faso)

LOUMOUAMOU Aubin Nestor, Professeur Titulaire (Didactique des disciplines, Chimie organique), Université Marien Ngouabi (Congo)

LOUSSAKOUMOUNOU Alain Fernand Raoul, Maître de Conférences (Grammaire et Linguistique du Français), Université Marien Ngouabi (Congo)

MANDOUMOU Paulin, Maître de conférences (Didactique des APS), Université Marien NGOUABI (Congo)

MASSOUMOU Omer, Professeur Titulaire (Littérature française et Langue française), Université Marien Ngouabi (Congo)

MOPONDI BENDEKO MBUMBU Alexandre David, Professeur Ordinaire (Didactique des mathématiques), Université Pédagogique Nationale (République Démocratique du Congo)

NAWAL ABOU Raad, Professeur d'Université (Sciences de l'Education- Didactique des Mathématiques), Faculté de Pédagogie- Université Libanaise (Liban)

NDONGO IBARA Yvon Pierre, Professeur Titulaire (Linguistique et langue anglais), Université Marien Ngouabi (Congo)

NGAMOUNTSIKA Edouard, Professeur Titulaire (Grammaire et Linguistique du Français),
Université Marien Ngouabi (Congo)

ODJOLA Régina Véronique, Maître de Conférences (Linguistique du Français), Université
Marien Ngouabi (Congo)

PAMBOU Jean-Aimé, Maître de Conférences (Sociolinguistique-Didactique du français
langue étrangère et seconde- Grammaire nouvelle), Ecole Normale Supérieure du
Gabon (Gabon)

PARÉ/KABORÉ Afsata, Professeur Titulaire (Sciences de l'éducation), Université Norbert
Zongo à Koudougou (Burkina Faso)

RAFFIN Fabrice, Maître de Conférences (Sociologie/Anthropologie), Université de Picardie
Jules Verne (France)

VALLEAN Tindaogo, Professeur Titulaire (Sciences de l'éducation), Ecole Normale
Supérieure de Koudougou (Burkina Faso)

Sommaire

La formation professionnelle initiale des enseignants : analyse de la satisfaction des stagiaires de l'ENS Cyprienne Félicité OUEND-LAMITA/SAGNON et Amadou TAMBOURA.....	1
Entre aspirations et injonctions dans le champ social et médico-social en France : enjeu social, éducatif, pédagogique et de professionnalisation après la loi 2002-02 du 02 janvier 2002 Robert Messanh AMAVI	10
Factors affecting the effectiveness of novice EFL teachers' transition in Niger Hamissou OUSSEINI.....	24
Danse Hip Hop et Mieux-être de jeunes en contexte éducatif de vulnérabilité Sabine THOREL-HALLEZ	37
La problématique des méthodes actives sur la fonction enseignante Seydou SOUMANA et Moustapha MOUSSA.....	48
L'usage de la communication non verbale dans le processus d'enseignement /apprentissage à l'école primaire Joseph Dougoudia LOMPO et Boukaré SAWADOGO.....	60
Matières enseignées, expériences d'enseignement et gestion de la violence des élèves par les enseignants : cas du Lycée Moderne Belleville Bouaké Moustapha SYLLA,	71
Abord psychodynamique et psychopathologique du trouble énurétique secondaire chez les enfants Joël-Christopher BOLOMBO BAENDE, Sunga Sunga BECKER et Florentin AZIA DIMBU.....	80
La violence genrée entre élèves à l'école élémentaire : un malaise scolaire et une entrave au droit des filles et des garçons à l'instruction formelle en côte d'ivoire Armel Kouamé KOUADIO, Martine GOUDENON épouse BLEY et Rodolphe Kouakou MENZAN.....	93
Stratégie d'implantation d'un service de pédagogie universitaire dans une université africaine : cas de l'université Alassane Ouattara de Bouaké (Côte d'Ivoire) Kobena Séverin GBOKO, Nomansou Serge BAH et Moussa KONE.....	106
Difficultés liées aux mathématiques dans l'apprentissage aux métiers du bâtiment au sein du lycée professionnel industriel de Gagnoa (Côte d'Ivoire) Gbomené Hervé ZOKOU, Sinaly TRAORÉ et Sonzaï Bertrand TIËOU.....	117
Les revers de l'évolution technologique en éducation : autopsie du déclin de l'émission radiophonique « la voix de l'enseignement » au Niger Mohamed Moctar ABDOURAHAMANE.....	127
Réforme pédagogique en République du Congo : de l'approche par objectifs à l'approche par compétences, quelle place donnée à la redynamisation des pratiques enseignantes ? Margarita LOPEZ MENDEZ	139

Entrer en formation au métier d'enseignant à l'Ecole Normale Supérieure : contexte et logiques de décision au Burkina Faso	
Mangawindin Guy Romuald OUEDRAOGO	152
Critique sur la prise en charge des TICS dans la supervision de stage professionnel en enseignement	
Armel NGUIMBI	164
Analyse du dispositif pédagogique du soutien scolaire privé	
Adama KÉRÉ	176
Sexe et perception de la relation enseignante des élèves de la 6e année de l'académie d'enseignement de Bamako rive droite	
Soumaïla COULIBALY, Moctar SIDIBÉ et Jacques Mawé DAKOUO.....	186
L'enseignement de la linguistique et de la grammaire française : analyse de quelques opinions des futurs enseignants de français de l'École normale supérieure (ENS) de l'université Marien Ngouabi (République du Congo)	
Solange NKOULA-MOULONGO	194
Rentabilités des études et choix de formation professionnelle chez les élèves et leurs parents : cas de deux écoles professionnelles de la région de la Boucle du Mouhoun (Burkina Faso)	
Marcel ZERBO	202
Pratiques professionnelles des moniteurs d'auto-écoles et satisfaction des candidats au permis de conduire au Burkina Faso	
Simon Pierre TIBIRI.....	212
Les épreuves de géographie au Brevet d'Études du Premier Cycle (BEPC) au Burkina Faso : la question de la qualité au cœur d'une réflexion didactique	
Éric Walièma SOMÉ et Janvier ZOUGMORE	222
Analyse de l'appui de la coopération Suisse à l'éducation non formelle au Burkina Faso	
P. Marie Bernadin OUEDRAOGO.....	233
La construction du langage en CP à Libreville : vers le modèle d'échanges autour d'artefacts	
Olga Thérésia NZEMO BIYOGHE	244

Factors affecting the effectiveness of novice EFL teachers' transition in Niger

Hamissou OUSSEINI, Université Abdou Moumouni de Niamey (Niger)

E-mail: hamissou.ousseini@fulbrightmail.org

Abstract

The aim of this study is to understand the factors that cause obstacles to an effective transition for novice EFL teachers in Niger. It draws from socio-cultural perspectives to demonstrate the relationship between those factors and teachers' previous education. Participants in this study consisted of 10 novice EFL teachers with a maximum of five years of teaching experience. Using a qualitative framework, semi-structured interview strategies were used to collect verbal data. The recorded data were coded to unravel the factors that negatively affect the transition of the 10 participants. Analyzed data showed that novice EFL teachers face multiple challenges, such as heavy workload, lack of teaching resources, constraints due to large classes, lack of skills or knowledge for managing certain classroom issues, and poor support from host institutions. While some of the factors reflect the economic status of the country, most of the remaining others are indicative of a poor teacher education system. Solutions to these reside in a sustainable reform of the teacher education system by integrating innovative approaches to professional development and by initiating trainees into procedures that foster teacher autonomy. Procedures such as lesson study, action research, and reflective practice could provide avenues to novice EFL teachers in terms of working collaboratively to establish ways for understanding their learners, developing materials that work, and making collaborative decisions on how to tackle classroom issues.

Keywords: Novice teachers, English as a foreign language, transition.

Résumé

L'objectif de cette étude est de comprendre les facteurs qui causent des obstacles à une transition efficace pour les enseignants novices d'anglais langue étrangère au Niger. Elle s'appuie sur des perspectives socioculturelles pour démontrer la relation entre ces facteurs et la formation antérieure des enseignants. Les participants à cette étude étaient 10 enseignants novices d'anglais avec un maximum de cinq ans d'expérience dans l'enseignement. Sur la base d'une méthodologie qualitative, des stratégies d'entretiens semi-structurés ont été utilisées pour collecter des données verbales. Les données enregistrées ont été codées afin d'élucider les facteurs qui affectent négativement la transition des 10 participants. Les données analysées ont montré que les enseignants novices d'anglais sont confrontés à de multiples défis, tels qu'une lourde charge de travail, un manque de ressources pédagogiques, des contraintes dues à la massification, un manque de compétences ou de connaissances pour gérer certains problèmes en classe, et un soutien insuffisant de la part des établissements d'accueil. Si certains de ces facteurs reflètent la situation économique du pays, les autres sont révélateurs d'un système de formation des enseignants médiocre. Les solutions à ces problèmes résident dans une réforme durable du système de formation des enseignants en intégrant des approches novatrices en matière de développement professionnel et en initiant les stagiaires à des procédures qui favorisent l'autonomie des enseignants. Des procédures telles que l'étude de leçons, la recherche-action et la pratique réflexive pourraient fournir des pistes aux enseignants novices d'anglais en termes de travail collaboratif pour établir des moyens de comprendre leurs apprenants, de développer des matériels qui

fonctionnent et de prendre des décisions collaboratives sur la façon de traiter les problèmes qu'ils rencontrent en classe.

Mots-clés : Enseignants novices, anglais langue étrangère, transition.

Introduction

Once novice English as a foreign language (EFL) teachers have graduated from a teacher education program, they should be able to apply what they have learned (T. Farrell, 2008). Unfortunately, most of them get disconnected from their teacher educators and have to face the realities of classrooms. As M. Öztürk A. Yildirim (2013) indicated, "beginning teachers' transition from pre-service education to professional practice is often 'unsettling'" (p. 294). For many reasons, it becomes challenging for them to put into practice what they learned from initial teacher education institutions. This is well pinpointed by T. Farrell (2015, p. 3) arguing that the transition of EFL teachers from initial preparation programs to their first years on the ground is characterized by "reality shock" because of the incompatibility of the theories acquired during initial training with the striking reality of classrooms and the social and political contexts embedded to the school system. In other words, difficulties experienced by novice EFL teachers during their transition may have their origin from initial teacher training. This is worsened, in many countries, by the lack of a national policy which would specifically assess the quality of EFL teacher training and continuously explore the issues faced by novice teachers. In Niger, for example, there does not exist an institution which evaluates the training provided to preservice EFL teachers based, not only on offer, but also on what happens in the field.

The current study draws its justification from the above situation. It proposes to understand the factors that negatively affect the transition of novice EFL teachers and their connection with initial teacher training. It aimed to provide answers to the following research question:

- What are the factors that negatively affect the transition of novice EFL teachers?
- What are the relation of these factors to initial teacher training?

Insights constructed based on the above question are useful for teacher educators as they pinpoint aspects that must be taken into account while preparing future EFL teachers. The study is also an opportunity to raise the voices of novice EFL teachers to the attention of policy and decision-makers. The problems revealed by this study should constitute a trigger for policy makers to put in place an induction system for novice EFL teachers. Findings from the study also constitute a major contribution to the current body of literature on novice EFL teachers' socialization.

1. Theoretical and contextual background

To better understand the insights that emerged from the current study, there is a need to present some preliminary information about English language teaching (ELT) in Niger. This includes some important historical highlights and foci that characterize the curricular practices. These are necessary elements as the study draws from a socio-cultural theory to situate the detrimental factors that affect the transition of novice EFL teachers.

1.1. English language teaching in Niger

Niger is an EFL country where French remains the official language. ELT in this country is mainly a concern of secondary schools. This commenced in the 1950s when French colonizers

began to establish the secondary school system. It therefore stands as one of the colonial legacies and followed the same curricula as in France. This partly explains the lack of a well-articulated national policy in its regard. Observably, the goal attached to the teaching of English in Niger was not “for communication purposes among local citizens” (H. Ousseini, 2013), but rather for the preparation of interpreters and intermediaries for exchanges with the English-speaking countries. Today, ELT in Niger is more aligned to the widespread use of English as an international language.

For almost half a century, Niger had depended on other countries for the provision of English language teachers. For example, in 1975, the Nigerien government signed an agreement with Ghana in order to cope with the shortage of English teachers. In 1978 already, there were more Ghanaian English language teachers than nationals (A. Goumandakoye, 1992). There exists no such agreement today due to the increase of capacity and access to initial teacher education, but the shortage of EFL teachers is still apparent, partly due to attrition. Today, there exists three schools of education where EFL teachers receive a three-year training before they get recruited for civil service. To these can be added two traditional English departments, which actually provide the largest number of EFL teachers to the country.

Pedagogically, ELT in Niger has experienced several changes since its inception. In the colonial era, ELT in Niger was carried out by French volunteers. Together with few nationals, they used Grammar-Translation as their method of instruction. In the 1960s, the Direct Method was introduced with the arrival of British volunteers sent by Voluntary Service Overseas (VSO) (A. Goumandakoye, 1992). The Ghanaian teachers, who started in 1977, based on the 1975 agreement, also brought with them a method similar to the Direct Method. The use of the Audio-Lingual Method and the Communicative Language Teaching (CLT) came with the Peace Corps volunteers. Currently, CLT is the mandated approach in the ELT curricula, but the veracity of its application remains contentious, partly due to many factors revealed by this study.

1.2. A socialization theory

The transition of novice EFL teachers is a social phenomenon that can be analyzed through the socio-cultural perspectives of mediation (Vygotsky, 1978). In this research, it is seen as an extended step of practicum through which teachers put in practice what they learned during initial training. The socio-cultural perspectives were mainly used to understand how initial learning and other contextual factors mediate novice EFL teachers' practice. By focusing on factors that negatively affect teachers' transition, the study looked into the existence of quality mediation and possible causes that relate to previous preservice experiences held by participants. As a matter of fact, mediation situates the role of others as essential for the induction or socialization of novice EFL teachers. Vygotskian socio-cultural perspectives also situate cultural artefacts and the contexts of practice as undeniable components in the process of mediation. He argued that “to study human beings means to study them both in terms of their social relationships and experiences and according to the cultural tools used” (S. Smidt, 2009, p. 7). Materials for teaching can, therefore, play a mediational role in the socialization process of a novice teacher (L. Moll, 2014). In terms of social experiences, Vygotsky's sociocultural perspectives take them as important factors that shape the ways individuals think and interpret the world (J. Jaramillo, 1996). In this case, experiences acquired during initial teacher education constitute an important mediational tool, and the role of the more experienced teaching colleagues is to help novice teachers better navigate the context. The role of the more experienced colleagues is also to help novice teachers make sense of their knowledge and deconstruct their prior experiences, mental structures, and beliefs (J. Jaramillo, 1996, p. 135).

Considering the above perspectives, the transition of novice EFL teachers is expected to be mediated by the novice teachers' prior knowledge, experienced teachers or advisers and multiple educational tools or situations. Vygotsky's perspectives are also meaningful for this research as they emphasize the role of language and interaction in the process of mediation. Since teaching is a social activity, interaction between mentors and novice teachers remains fundamental. Interaction gives way to imitation, which in these perspectives replaces the psychometric-based tradition of memorization for mechanical application of procedures. Based on this position, an effective transition would be one that provides adequate environments and meaningful interaction among novice EFL teachers and mentors.

2. Literary research on novice teachers' transition

The research literature highlights that the first years for novice teachers are challenging (P. Sali and I. Kecik, 2018). Factors behind the challenges are diverse. One of them is the workload entrusted to novice EFL teachers upon starting their teaching career. M. Amin and A. Rahimi (2018), for example, conducted a study through questionnaires and underlined the nature of workload faced by novice EFL teachers. This included teaching, grading students' papers, administrative paperwork, writing reports, and other extra-curricular tasks which require much time. J. Arpilleda (2021) also investigated the problems and challenges encountered by novice EFL teachers and found that grading and checking students' work cost them lots of time. Moreover, school activities and programs, specially the unanticipated, greatly affect novice EFL teachers' performance in class.

Classroom management is also part of the factors that create challenges to novice EFL teachers as reported in certain studies (G. Akçor and M. Savaşçı, 2020; K. Bia, 2016; P. Dinçer, 2022; R. Alhamad, 2018). A meta-analysis conducted by P. Dinçer (2022) has revealed this as the most common challenge experienced by novice teachers. This covers the requirement to manage unmotivated learners, learner reluctance to work in groups, learners with low English proficiency, misbehaviors, learner individual differences, and issues relevant to the ethnic diversity in class. A study by R. Alhamad (2018) also underlined the extent to which students' bad behavior and low proficiency cause difficulty to novice EFL teachers. According to K. Bia (2016), the majority of novice teachers fail in classroom management because of their limited experience. As he added, this is the consequence of their inability to motivate pupils, establish discipline and handle constraints. In fact, pupils' misbehavior is reported by K. Bia (2016) as the most alarming challenge novice EFL teachers face during their first years of teaching. According to G. Akçor and M. Savaşçı (2020), several novice EFL teachers indicated that they had difficulties managing their classrooms, mainly in terms of defining and sticking to the teacher roles, establishing a good relation with students and catching their attention.

The challenges of classroom management could also be connected to novice EFL teachers' lack of pedagogical knowledge and skills to handle certain classroom situations. In a study by J. Lee (2017), lack of skills for coping with negative learner attitudes towards English was found to be a real obstacle to novice EFL teachers. A similar problem reported by certain studies (K. Bia, 2016; T. Farrell, 2008; W. Bin-Hady, 2018) is the novice EFL teachers' lack of lesson planning skills. K. Bia (2016), for instance, indicated that among the thirty participants involved in her study, 17% tended to have difficulties planning their lessons. This is extended by T. Farrell (2008) who conducted a study in Singapore and found that participants have difficulties choosing the appropriate teaching approach and course content. In a study by W. Bin-Hady (2018), the problem was rather the inability of Novice EFL teachers to implement the lesson steps they planned.

In certain studies (J. Arpilleda, 2021; P. Dincer, 2022), the challenges of classroom management were tied to the issue of large size classes. J. Arpilleda (2021), for example, reported that four out of his five participants had difficulties teaching in large classes. Most of them tended to complain about the number of students they had to handle in each class. These participants argued that having 40 or more students is not desirable for English classes. Unfortunately, for novice teachers, large classes are popular in many developing countries, and they raise problems to experienced teachers alike (K. Bia, 2016). The meta-analysis from P. Dincer (2022) also confirmed that overcrowded classes generate various difficulties to teachers, with respect to lack of attention, noise, and assessment. Conducting communicative activities or group work in those classes is almost impossible to novice EFL teachers.

The last but not the least factors that affect the transition of novice EFL teachers include the lack of teaching resources and the lack of support systems within the host institutions. The issue with teaching resources is central to a study by A. Lomi and C. Mbato (2020). The three novice teachers who participated in the study strongly recognized that they experienced a great lack of resources as they were teaching in rural areas. Anna, for example, stated that in her school there was no library. Most of time she had to look for resources somewhere else to plan her lessons. Concerning the support systems, the lack of mentoring from either experienced teachers or the administration was also seen as a detrimental factor. J. Lee (2017) linked this to the lack of collaboration among teachers within schools. Participants in his study mentioned that the unstable and uncooperative school structures lay at the root of teachers' hectic schedule. As R. Alhamad (2018) argued, veteran teachers should be asked to provide support to novice teachers in terms of mentoring and observation. Participants in R. Alhamad's study also included the need of support from school principals.

Methods

The purpose of this study was to understand the factors that negatively affect novice EFL teachers' transition and underline the relation of these factors to their previous preservice education. To achieve this, I resorted to the interpretative-constructivist methodology in which researchers "study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them" (N. Denzin and Y. Lincoln, 2013, p. 7). This research therefore subscribes to the view that reality is not an independent phenomenon from individuals (J. Grix, 2010). It takes reality as multiple and constructed by individuals based on their personal and social experiences. Because interpretative research strives to value subjectivity, it usually aims at addressing "how members of society understand their own actions" (M. Travers, 2001, p. 10). As such, building understanding and creating meaning were at the center of the interactions I had with participants in the course of the study. Consequently, this research relies on verbal data – rather than statistical – constructed through a qualitative method. Taking to this stance, semi-structured interviews were used to collect data. V. Braun and V. Clarke (2013) defined this method as a way of asking a list of questions predefined by the researcher, but allowing flexibility and room for participants to raise issues that the researcher did not anticipate.

The participants to this study were all novice EFL teachers. The definition of a novice is still contentious, but this paper relied on views from T. Farrell (2008) and N. Tran (2021), who, respectively assigned novice teachers a maximum of three to five years of teaching experience. With this criteria, 10 novice EFL teachers (7 females and three 3 males) were purposefully selected. The choice of a small number of participants is in line with qualitative sampling protocols (Z. Dörnyei, 2007), as there was no need to draw statistical generalizations (R. Stake, 1995). The 10

participants, as presented in the table below, have different qualifications. Six (6) of them (teachers C, D, G, H, I, and J) benefited from training at the School of Education. The four (4) others were trained from the traditional English department at the Faculty of Arts and Humanities. At the time data were collected, all the participants were teaching in middle schools. As novice teachers, most of them were limited to teaching the two first levels (6^e and 5^e).

Table 1: List of participants

#	Pseudonyms	Qualification	Gender	Experience
1.	Teacher A	BA	Male	5 years
2.	Teacher B	MA	Male	2 years
3.	Teacher C	DAP/CEG	Female	3 years
4.	Teacher D	DAP/ CEG	Female	5 years
5.	Teacher E	BA	Female	5 years
6.	Teacher F	BA	Male	4 years
7.	Teacher G	DAP/CEG	Female	4 years
8.	Teacher H	DAP/CEG	Female	4 years
9.	Teacher I	DAP/CEG	Female	4 years
10.	Teacher J	LPPES	Female	2 months

The verbal data collected from the 10 participants were analyzed thematically (V. Braun and V. Clarke, 2006). Thematic analysis focuses on stories people tell to the researcher and categorizes them under emerging or predefined themes. For the sake of this study, five (5) predefined themes (classroom management, teacher's knowledge, lack of teaching resources, workload, lack of mentoring) guided the formulation of interview questions (see appendix) and remained central to the data analysis and presentation.

3. Data presentation and interpretation

The data collected through semi-structured interview and analyzed thematically are presented here based on the major factors that negatively affect novice EFL teachers' transition.

Classroom management

Classroom management appeared to be the most dominant factor that affects novice EFL teachers. This was mainly expressed in relation to managing large classes. The standard in Niger is about 50 students per class, but the reality on the ground is different. According to the participants, their classes have almost double of the national standard or more, and this constitutes a real challenge to them.

Teaching large classes is very challenging for me. In the first year, I had between 70 to 80 students in one of my classes. Many of them were sitting three or four per table. So, this was not easy for me (Teacher A, Interview data, 15/04/2023).

As I told you, I have more than 100 students in one class, without enough tables. And classrooms are not big enough to contain all of them. (Teacher E, Interview data, 28/04/2023).

There is also an issue of tables in the school... You can have seven (7) students on the same table... How can they learn? (Teacher D, Interview data, 30/04/23)

The difficulty of managing large classes is caused by certain learner's behaviors. Some of the teachers indicated that it is difficult for them to teach when students make noise.

It's not easy. Sometimes you have some students who talk, and you have some others who can't follow what you teach... Sometimes they move their shoes on the floor to create more noise. Even if I asked them to keep quiet, they would continue talking (Teacher I, Interview data, 20/04/2023).

I can say the challenge is almost when they don't stay quiet. If I ask a row to keep quiet, the other rows will keep talking. It's difficult for me to manage, really. (Teacher B, Interview data, 17/04/2023).

The above situation forces the novice EFL teachers to spend considerable time trying to control their classes. This is worsened by the fact that they believe they were not trained enough to handle that kind of situation.

It's not easy for me to use classroom management techniques, because I know only one technique: if my students talk too much, I withdraw to the Blackboard and watch them; if they notice my silence, they all shut up. But this is really insufficient. I want to know more about classroom management techniques (Teacher C, Interview data, 19/04/23).

I have challenges with using classroom management strategies, because there is only one technique that I use, which is singing with all of them. (Teacher E, Interview data, 28 /04/23).

With certain learner behaviors, novice EFL teachers find themselves disarmed. It becomes extremely frustrating when their authorities in the classroom is threatened.

On one occasion, I asked a student to leave the classroom, and he said he won't. I took my bag and left the class. I reported the problem to the principal, and he came to expulse the student (Teacher C, Interview data, 19/04/23).

This is my first year here...the students are very unbearable. I regretted coming here. The students here are so impolite that even the principal and his assistant can't control them. (Teacher D, Interview data, 15/04/2023)

The above situation is worse when the novice EFL teacher becomes subject of students' mockery. This was experienced by one female teacher who reported that she had been constantly disrespected by her students due to her physical appearance (shortness).

They looked at me the first time and said "this teacher, no...a little teacher ". Sometimes it's when I come to class that some students would leave the room. (Teacher I, Interview data, 20/04/23).

The last but non negligible aspect of managing large classes, as revealed by data, is linked to assessment. Some teachers experienced difficulties to determine the real level of their students, as many tend to cheat during exams and other forms of assessment.

I think it's difficult for me to assess big classes. I cannot assess them correctly, because they always cheat (Teacher A, Interview data, 15/04/2023).

The above insights clearly underline the extent to which novice EFL teachers face difficulties to manage their classrooms, either due to large sizes or students' misbehaviors. This is, somehow, an indication of their limited knowledge of pedagogy which is expanded next.

Issues of teacher's knowledge

This factor extends the issue of classroom management presented above. As part of the interview data, some of the participants have expressed their lack of knowledge for teaching. The latter encompasses the knowledge of English, the knowledge for teaching low proficiency students, the knowledge of lesson planning, and the knowledge for motivating students. Teaching low

proficiency learners appeared to be one of the most predominant difficulties expressed by Teacher A and I.

The problem that I face is that the level of my students is very low. 80% of my students can't speak English at all. They have a very low level in English (Teacher A, interview data, 15/04/23).

The students that are good in English are very few. For example, in the fourth year, I have one student that speaks English very well. Just one student. All the others are bad in term of speaking English (Teacher I, interview data, 20/04/23).

If you say you are going to teach them in English, it will be a challenge. They always want you to teach in French. If you don't, it will be a problem. They will lose motivation (Teacher A, interview data, 15/04/23).

In other words, the above teachers think that they are not pedagogically ready to handle that category of students. It is worse when some of the teachers feel that they are also not proficient enough to teach English.

You know, no one is perfect. I have challenges with English. I have difficulties when it comes to teaching some aspects of grammar, like compound adjectives and phrasal verbs. I want to teach them but I don't know how... (Teacher B, interview data, 17/04/23).

Well, difficulties in using English cannot be lacking. I'm still struggling with English, as I have just five years in teaching (Teacher D, interview data, 19/04/23)

I'm really struggling with my English, as I'm a complete beginner. My English is not at all fine. I'm just doing things in my own way. I prefer teaching first year students for the time being (Teacher E, interview data, 28/04/23).

The above is different from what Teacher I is experiencing in her classes. Her biggest challenge is teaching a lesson within the time she planned it.

It is very difficult for me to teach in one hour two different contents. For example, grammar and vocabulary. I sometimes, run out of time without finishing my lesson (Teacher I, 20/04/2023)

The case above could be explained as either a lack of lesson planning skills or a non-mastery of time management strategies. Altogether, the problems presented in this section could be interpreted as a gap that originated from the initial teacher training program which should have provided teachers with adequate subject matter knowledge and skills needed to handle low proficiency students and realistically plan lessons.

Teaching resources

Resources for teaching have constituted another major factor that negatively affects the transition of novice EFL teachers in Niger. Nine (9) out of the ten (10) interviewees viewed the shortage of teaching resources as one of the most challenging issues they encounter. Even the mandated textbook seems to be lacking.

I have 115 students, but the EFTS (English for the Sahel) are 12 in number. So, if I have to make groups, I don't know how to manage the materials, and I'm a beginner with no sufficient means to deal with the situation. In my school they don't even have a photocopying machine (Teacher J, interview data, 30/04/23).

Here we don't have textbooks; we don't have any materials. Sometimes, when we want to do some reading activities, we have to make photocopies... Here we don't have any teaching materials but chalk (Teacher C, interview data, 19/04/23).

I have problems with teaching materials, because in this school even having chalk is sometimes a problem for us. The biggest problem is textbook, because I only have to rely on the administrations' copy machine. I always have to make photocopies as there are no textbooks available in the school (Teacher E, interview data, 28/ 04 /2023).

The consequence of this situation is that teaching does not take place as expected. Apart from the delay in implementing the annual syllabi, novice EFL teachers find it difficult to teach some aspects of the language when they lack materials.

When there are no materials for example, it is very difficult for me to explain to teach vocabulary items. I don't have the necessary materials to show them that this is the word that I'm going to teach them today. (Teacher I, interview data, 20/04/23).

Lack of resources, therefore, prevents novice EFL teachers from fully applying what they know in terms of teaching. It may also push them to work beyond expectation. This constituted another detrimental factor as presented next.

Workload

Workload refers to the fact that novice EFL teachers are assigned more work than expected. Eight among the participants have indicated that their work does not leave them free time. Teacher A and G disclosed that they teach many different classes, and this causes them problems with assessment.

The challenges that we face the most, I think, is that we have many classes. Sometimes you can have twenty something hours per week. You see, this is a problem. And you can have four different levels. It's not easy, and in each class you can also have more than 50 students. This brings the problem of evaluation. Even if you evaluate them, it will be difficult for you to grade them (Teacher A, interview data, 15/04/23).

I have lots of classes to teach. As a result, I have to deal with lots of students. I find it difficult to assess students frequently as required. Sometimes, I can only do one quiz in a month and do a test after one or two months. You see, it's really challenging (Teacher G, interview data, 19/04/2023)

For Teachers B and J, the problem is rather planning lessons on a regular basis for many classes.

When planning, it takes much time before you finish. I have almost four classes and different levels; it's not easy for me (Teacher B, interview data, 17/ 04/2023).

I have four classes, and it is very difficult for me to teach in these classes. They are different levels, and I need to prepare lessons for each. This is really too much for me (Teacher J, interview data, 30/04/2023).

Teaching many different classes is challenging and may require support, either from experienced teachers or school advisers. Unfortunately, this seemed to be lacking as revealed by data.

Lack of mentoring

Lack of mentoring is another problem experienced by the participating novice EFL teachers. This could be defined in terms of scaffolding, collaboration or guidance from experienced teachers and school leaders. Data collected have revealed that novice EFL teachers do not benefit from these in order to learn from their practice.

The situation is the same in both public and private schools. We are just asked to teach, but there is no control. Normally they should come and see what happens in class... what teachers and their students are doing (Teacher F, interview data, 15/04/23).

I want advisers to come and see what I'm doing. If there is a problem, they can tell me to improve. But now I'm doing everything on my own. If I have a problem, there is nobody to help me (Teacher J, interview data, 30/04/23).

Taking to the above statements, novice EFL teachers are not provided with opportunities for continuing professional development. Even when these exist, they do not seem to meet the expectation of the participants.

The advisors, sometimes, they disturb us. They come to observe us unexpectedly...I mean without informing us in advance. If an adviser shows up, I can't refuse him access to the class (Teacher C, interview data, 19/04/23).

The above situation is seen by the interviewed novice EFL teachers as an evaluative procedure through which advisers can make judgement about whether the teacher is good or not. It is seemingly not what the novice EFL teachers expect. A more friendly procedure through which they get involved in planning the process and receiving constructive feedback would certainly be more acceptable.

4. Discussions of findings

As per the data presented above, multiple factors seem to negatively affect the transition of novice EFL teachers in Niger. Firstly, teaching large classes was underlined as the most pervasive factor creating obstacles to all the participants. This is tied to the inability of novice teachers to effectively control their classrooms. This finding supports studies by J. Arpilleda (2021) and K. Bia (2016) which revealed discomfort expressed by novice EFL teachers about problems caused by the number of students they handle in each of their classes. Secondly, the scarcity of teaching resources was revealed as another major factor. It seems to constitute a real obstacle to the teaching process and leads to delay in syllabus coverage. This confirms findings from R. Fantilli (2009) and P. Sali and I. Kecik (2018). Thirdly, the presented data are indicative of issues relevant to teacher knowledge – not only knowledge needed for managing large classes as mentioned earlier, but mainly that for dealing with learner behavior (G. Akçor & M. Savasci, 2020; P. Dinçer, 2022), motivating students (J. Arpilleda, 2021; J. Lee, 2017), or coping with low proficiency learners (R. Alhamad, 2018). Fourthly, the current study aligns with M. Amin and A. Rahimi (2018) by uncovering problems of workload experienced by participants. The latter indicated that they are constantly overwhelmed due to the high number of hours they teach per week, the planning load for many different levels, and the big number of papers they have to grade. Finally, this research is indicative of the lack of a support system that could serve as a scaffolding framework for novice EFL teachers. There seems to exist no mentoring framework for novice teachers, either from experienced teachers or from school advisers.

Conclusion

To conclude, the current study has highlighted the extent to which certain factors create barriers to quality mediation and socialization of novice EFL teachers. The lack of textbooks and appropriate teaching skills or knowledge is, from a Vygotskian standpoint, synonymous with the lack of tools for mediation. Moreover, the existence of large classes is indicative of barriers to constructive mediation. Problems of discipline and behavior that arise in large classes prevent novice EFL teachers from applying their pedagogical knowledge. This is exacerbated by the lack

of mentoring from experienced teachers and school advisors. All these factors translate into the lack of scaffolding and interaction that could result in continuous learning and successful socialization for novice EFL teachers.

Notwithstanding, the above conclusions constitute a negative testimony to the teacher education system. While the issues of workload and large size classrooms could be explained by the poor economic status and the inability of the country to recruit a sufficient number of EFL teachers and build more schools, all the remaining factors can be tied to initial EFL teacher training. Most of those factors are caused by the weaknesses of the teacher education curricula. This constitutes a confirmation to a recent study (H. Ousseini, 2022) which comparatively analyzed the curricula of two English departments – one at the School of Education and the other at the Faculty of Arts and Humanities – and found gaps in terms of knowledge typology bestowed on preservice teachers. It is evident that both departments tend to provide only theoretical knowledge without establishing a sustainable framework for constructing practical knowledge. At the English department of the school of education, for example, courses on classroom management, managing large classes, lesson planning, materials analysis, and assessment exist, but opportunities for preservice teachers to practice these are extremely limited. The end-of-year teaching practicum, which should provide those opportunities, seems to suffer from many ills and requires a solid investigation to situate the failing blocks. At the Faculty of Arts and Humanities, H. Ousseini (2022) reported a worse situation: the English department provides only the knowledge of linguistics and literature. In one way or another, training provided by the two departments is deficient and requires the implementation of a research-based reform that is geared toward the use of innovative procedures.

Actually, there is a need for a reform that fosters teacher autonomy and lifelong learning (J. Elliott, 1993). Elsewhere (Ousseini, 2023), I have advocated the initiation of preservice teachers into action research (J. Elliott, 1991), lesson study (C. Lewis, 2009), and reflective practice (D. Schon, 1987) in order to enhance their ability to understand the classroom dynamics and collaboratively devise pedagogical solutions to problems pertaining to classroom management, teaching materials, assessment, and learner attitude. The use of these procedures could help raise trainees' awareness in relation to the teacher's responsibility as a material developer rather than a consumer. In line with this, a course could be created to guide preservice teachers in the process of searching, designing materials, and testing them for continuity. The use of lifelong learning procedures in initial EFL teacher education could also have the merit of building a collaborative spirit among preservice teachers and providing them with the skills to work together for their own professional growth. Beyond the scope of teacher education, school administrations should establish or reactivate pedagogical units in a way that favors scaffolding and collaboration among EFL teachers.

Limitations to the Study

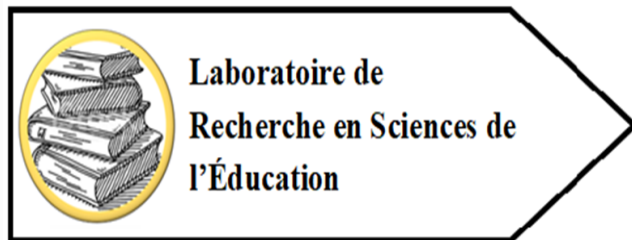
The current study has some limitations. First, the study did not include data from experienced teachers and school leaders. The latter could have provided meaningful insights concerning their interactions with novice EFL teachers and other contextual factors. Second, this study was devoid of learners' voices which could have been used to triangulate data from both the novice EFL teachers and experienced ones. Future studies should focus on how learners react or feel when taught by novice EFL teachers. This could provide confirmation on novice EFL teachers' skills and knowledge of pedagogy and the language they are supposed to teach. Finally, only ten (10) participants were purposefully selected for the purpose of this study; there was no intention to use

them as a representative sample. A quantitative study would be needed to cover a large number of novice EFL teachers for the purpose of generalization. One of the key merits of this research is laying the foundation for further research on this issue in Niger.

References

- AKÇOR Gizem and SAVAŞCI Merve, 2020, “A review of challenges and recommendations for novice EFL teachers in Turkey”, *Novitas-ROYAL (Research on Youth and Language)*, 14, p. 16 – 37.
- ALHAMAD Rufaida, 2017, “Challenges and induction needs of novice English as a foreign language teachers in Saudi Arabia”, *International Journal of Education & Literacy Studies*, 6, p. 50 – 63.
- AMIN Momen Y. and RAHIMI Ali, 2018, “Challenges faced by novice EFL teachers”, *International Journal of Humanities and Cultural Studies*, 5, p. 149 – 166.
- ARPILLED A Jondy M., 2021, “Challenges faced by novice English language instructors in the application of their teaching strategies: A case study of University A”, *International Journal of English Literature and Social Sciences*, 6, p. 152 – 160.
- BIA Kawther, 2016, *Challenges to novice English language teachers at middle school: A case study*, MA Thesis, Ahmed Draia University, Algeria.
- BIN-HADY Wagdi R. A., 2018, “A study of novice teachers' challenges at their practical teaching phase”, *International Journal on Language, Research and Education Studies*, 2, p. 333 – 345.
- BRAUN Virginia and CLARKE Victoria, 2006, “Using thematic analysis in psychology”, *Qualitative Research in Psychology*, 3, p. 77 – 101.
- BRAUN Virginia and CLARKE Victoria, 2013, *Successful qualitative research: A practical guide for beginners*, Los Angeles, Sage.
- DENZIN Norman and LINCOLN Yvonna, 2013, *Strategies of qualitative inquiry*, Los Angeles, SAGE.
- DİNÇER Pinar, 2022, “Majors challenges encountered by novice EFL teachers: A meta-synthesis. *Research Square*, 1, p. 1 – 22.
- DÖRNYEI Zoltan, 2007, *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodology*, Oxford, Oxford University Press.
- ELLIOTT John, 1991, *Action research for educational change*, Milton Keynes, Open University Press.
- FANIA Tayebbeh and GHAEMI Farid, 2011, “Implications of Vygotsky's zone of proximal development (ZPD) in teacher education: ZPTD and self-scaffolding”, *Procedia-Social and Behavioral Sciences*, 29, p. 1549 – 1554.
- FANTILLI Robert D., 2009, *A study of novice teachers: Challenges and support in the first years*, PhD Dissertation, University of Toronto, Canada.
- FARRELL Thomas, 2008, *Novice language teachers: Insights and perspectives for the first year*, London, Equinox.
- FARRELL Thomas, 2015, *International perspectives on English language teacher education: Innovations from the field*, New York, Palgrave Macmillan.
- GOUMANDAKOYE Amadou, 1992, *An evaluation of secondary education in Niger with particular reference to English language teaching*, PhD Dissertation, University of Durham, UK.
- GRIX Jonathan, 2010, *The foundations of research*, New York, Palgrave Macmillan.

- JARAMILLO James, 1996, "Vygotsky's sociocultural theory and contributions to the development of constructivist curricula", *Education*, 117, p. 133 – 140.
- LEE Ju S., 2017, "Hidden challenges of novice English teachers in a Korean independent school: Through an ethnographic lens", *The Qualitative Report*, 22, p. 1637 – 1652.
- LEWIS Catherine, 2009, "What is the nature of knowledge development in lesson study?" *Educational Action Research*, 17, p. 95– 110.
- LOMI Aplonia N. K. and MBATO Concilianus L., 2020, "Struggles and strategies in constructing professional identity: The first-year teaching experiences of Indonesian EFL teachers", *Journal of English Education and Teaching*, 4, p. 1 – 19.
- MOLL Luis C., 2014, *L.S. Vygotsky and education*, New York, Routledge.
- OUSSEINI Hamissou, 2013, EFL teachers' perception of research, MA Thesis, Indiana University of Pennsylvania, USA.
- OUSSEINI Hamissou, 2022, "Subject matter or pedagogical content knowledge? A critical curricular comparative analysis of initial EFL teacher education in Niger", *Djiboul*, 03, p. 148 – 161.
- OUSSEINI Hamissou, 2023, "Towards evidence-based practice: A teaching practicum framework for preservice EFL teachers (under review)
- ÖZTÜRK Mustafa and YILDIRIM Ali, 2013, "Adaptation challenges of novice teachers", *Hacettepe University Journal of Education*, 28, p. 294 – 307.
- SALI Pinar and KECIK Ilknur, 2018, "Challenges of first years of teaching in Turkey: Voices of novice EFL teachers", *English Language Teaching*, 11, p. 117 – 131.
- SCHÖN Donald A., 1987, *Educating the reflective practitioner : Toward a new design for teaching and learning in the professions*, London, Jossey-Bass.
- SMIDT Sandra, 2009, *Introducing Vygotsky: A guide for practitioners and students in the early years*, London, Routledge.
- STAKE Robert, 1995, *The art of case study research*, London, SAGE.
- TRAN Ngoc D., 2021, "Job challenges faced by novice EFL high school teachers", *International Journal of Science and Management Studies*, 4, p. 98 – 107.
- TRAVERS Max, 2001, *Qualitative research through case studies*, London, SAGE.
- VYGOTSKY Lev, 1978, *Mind in society*, Cambridge, Harvard University Press.
- WARFORD Mark K., 2011, "The zone of proximal teacher development", *Teaching and Teacher Education*, 27, p. 252 – 258.



LAKISA, est une revue semestrielle à comité scientifique et à comité de lecture des sciences de l'éducation du Laboratoire de Recherche en Sciences de l'Éducation (LARSCED) de l'École Normale Supérieure de l'Université Marien Ngouabi (Congo). Elle a pour objectif de promouvoir la Recherche en Éducation à travers la diffusion des savoirs dans ce domaine. La revue publie des articles originaux dans le domaine des sciences de l'éducation (didactique des disciplines, sociologie de l'éducation, psychologie des apprentissages, histoire de l'éducation, ou encore philosophie de l'éducation...) en français et en anglais. Elle publie également, en exclusivité, les résultats des journées et colloques scientifiques.

Les auteurs qui soumettent des articles dans la revue *LAKISA* sont tenus de respecter les principes et normes éditoriales CAMES de présentation d'un article en Lettres et Sciences Humaines (NORCAMES/LSH) ainsi que la typographie propre à la revue.

L'ensemble des articles publiés dans la revue *LAKISA* sont en libre accès (accès gratuit immédiat aux articles, ces articles sont téléchargeables à toutes fins utiles et licite) sur le site internet de la revue. Cependant, les opinions défendues dans les articles n'engagent que leurs auteurs. Elles ne sauraient être imputées aux institutions auxquelles ils appartiennent ou qui ont financé leurs travaux. Les auteurs garantissent que leurs articles ne contiennent rien qui porte atteinte aux bonnes mœurs.

Laboratoire de Recherche en Sciences de l'Éducation (LARSCED)
École Normale Supérieure (ENS)
Université Marien Ngouabi (UMNG)

ISSN: 2790-1270 / en ligne
2790-1262 / imprimé

Éditeur : LARSCED

www.lakisa.larsced.cg
revue.lakisa@larsced.cg
revue.lakisa@umng.cg

BP : 237, Brazzaville-Congo