

Beginning Omani EFL Teachers' Perspectives on the Challenges They Encounter

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Abstract

Teachers are of course key agents in all formal educational systems. If well-adjusted and well-prepared, they can motivate and inspire their students, while those facing challenges might find it difficult to teach effectively and so fail to achieve the goals set by the educational institution they work in. Research has found that novice teachers face many challenges, such as classroom management, lack of curricular freedom, unsupportive colleagues and unstimulating school environments (Goodwin, 2012). For new EFL teachers, these challenges might be very numerous indeed and the effect on their teaching serious. This study aims to reveal the problems encountered by novice English teachers in Oman's Al Sharqia Region. The study sample included 40 participants (20 female and 20 male) who had taught no more than 5 years. Through a questionnaire, the study found three factors playing vital roles in either supporting or handicapping novice teachers. These come under school conditions, the students, and the teachers themselves. Workload requirements top the list of factors. Next comes large class sizes, novice teachers' inability to deal with special needs students and student misbehaviour. And finally, beginning teachers appear unable to strike a balance between work requirements and their personal life. To support novice teachers and help them to satisfactorily carry out their career responsibilities, the study recommends that they be provided with emotional and task-based support programs upon joining schools.

Keywords: beginning teachers, novice EFL teachers, challenges, Omani EFL teachers

1. Introduction

Teaching is a demanding and complex profession. While it was generally viewed as an art until the 1940s (Berjandi & Hesari, 2010), it is now considered "an amalgamation of principles, processes, skills, strategies, behaviors, beliefs, perceptions, and attitudes all of which could have great impacts on teaching and learning" (Berjandi & Hesari, p. 50). To do their work effectively, teachers must gain skills through experience as it is unlikely that pre-service training will equip them with the skills and knowledge to deal with every possible situation and challenge. Through experience, skills and processes get honed and teachers become wiser in dealing with the diverse problems around students, classroom management, the curriculum, assessment, and effective lesson delivery. Experience gives teachers confidence, flexibility and insight into what may work in different situations. New teachers by definition lack experience and must struggle to make their mark. They face challenges that might be serious obstacles preventing them from fulfilling their duties. For example, some students are passive learners due to their perception of the teacher as the only source of knowledge. Psychologically speaking, they lack motivation and interest in receiving knowledge. Students with little motivation are considered a challenge for beginning teachers as we find in Toren and Iliyan's study (2007).

Secondly, some schools are poorly equipped with materials needed for establishing a successful educational environment. This too can negatively affect a novice instructor's performance. Teachers enter the profession with an enthusiastic desire to teach and help, but with slight information on what exactly will be expected of them. Their heavy teaching loads should be supported by effective equipment and modern materials, which are sometimes lacking. Then also inexperienced teachers might not be adequately trained to design activities and assess their students' performance (Al-Mahrooqi, 2011). Ill-prepared for such tasks, they initially feel dissatisfied with their classes, a finding revealed in Sarwar, Aslam, and Rasheed's study (2010). Adequate preparation is essential for running and organizing a classroom confidently. It involves not only making plans and stating objectives but also having a clear understanding of students' needs and individual differences.

From a different angle, some novice teachers enter the school situation with high expectations of themselves, their students (Batell, 2004), the principal, and colleagues. They forget, or disregard, the fact that "the transition from a student teacher to a teacher of students is a challenging and difficult journey that can take the novice through a whole odyssey of roller-coaster emotions, confusions, [and] frustrations" (Yuen-Fun, 2003, p.1). They might also think that their students will easily accept and respond to them, which might result in a "reality shock" when they see a mismatch between anticipation and actuality (Yuen-Fun, 2003; Yuen Fun, 2000; Farrell, 2008).

For new non-native EFL teachers, initial challenges might be exacerbated by a host of factors, including the foreign context, students' negative attitudes and low motivation, and an unsupportive school system. In Oman, this study's context, pre-service teachers have reported the following as challenges: student misbehaviour, poorly performing students with a tendency to use Arabic in class, mixed-level classes, uncooperative experienced colleagues, and their own lack of effective teaching strategies (Al-Mahrooqi, 2011). Do these challenges persist for new teachers? And if so, how do they affect them?

Again, in Omani schools, a lack of resources and inadequate infrastructure to support English teaching has also been a challenge. Research has found that although the Ministry of Education implemented the Basic Education system in 1998/1999 (so that English is taught from grade one) and has increased English instructional time, resources are still lacking (Moates, 2006). This certainly affects new teachers entering the system.

Because it is vital to support new EFL teachers in order to shield them from frustration and encourage them to continue in the profession, we must discover precisely what challenges they face and their opinions about how they might be met or removed. Hence, this study. To the best of our knowledge, it is the first of its kind conducted in Oman and for the sake of clarification, in this study, beginning or novice EFL teachers are seen here as those with no more than 5 years of teaching in Omani public schools. These were chosen because research has found a high attrition rate among teachers in their first five years of teaching (Anderson, 2008).

2. Literature Review

It should be no surprise that the initial year of teaching is tough. Moving from being a student to being a teacher is a very hard transition. It is often characterized as a “sink-or-swim” experience (Bartell, 2004). In short, it is a year that should be given intensive attention by schools, principals and even teachers themselves.

Because the very concept of effective teaching has changed, novice teachers will naturally face challenges in their initial year. Teachers nowadays are expected to meet the needs of *all* their students and to treat them all equally (Stansbury & Zimmerman, 2000). Also, they must be well-prepared, masters of their subject matter, aware of individual student differences, and skilled at dealing with their principal, colleagues, and parents. These requirements and challenges might well prevent novices from teaching well and, as several studies have shown, they are both numerous and varied. Stansbury and Zimmerman (2000) found that the most obvious to be “classroom management, motivation of students, dealing with the individual differences among students, assessing student work, and relations with parents” (p. 2). Hence, they focused on factors around students' psychological and academic demands and their connection with parents. Sarwar, Aslam and Rasheed (2010) mentioned “classroom discipline, motivating students, dealing with individual differences, evaluating students' performance, and the lack of training” (p.3), adding that these are common challenges for both beginning university and school teachers. Lack of preparation, they said, can be a particularly formidable challenge that limits inexperienced teachers' ability to complete the tasks assigned to them. For their part, Hover and Yeager (2004) highlighted

heavy teaching loads, multiple preparations, the least “desirable” classes, extracurricular duties, few instructional resources, little collegial support, discipline issues, professional isolation, high parent expectations, poor administrative support, unfamiliarity with routines and procedures, and a mismatch between their expectations of teaching and the realities of the classroom (p. 2)

That these problems can impede novice teachers' ability to adjust and work well has serious implications for professional attrition and thus a tremendous loss of highly trained personnel. To guard against this, solutions have to be sought for the problems. However, before pinpointing solutions mentioned in the literature, it is useful to classify the problems more clearly.

In Toren and Iliyan's (2007) categorization, based on problem importance, crucial are teachers' personal problems, problems related to the school environment, and others related to student willingness to learn and participate. This suggests that there are merely three main problems. Though logical, this ignores other factors involved, such as, perhaps, inability to communicate effectively with colleagues, principals and parents.

Toren and Iliyan also rightly stress that teachers' personal problems are multifaceted. As they say, most novices arrive with enthusiasm and in high spirits, unaware that "[their] personal life adjustment, [their] expectations and perceptions of teaching, the strains of daily interactions, and the teaching assignment itself" (Toren & Iliyan, 2007, p.1) might constitute serious obstacles. For example, beginning teachers are sometimes hired in areas far from their home and so are vulnerable to difficulties related to the host region's culture. They may also experience severe homesickness, unless they are married and move with their families (Ibid). This is certainly the case in Oman.

Inadequate class preparation is another problem, even with highly motivate novices. If they are not experienced enough to design activities and assess their student's performance, they may well feel dissatisfied with their first classes (Al-Mahrooqi, 2011). Such teachers need guidance in bringing what they have learned to real teaching situations. Professional training, as a matter of urgency, must equip new teachers with strategies for communication, course design and classroom management (Toren & Iliyan, 2007, Al-Mahrooqi, 2011), not to mention how to face heavy teaching loads.

Problems around school conditions and environments top the categorization list for Toren and Iliyan (2007). Some schools, they say, lack good equipment and modern apparatus, especially in the area of instructional media, which progressive-minded novices find very frustrating.

Not only can the classroom be a problematic site; a novice's relationship and communication with colleagues can be difficult too. Because they are new and "alien", they might not be involved in much communication with their colleagues and the principal (Sarwar, Aslam & Rasheed, 2010, p. 9), at a time when they badly need collegial support and an accepting leadership. "A supportive principal can play a key role in helping first-year teachers find a mentor teacher, take part in professional development, and make full use of planning time (Working with Principals: Advice for New Teachers, n.d)

Nor should student attitudes be underestimated. Inexperienced teachers often expect students to accept them immediately and feel deeply shocked when they are rejected, forgetting perhaps that students naturally differ in their way of thinking, perception and understanding, and that as beginners they are likely to be given those who are uninterested and disruptive. Research has found that pre-service Omani EFL teachers find negative student attitudes and misbehaviour a challenge (Al-Mahrooqi, 2011). Hence, it is important to investigate how EFL teachers'

performance is affected by bad behaviour: the record certainly shows that Omani EFL trainees find it very challenging indeed. But is this still true when they become full-time instructors?

It is of course the teacher's task to create comfortable and interesting environments in which students feel at ease to question, participate, and problem solve. Collinson (1996) says, "Teachers can develop a sense of trust in students within the classroom by being fair, reasonable, respectful, and consistent" (p. 40). They should, he adds, establish their authority from the beginning, while strongly emphasizing their accessibility and liberality, so that students feel comfortable enough to make comments, discuss, and suggest their own ideas. Clearly, effective communication between teachers and students can only occur after creating trust, so that students will see their teacher as a tolerant and respectful friend rather than as a mere knowledge transmitter (Collinson, 1996). But how well equipped are new EFL teachers in this area and what challenges do they face?

Excessive parental expectation is yet another problem for new teachers because it places the onus squarely on their shoulders to guide children towards educational success. Parents, however, might well ignore their obligation to work cooperatively with teachers in a joint effort to secure successful academic outcomes (Collinson, 1996).

The above discussion unearths a host of factors affecting novice teachers' performance and adjustment. It remains to be seen now if beginning EFL teachers in particular face these same challenges.

3. Description of the Context

English was important for Oman even before its renaissance in 1970, when His Majesty Sultan Qaboos bin Said ascended the throne (Al-Busaidi, 1995), but after 1970 it assumed a new importance as an essential aid in the modernization of the country, the acquisition of science and technology, and in communication with the rest of the world (Al-Mahrooqi & Tuzlukova, 2010). Initially, under what was called the General Education system, English was taught in schools from the fourth grade. During the academic year 1998/1999, however, it began to be taught from grade one in a new system called Basic Education, which was implemented experimentally in 17 schools (Ministry of Education, 2005). The first cohort to receive 12 years of English teaching under this system graduated in 2012. Oman's EFL teachers are a multinational group, though locals now comprise the majority as graduates from Sultan Qaboos University, former Teacher Intermediate Colleges (now called Colleges of Applied Sciences), and other regional or international institutions. Due to the task's demanding nature, these teachers face diverse problems, language loss among them. This can happen for several reasons, including a non-English speaking environment and extra-curricular workloads (Al-Mahrooqi & Sultana, 2012). Another problem is related to low student motivation and their negative attitudes towards English (Al-Mahrooqi & Asante, 2010). Lack of resources is yet another challenge. Beginning Omani EFL teachers might experience these difficulties very acutely. Thus, because the government invests large sums in teacher training, and because the services of its teachers is urgently needed for schools to become self-sufficient and accumulate experience, it is important to smooth the path of new recruits by identifying and tackling the problems they will face. Hence the present study.

4. The study

The study was carried out in Oman's Al Sharqiya Region. The reason for choosing this area is that it is around 250 km from Muscat, the capital, and thus is culturally conservative. This fact might affect attitudes towards English and those who teach it, and in turn might limit the amount of support teachers get from the parents, students, principals and the community. Across Oman in general, attitudes towards English range between being negative, mildly positive or very positive, though negative attitudes remain predominate (Al-Mahrooqi, Abrar-ul-Hassan, & Asante, 2012). Because teacher attrition is such a dangerous phenomenon in an evolving educational system like Oman's, it is important to promote professional retention by investigating factors that could impede beginning teachers' adjustment and well-being.

4.1. Participants:

The study involved English teachers from the Al Sharqia Region, the sample including 42 participants, 20 female and 22 male. They taught in primary or secondary schools and their experience, as shown in Table (1), did not exceed five years.

Table 1: Grouping of participants according to years of experience

Years of experience	Number	Percentage
1-2 years	17	40%
2-3 years	13	31%
3-5 years	12	29%

4.2. Instruments

Addressing the main purpose of the study, a questionnaire was designed to investigate problems facing novice English teachers. Selected problems related to *the school, the teacher, and the students*. More specifically, items were included that investigated the preparedness of schools, including their possession of good equipment, their location, and their provision of health and safety services. To accommodate the critical matter of a school either supporting or handicapping novice teachers, two sections of the questionnaire covered this. There were also items that investigated teachers' personal problems, their relationships with colleagues and the administration, their training, and their ability to cope with practical problems. Two sections were involved here which distinguished between teachers' personal concerns and their relationships within the school. The questionnaire finally sought to examine the effect of student attitudes on novice teachers, the latter's ability to deal with special-needs and uninterested students, and their ability to manage misbehaviour. An open-ended question asked teachers to suggest how their problems might be solved.

4.3 Data Analysis and Discussion

This study asked the following two questions:

1. What are the main challenges facing Omani beginning English teachers in their first year of teaching?
2. What are some of the solutions that could lessen the impact of those challenges and support beginning teachers?

Using descriptive statistics such as means and percentages, quantitative data was analyzed. Statistics were calculated for all the questionnaire's sections and subsections and the qualitative data was classified according to the proposed solutions.

The results indicated that workload problems topped the list, receiving an overall mean of 3.56, while problems arising from teachers' relationships with colleagues and administrators received the lowest mean (2.07). This clearly is a crucial finding.

Regarding schoolwork requirements, as shown in Table 2, the majority of respondents ranked item (2) as their major problem (mean= 3.88). Item (1) received a mean of 3.00 and item (3) a mean of 3.80, which highlights beginning teachers' incompetence in carrying out their duties and their poor self-management skills. A significant finding here is that three-quarters of those handicapped by their initial year teaching load blamed this on extra work unrelated to teaching English, such as organizing activities and workshops.

Table 2: Problems related the nature of work and its requirements

No.	The Statements	D	N	A	Mean
1.	I could not manage administrative or extra work that was not directly related to teaching English.	38%	10%	52%	3
2	I got bothered by the long hours of teaching.	14.2%	4.7%	80.8%	3.88
3	I was overwhelmed by the many responsibilities I had.	12%	12%	76%	3.80
	Average mean	21%	8.9%	69.6	3.56

Table 3 reflects respondents' concern about class numbers, as they ranked item (2), receiving a mean of 3.4, as a crucial element in student-related problems. Clearly large numbers militate against effective classroom control and management. Such a situation denies equal opportunities for all students to participate, creating negative attitudes towards the teacher and possible misbehaviour - a difficult and stressful matter for new teachers.

Including special-needs students within normal classes, as shown by item (3), was also seen as problematic, receiving a mean score of 3.4. New teachers, noting that their training had not prepared them to deal with such cases effectively, felt in dire need of assistance from specialists. In addition, 50% of respondents appeared not to have been unduly frustrated by some students' misbehavior as represented by item (1), which received a mean score of 2.7. Thirty five per cent, however, responded positively to the statement "It was difficult to manage

students' misbehaviour", a challenge that needs to be addressed through the cooperation between teachers, parents and school administrators. This challenge is also faced by pre-service teachers as Al-Mahrooqi's 2011 study revealed.

Table 3: *Problems related to students*

No.	The Statements	D	N	A	Mean
1.	1. It was difficult to manage students' misbehavior.	50%	14%	35%	2.7
2	2. Having lots of students in one classroom put me under pressure.	33%	2%	65%	3.4
3	3. I was struggling while teaching students with special needs.	23%	17%	60%	3.4
	Average mean	35%	11%	53.3%	3.0

With a mean score of 2.7, item (1) shows that almost half of the participants were initially hired in schools far from home, which, as Table 4 reveals, created feelings of isolation from facilities, including health and safety services. Working in remote areas without such facilities might certainly affect a new teacher's ability to carry out their duties effectively.

Table 4: *Problems related to the school condition*

No.	The Statements	D	N	A	Mean
1.	The school I was teaching in was far away from my hometown.	50%	2%	48%	2.7
2	The village in which the school was located did not provide sufficient transportation.	52%	7%	41%	2.6
3	The village in which the school was located did not have health and safety services.	52%	14%	34%	2.5
	Total mean	51.3%	7.66%	41%	2.6

Table 5 shows novice teachers as seriously concerned about personal problems. Many, for example, seem unable to strike a balance between work and their private life. This can be inferred from responses to item (1) (mean=2.8) and item (2) (mean= 2.6), which report almost half of the participants lacking this ability. This might be explained by their relative youth and immaturity on first appointment and, as Table 1 and Table 5 show, on being assigned to remote areas, having to leave their families – their most supportive network. This can cause not just personal discomfort but anxiety about their parents and siblings now far away.

Table 5: *Problems related to the teacher's personal life*

No.	The Statements	D	N	A	Mean
1.	It was hard to balance work requirements and personal life.	46%	12%	42%	2.8
2	I was always preoccupied with my family's problems.	52%	17%	31%	2.6
3	I suffered from homesickness because of being far away from home.	48%	14%	39%	2.6

As for teachers' training and ability to prepare lessons, responses revealed that more than 30% of participants had concerns in this area too as shown in Table 6. Also, they were hampered by a lack of technology since their schools were ill-equipped, a predicament preventing creative and innovative teaching. Put simply, as item (2) (mean=2.6) shows, they could not convey their knowledge effectively. Further, one third of the participants were unable to manage their time well enough to find opportunities for lesson preparation. This was revealed by item (1) which received a mean score of 2.4.

Table 6: *Problems related to curriculum and lesson planning*

No.	The Statements	D	N	A	Mean
1.	I did not have enough time to prepare for lessons.	59%	10	31	2.4
2	There were not sufficient technological devices to help me convey knowledge to students.	58%	7%	35%	2.6
	Average mean	58.5%	8.5%	33%	2.5

On the other hand, respondents seemed, for the most part, to have good relationships with their colleagues and administrators. While a quarter felt unassisted by those already established in the profession, the majority (64%) found them supportive and cooperative, providing enough feedback to help them improve their performance. This was revealed by responses to item (3), which registered a 69% disagreement with the statement "In-service teachers did not evaluate my performance or give me feedback". This suggests that beginning teachers' relationship with their senior colleagues is not a challenge but an asset. By contrast, school principals did not appear so supportive since 33% of respondents agreed with the statement "The principal did not appreciate my hard work and effort". There seems to be obvious room for improvement here since tense teacher-principal relationships are a known threat to a school's good working atmosphere (Stansbury & Zimmerman, 2000).

Table 7: *Problems related to the teacher's relationships with his/her colleagues and administration*

No.	The Statements	D	N	A	Mean
1	The principal did not appreciate my hard work and effort.	57%	10%	33%	2.5
2	In-service teachers did not work cooperatively with me as a beginning teacher.	64%	10%	26%	2.2
3	In-service teachers did not evaluate my performance or give me feedback	69%	12%	19%	2.07

4.4 Possible solutions

The open-ended question mainly sought solutions to the problems of novice teachers. Participants all stressed the importance of collegial support in assessing and reinforcing their performance. More than ten teachers claimed they lacked this, even though they sincerely wanted to improve their performance. They also stressed a need for effective training in how to deal with students in different grades. In general, they said, their pre-service training had been more theoretical than practical, an observation echoing Al-Mahrooqi's finding in 2011. It should come as no surprise that concern arose about students' attitudes towards their teachers and the English language. Respondents said that "some students do not like English" and that "students are not motivated to learn the language", claims also supported by previous research (Al-Mahrooqi, 2011; Al-Mahrooqi et al, 2012). To improve student motivation it was suggested that the community and parents should cooperate with teachers in urging the importance of English for their children's education and future employment.

The solutions offered echo those of Stansbury and Zimmerman (2000), which included programs providing emotional, personal, and task-focused support. Meanwhile, it is a duty of the schools and the Ministry of Education to establish support networks for all beginning teachers, and for English language teachers in particular because of hostile attitudes to their subject, especially in remote areas of the country. This will enhance the teaching quality of novices, contribute to their professional development, and ensure teacher retention.

5. Findings

Aiming to pinpoint the problems encountered by Omani novice English teachers, the study found that these were many and can be categorized as followed: work-related requirements, school conditions, teachers' personal problems, and teachers' relationships with colleagues and administrators. Excessive workloads constituted the hardest challenge, with their associated tasks of lesson preparation, demanding schedules, homework, and test marking. In terms of school conditions, participants expressed concern about a lack of modern equipment to help the learning process and facilitate new methods of teaching. Personal problems also loomed large, with participants incapable of striking a balance between work demands and personal responsibilities. More positively, however, a majority of participants had good inter-personal relations with their colleagues and worked cooperatively with them.

As for suggested solutions, respondents were clearly in need of urgent support to help them carry out their professional duties effectively. This related to discomfort with high stress levels experienced when working in new environments. More senior teachers can help with this by assuring their new colleagues that such an experience is normal and temporary.

6. Conclusion and Recommendations

Since work overload is a central problem, reducing the number of tasks assigned to novices would ease their way forward. And since leaving them with little or no support handicaps their adjustment and performance, school administrations should provide emotional and task-based support. Earlier studies have also offered solutions. For example, Stansbury and Zimmerman (2000) suggested programs that they classify under the following headings:

6.1. Personal and emotional support

Since novice teachers feel stressed at the start of their career, their stress levels can be markedly reduced by supportive colleagues assuring them of the normality of such an experience - a point already mentioned above. Effective though this might be, beginning teachers still need the principal's backing to promote their adjustment and involvement in the school's teaching culture (Stansbury and Zimmerman, 2000). Parental support can also be vital in cooperatively assisting teachers to observe and monitor students' behaviour and performance.

6.2. Task-focused support

Some novice teachers suffer from poor training in how to tackle their first classes effectively. They are likely to think that "their work performance is deemed acceptable only if they teach well, as defined and laid down by result and performance expectations" (Yuen-Fun, 2000, p. 5). In this case, they merely need immersion in "induction programs" that can help them to "approach new tasks and [solve] specific problems that crop up in their teaching" (Stansbury & Zimmerman, 2000, p. 4). It is seasoned teachers' responsibility to support beginners in planning their teaching schedule and giving them necessary feedback. Programs of collegial collaboration can be established wherein a team of experienced teachers is assigned to help beginners with questions of overall structure and support for planning curricula and instruction (Ibid). Besides, school principals should provide novice appointees with materials appropriate for addressing students' individual differences.

As this study was conducted to identify problems encountered by Omani beginning English teachers in the Al Sharqia Region, a more comprehensive study could investigate whether these same problems are common across other regions of the country.

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Appendix A

A questionnaire on the Problems Encountered by Omani Beginning Teachers

This study aims to identify the problems encountered by Omani beginning teachers. Kindly, fill in this questionnaire providing candid information. Please be assured that your answers will remain confidential and will only be used for research purpose. Please, choose the answer that applies to you.

Background Information:

1. Gender: male female
2. Years of experience:
3. School level/grades:

A: For every item, please tick in the column that best describes your response:

SD: Strongly Disagree, D: Disagree, N: Neutral, SA: Strongly Agree, A: Agree

1. Problems related the nature of work and its requirements:

• **As a beginning English language teacher,**

The Statement	SD	D	N	A	SA
1. I could not manage administrative or extra work that was not directly related to teaching English.					
2. I got bothered by the long hours of teaching.					
3. I was overwhelmed by the many responsibilities I had.					

2. Problems related to the teacher’s relationships with his/her colleagues and administration.

• **As a beginning English language teacher,**

The Statement	SD	D	N	A	SA
1. The principal did not appreciate my hard work and effort.					
2. In-service teachers did not work cooperatively with me as a beginner.					
3. In-service teachers did not evaluate my performance or give me feedback.					

3. Problems related to students.

• As a beginning English language teacher,

The Statement	SD	D	N	A	SA
1. It was difficult to manage students' misbehavior.					
2. Having lots of students in one classroom put me under pressure.					
3. I was struggling while teaching students with special needs.					

4. Problems related to the curriculum and lesson planning.

• As a beginning English language teacher,

The Statement	SD	D	N	A	SA
1. I did not have enough time to prepare lessons.					
2. There were not sufficient technological devices to help me convey knowledge to students.					

5. Problems related to the teacher's personal life.

• As a beginning English language teacher,

The Statement	SD	D	N	A	SA
1. It was hard to balance work requirements and my personal life.					
2. I was always preoccupied with my family's problems.					
3. I suffered from homesickness because of being far away from home.					

6. Problems related to the school.

• As a beginning English language teacher,

The Statement	SD	D	N	A	SA
1. The school I was teaching in was far away from my home town.					
2. The village in which the school was located did not provide sufficient transportation.					
3. The village in which the school was located did not have health and safety services.					

B: Please suggest solutions that can lessen the impact of challenges facing novice teachers and suggest ways that can improve their adjustment and performance.
