

Krisztina Szócs

NOVICE LANGUAGE TEACHERS' EXPERIENCES AND CHALLENGES IN THEIR FIRST YEARS OF TEACHING

1. Introduction

Transitioning from teacher education programs to actual classroom teaching contexts can be rather challenging for new language teachers. Even with comprehensive training in pedagogy and language acquisition theories, the realities of teaching often present unexpected difficulties that require more than just theoretical knowledge to navigate through.¹ These early experiences are vital, as they contribute to their professional identity formation and will have an impact on their career path.²

The present study reviews previous research on novice language teachers' experiences in their first years of practice, focusing on key challenges such as classroom management, curriculum development and professional identity formation. It also looks into coping strategies, like mentoring, reflective practice, peer collaboration, and also explores the role of professional development in helping novice teachers during this transitional period.

2. Challenges faced by novice language teachers

Is teaching a “profession that eats its young”?³ Beginner language teachers encounter a wide range of challenges as they start their careers, among the most significant are managing the classroom, creating effective curricula, and the complex process of establishing a professional identity. These challenges can be made more difficult by factors like institutional expectations, the diversity of students, and the shift from theoretical concepts to their practical application in real classroom settings. Although teacher education programs provide vital foundational knowledge, the teaching experience often uncovers unforeseen difficulties that require adaptable strategies and ongoing professional growth.

2.1 Classroom management

Classroom management is consistently identified as a major challenge for novice teachers. Although most of them are theoretically prepared to handle classroom behavior, the unpredictability of student interactions and the need to maintain an

¹ JOHNSON, Karen E.: *Second language teacher education: A sociocultural perspective*. Routledge, New York, 2020.

² FARRELL, Thomas S. C.: *Reflecting on reflective practice: (Re)visiting Dewey and Schön*. TESOL Journal, 2016/4. 729–739.

³ FARRELL, Thomas S. C.: *TESOL, a Profession That Eats Its Young! The Importance of Reflective Practice in Language Teacher Education*. Iranian Journal of Language Teaching Research, 2016/3. 97–107.

effective learning environment often present hardship.⁴ Adequate classroom management is critical in creating a productive learning atmosphere; however, it is considered one of the most difficult aspects of teaching for beginners.

A key issue in managing the language class is establishing authority: novice teachers struggle with asserting their role as a leader or controller, particularly when dealing with students who test boundaries. Without clear and consistent classroom rules, teachers may find themselves facing frequent disruptions that might lead to frustration and reduced instructional time. Proactive classroom management strategies, such as establishing routines and clear expectations at the beginning of the teaching process were found to be essential,⁵ as these might minimize behavioral issues and maintain a positive and productive classroom atmosphere.

Classroom management issues are particularly evident in classrooms where students come from various cultural and linguistic backgrounds, and the teacher must balance the needs of individuals with the class as a whole.⁶ Teachers at the beginning of their career may struggle with maintaining motivation and task engagement among students with differing proficiency levels, learning preferences and behavioral norms. In addition, students with special learning needs may require special treatment and extra attention, further complicating classroom dynamics for which novice teachers might not be ready.

Student motivation, therefore, participation is also closely linked to classroom management issues: teachers must apply a range of strategies, including differentiated instruction, positive reinforcement, and culturally responsive teaching, to create and maintain students' motivation and engagement. However, new teachers frequently lack the experience to apply these techniques effectively, resulting in frustration and self-doubt. Continuous mentorship and professional development opportunities can help bridge this gap, empowering novice teachers to build confidence and enhance their classroom management skills.

2.2 Curriculum design

Another area of difficulty is creating lesson plans that are in line with curricular standards and address students' different learning needs. Novice teachers often struggle with differentiation to meet the needs of students with varying proficiency levels and learning preferences. Furthermore, they are often required to adapt already existing curricula or create their own from scratch, a task for which many feel un- or underprepared.⁷ The pressure to create engaging and effective lessons can contribute to feelings of inadequacy and anxiety.

⁴ VEENMAN, Simon: *Perceived problems of beginning teachers*. Review of Educational Research, 1984/2. 143–178.; MALDEREZ, Angi–HOBSON, Andrew J.–TRACEY, Louise–KERR, Louise: *Becoming a student teacher: Core features of the experience*. European Journal of Teacher Education, 2007/3. 225–248.

⁵ EVERTSON, Carolyn M.–WEINSTEIN, Carol S. (Eds.): *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*. Routledge, Mahwah, NJ, 2006.

⁶ HARMER, Jeremy: *The practice of English language teaching (5th ed.)*. Pearson Education, Harlow, 2015.

⁷ RICHARDS, Jack C.–FARRELL, Thomas S. C.: *Practice Teaching: A Reflective Approach*. Cambridge University Press, 2011.

Finding the right balance between curriculum requirements and student-centered teaching also was found to be challenging. Although many language teaching methodologies focus on communicative competence and engaging students, strict curricular frameworks can restrict creative and interactive methods. New teachers frequently feel caught between the need to meet institutional expectations, like standardized tests and language proficiency standards, and addressing the unique needs of their students.⁸

Textbooks provide a structured method for teaching and learning languages, but they often fail to align with students' age, interests, or skill levels. This misalignment can lead to difficulties for many new teachers in choosing the right materials. To address this, teachers often adapt or enhance these resources with authentic materials such as news articles, videos, and online content, creating a more dynamic learning experience.⁹ However, the process of selecting and adapting materials demands time, expertise, and an understanding of students' backgrounds, which can be overwhelming for those who are just starting their teaching careers.

Another important aspect of curriculum design is time management. For novice teachers, the task of planning and preparing lessons can be very time-consuming, particularly as they are still refining their teaching strategies. Many new teachers report that they spend a significant amount of time outside of class perfecting their lesson plans, which can contribute to stress and burnout.¹⁰ As they become more experienced, teachers usually find more effective ways for lesson planning, such as using templates, collaborating with colleagues, and using student feedback to improve their teaching methods over time.

2.3 Professional identity formation

The development of a professional identity is an ongoing process for novice teachers. Farrell¹¹ refers to the concept of "practice shock," which describes the disillusionment many new teachers experience when the reality of teaching does not align with their expectations. This phenomenon is especially prevalent among language teachers, who must navigate between linguistic competence, pedagogical expertise, and cultural awareness in their teaching practice.

Novice teachers frequently encounter conflicting expectations from students, colleagues, and school administrations, which can challenge their beliefs and lead them to doubt their competences and fit for the profession.¹² For instance, institutional demands might require teachers to follow strict curriculum guidelines, while their personal teaching philosophy may prioritize student-centered learning and adaptability. Balancing these tensions can be both emotionally and professionally exhausting. New teachers often receive feedback about their

⁸ NATION, Paul–MACALISTER, John: *Language Curriculum Design*. Routledge, 2010.

⁹ GRAVES, Kathleen: *Designing language courses: A guide for teachers*. Heinle & Heinle, 2000.

¹⁰ BORG, Simon: *Teacher cognition and language education: Research and practice*. Continuum, 2006.

¹¹ FARRELL, Thomas S. C.: *The practice of reflective teaching in second language teaching*. TESOL Press, Alexandria, VA, 2016.

¹² ALSUP, Janet: *Teacher identity discourses: Negotiating personal and professional spaces*. Lawrence Erlbaum Associates, Mahwah, NJ, 2006.

work from mentors, administrators, and students, which can significantly affect how they view their own effectiveness. While constructive feedback is vital for development, overly critical evaluations can damage confidence and increase self-doubt. Additionally, many novice teachers experience imposter syndrome, feeling unqualified or lacking the necessary skills to be effective educators.¹³ The support and guidance from colleagues and mentors is essential in shaping a teacher's professional identity: collaborative teaching environments, professional learning communities, and mentorship programs offer novice teachers opportunity to share experiences, seek advice, and gradually develop their teaching philosophy over time.¹⁴ Unfortunately, not all teachers have access to such support systems, which can intensify feelings of isolation and uncertainty. The transition from pre-service teacher education to in-service teaching represents a crucial change in identity.

Teacher training programs typically focus on pedagogical theories and best practices, but the realities of classroom teaching often call for a degree of flexibility and adaptability. Novice teachers often realize that they need to adjust their teaching beliefs as they gain practical experience, resulting in a professional identity that evolves through the challenges and successes they encounter in the language classroom.¹⁵

3. Coping mechanisms and support systems

Although novice language teachers face numerous challenges, there are several support systems that have been recognized as effective in helping them evolve from student teachers into confident professionals. These mechanisms include structured mentoring, reflective practice, peer collaboration, and continuous professional development.

3.1 Mentoring

Mentoring is often seen as one of the best ways to assist new teachers in their early years. Typically, mentoring programs pair novice teachers with experienced colleagues who offer guidance, constructive feedback, and emotional support¹⁶. Research has shown that formal mentoring programs can enhance teacher retention rates and help novice teachers cultivate essential classroom management and instructional skills.¹⁷ However, the effectiveness of these programs relies on their structure; simply assigning a mentor is not enough. Consistent and purposeful interactions are crucial to enable new teachers to manage the real-world

¹³ TSCHANNEN-MORAN, Megan–HOY, Anita Woolfolk: *Teacher efficacy: Capturing an elusive construct*. Teaching and Teacher Education, 2001/17. 783–805.

¹⁴ DAY, Christopher–GU, Qing: *Resilient teachers, resilient schools: Building and sustaining quality in testing times*. Routledge, London, 2007.

¹⁵ JOHNSON, Karen E.–OLOMBEK, Paula R.: *Mindful L2 teacher education: A sociocultural perspective on cultivating teachers' professional development*. Routledge, 2016.

¹⁶ FEIMAN-NEMSER, Sharon: *From preparation to practice: Designing a continuum to strengthen and sustain teaching*. Teachers College Record, 2001/6. 1013–1055.

¹⁷ INGERSOLL, Richard M.–STRONG, Michael: The impact of induction and mentoring programs for beginning teachers: A critical review of the research. Review of Educational Research, 2011/2. 201–233.

challenges they encounter. Successful mentoring programs include structured meetings, goal-setting exercises, and opportunities for co-teaching. Schools that implement mentorship initiatives often see increased teacher confidence and effectiveness.¹⁸ Additionally, online mentoring platforms can extend support beyond geographical boundaries, making it possible for novice teachers to connect with experienced educators worldwide. Mentoring offers essential emotional and psychological support, especially for new teachers who might face self-doubt and stress. A strong mentoring relationship helps build resilience by equipping teachers with problem-solving skills and expanding their professional networks.¹⁹ Additionally, mentors themselves often benefit from these relationships, as they gain fresh perspectives and refine their leadership skills.

3.2 Reflective practice

Observation as part of reflective practice helps novice teachers see both what they are doing well and what may still need some work. According to Schön,²⁰ reflective practice in teachers leads to alteration and evolution of their teaching habits. This can include the use of reflective tools, such as teaching journals or peer observations, which provide teachers an opportunity to process their experiences and know their teaching practices better. Thus, reflective practice is conducive to continuous learning and modification of their practice.²¹

Reflective practice can be further enhanced through participation in action research or teacher study group projects. These interventions allow teachers to document their experiences, methodically examine classroom issues, and make data-driven adjustments. Integrating reflection into teacher preparation programs also can enable teachers to adopt this practice early in their teaching career.²² Self-reflection could be in the form of audio or video recordings of classes, feedback from colleagues, and formal self-assessments. Guided reflection in the form of workshops or coaching sessions also has promise for helping teachers gain more insight into their teaching decisions and interactions with students.²³

3.3 Peer collaboration

Peer support is a further significant element in encouraging new teachers. Professional learning communities enable teachers to learn from one another,

¹⁸ WANG, Jian–ODELL, Sandra J.: *Mentored learning to teach according to standards-based reform: A critical review*. Review of Educational Research, 2002/3. 481–546.

¹⁹ HUDSON, Peter: *Mentoring as professional development: 'Growth for both' mentor and mentee*. Professional Development in Education, 2012/5. 771–783.

²⁰ SCHÖN, Donald A.: *The reflective practitioner: How professionals think in action*. Basic Books, New York, 1983.

²¹ FARRELL, Thomas S. C.: *The practice of reflective teaching in second language teaching*. TESOL Press, Alexandria, VA, 2016.

²² LARRIVEE, Barbara: *Transforming teaching practice: Becoming the critically reflective teacher*. Reflective Practice, 2000/3. 293–307.

²³ ZEICHNER, Kenneth M.–LISTON, Daniel P.: *Reflective Teaching: An Introduction*. Lawrence Erlbaum Associates, Mahwah, NJ, 1996.

exchange experiences, and seek advice in a secure setting.²⁴ Beginner teachers who participate in professional learning communities feel less isolated and more confident in solving issues.²⁵ Professional learning communities also promote collaborative problem-solving, which can lead to more innovative and effective teaching strategies.²⁶

Apart from professional learning communities, novice teachers can learn through collaborative lesson planning, peer coaching, and team teaching. School leaders should foster collaboration culture by organizing frequent professional development meetings and building a sense of community among teachers. Online forums and social media groups are also effective platforms where teachers can exchange ideas, resources, and receive feedback.²⁷ Furthermore, peer collaboration also serves to reduce teacher burnout by fostering a sense of belonging and support.²⁸ Joint problem-solving and idea-generation meetings provide novice teachers' varied perspectives and practical solutions for addressing chronic problems. When novice teachers engage in meaningful professional dialogue, they feel more confident in their own instructional practices and experience heightened feelings of professional identity.

4. Professional development

Ongoing professional development is critical for new teachers to become confident and competent classroom practitioners. Workshops and training sessions that focus on practical skills, for instance, on differentiated instruction, integration of technology, and classroom management, can help new teachers bridge the gap between theory and practice.²⁹ Professional development allows teachers to remain current with educational trends and learn new strategies that address the particular problems of language teaching.

Structured professional development programs provide opportunities for experiential learning, mentorship, and peer-to-peer collaboration. Schools that specialize in particular professional development programs provide a platform where novice teachers can continually refine their pedagogy.³⁰ Additionally, professional organization membership and conference attendance allow teachers to expand their knowledge base, learn from experts, and adopt new pedagogical

²⁴ STOLL, Louise–BOLAM, Ray–McMAHON, Agnes–WALLACE, Michelle–THOMAS, Sally: *Professional learning communities: A review of the literature*. Journal of Educational Change, 2006/4. 221–258.

²⁵ WENGER, Etienne: *Communities of practice: Learning, meaning, and identity*. Cambridge University Press, Cambridge, 1998.

²⁶ HORD, Shirley M.: *Professional learning communities: An overview*. In: HORD, Shirley M. (Ed.): *Learning together, leading together: Changing schools through professional learning communities*. Teachers College Press, New York, 2004. 5–14.

²⁷ TRUST, Torrey–KRUTKA, Daniel G.–CARPENTER, Jeffrey P.: *"Together we are better": Professional learning networks for teachers*. Computers & Education, 2016/102. 15–34.

²⁸ LITTLE, Judith W.: *The Persistence of Privacy: Autonomy and Initiative in Teachers' Professional Relations*. Teachers College Record, 1990/4. 509–536.

²⁹ RICHARDS, Jack C.–FARRELL, Thomas S. C.: *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press, Cambridge, 2005.

³⁰ BORG, Simon: *Teacher cognition and language education: Research and practice*. Continuum, 2006.

strategies.³¹ Moreover, research shows that continuously supported novice teachers who are nurtured through professional development are more likely to stay in the profession.³² Schools that care about their professional development will benefit from individual teachers as well as educational quality and motivate teachers to pursue lifelong learning.³³

5. Building resilience

Resilience is an important quality for new teachers, particularly as they navigate the storms of their initial years in the classroom. Growth mindset – the recognition that ability can be developed through practice and persistence – has been shown to enable teachers to more successfully endure difficult situations.³⁴ Availability of mental health resources and work-life balance initiatives can also safeguard teachers from the emotional strain that contributes to burnout.³⁵ Strategies such as stress management training sessions, mindfulness education, and peer support groups have been successful at fostering resilience in teachers.³⁶ Schools that are aware of the importance of teacher wellbeing have a more resilient teaching staff.

Furthermore, establishing positive working relationships with students and colleagues can provide emotional support and increase a teacher's sense of purpose.³⁷ To sum up, resilience is not just an individual trait but also a quality that can be developed through supportive policy, professional growth, and a positive school climate. Schools that recognize and address the challenges novice teachers face have a key role to play in guaranteeing their long-term success as professionals.

6. Conclusions

The challenges faced by novice language teachers are interrelated and inseparably connected to their professional and personal development. Research revealed that classroom management, curriculum planning, and professional identity formation are among the most vital issues that novice teachers must confront. These issues need to be resolved through a synergy of technical strategies, organizational support, and ongoing professional development practices. Schools can help novice teachers adjust more smoothly into their professional roles and ensure

³¹ GARTON, Sue–RICHARDS, Jack C.: *Professional Encounters in TESOL: Discourses of Teachers in Teaching*. Palgrave Macmillan, 2018.

³² DARLING-HAMMOND, Linda–RICHARDSON, Nikole: *Teacher learning: What matters?* Educational Leadership, 2009/5. 46–53.

³³ GUSKEY, Thomas R.: *Professional Development and Teacher Change*. Teachers and Teaching: Theory and Practice, 2002/3–4. 381–391.

³⁴ DWECK, Carol S.: *Mindset: The new psychology of success*, Random House, New York, 2006.

³⁵ GU, Qing–DAY, Christopher: Challenges to teacher resilience: Conditions count. British Educational Research Journal, 2013/1. 22–44.

³⁶ JENNINGS, Patricia A.–GREENBERG, Mark T.: *The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes*. Review of Educational Research, 2009/1. 491–525.

³⁷ DAY, Christopher–GU, Qing: *Resilient Teachers, Resilient Schools: Building and Sustaining Quality in Testing Times*. Routledge, 2014.

long-term career sustainability by recognizing these challenges and providing targeted support and teacher training programs. Therefore, institutions will have the potential not only to ensure greater teacher retention but also bring greater quality of education by investing young teachers, thus laying the foundation of the next generation of educators, who are capable, resilient, and prepared to inspire their students.

References

- ALSUP, Janet: *Teacher identity discourses: Negotiating personal and professional spaces*, Lawrence Erlbaum Associates. Mahwah, NJ, 2006.
- BORG, Simon: *Teacher cognition and language education: Research and practice*. Continuum, 2006.
- DARLING-HAMMOND, Linda–RICHARDSON, Nikole: *Teacher learning: What matters?* Educational Leadership, 2009/5. 46–53.
- DAY, Christopher–GU, Qing: *Resilient teachers, resilient schools: Building and sustaining quality in testing times*. Routledge, London, 2007.
- DAY, Christopher–GU, Qing: *Resilient Teachers, Resilient Schools: Building and Sustaining Quality in Testing Times*. Routledge, 2014.
- DWECK, Carol S.: *Mindset: The new psychology of success*. Random House, New York, 2006.
- EVERTSON, Carolyn M.–WEINSTEIN, Carol S. (Eds.): *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*. Routledge, Mahwah, NJ, 2006.
- FARRELL, Thomas S. C.: *The practice of reflective teaching in second language teaching*. TESOL Press, Alexandria, VA, 2016.
- FARRELL, Thomas S. C.: *TESOL, a Profession That Eats Its Young! The Importance of Reflective Practice in Language Teacher Education*. Iranian Journal of Language Teaching Research, 2016/3. 97–107.
- FEIMAN-NEMSER, Sharon: *From preparation to practice: Designing a continuum to strengthen and sustain teaching*. Teachers College Record, 2001/6. 1013–1055. DOI: [10.1111/0161-4681.00141](https://doi.org/10.1111/0161-4681.00141)
- GU, Qing–DAY, Christopher: *Challenges to teacher resilience: Conditions count*. British Educational Research Journal, 2013/1. 22–44. DOI: [10.1080/01411926.2011.623152](https://doi.org/10.1080/01411926.2011.623152)
- HARMER, Jeremy: *The practice of English language teaching (5th ed.)*. Pearson Education, Harlow, 2015.
- HORD, Shirley M.: *Professional learning communities: An overview*. In: HORD, Shirley M. (Ed.): *Learning together, leading together: Changing schools through professional learning communities*. Teachers College Press, New York, 2004. 5–14.
- HUDSON, Peter: *Mentoring as professional development: ‘Growth for both’ mentor and mentee* = Professional Development in Education, 2012/38(5), 771–783. DOI: [10.1080/19415257.2012.749415](https://doi.org/10.1080/19415257.2012.749415)
- GARTON, Sue–RICHARDS, Jack C.: *Professional Encounters in TESOL: Discourses of Teachers in Teaching*. Palgrave Macmillan, 2018.
- GRAVES, Kathleen: *Designing language courses: A guide for teachers*. Heinle & Heinle, 2000.

- GUSKEY, Thomas R.: *Professional Development and Teacher Change*. Teachers and Teaching: Theory and Practice, 2002/3–4. 381–391.
DOI: [10.1080/135406002100000512](https://doi.org/10.1080/135406002100000512)
- INGERSOLL, Richard M.–STRONG, Michael: *The impact of induction and mentoring programs for beginning teachers: A critical review of the research*. Review of Educational Research, 2011/2. 201–233.
DOI: [10.3102/0034654311403323](https://doi.org/10.3102/0034654311403323)
- JENNINGS, Patricia A.–GREENBERG, Mark T.: *The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes*. Review of Educational Research, 2009/1. 491–525.
DOI: [10.3102/003465430832569](https://doi.org/10.3102/003465430832569)
- JOHNSON, Karen E.: *Second language teacher education: A sociocultural perspective*. Routledge, New York, 2020.
- JOHNSON, Karen E.–GOLOMBEK, Paula R.: *Mindful L2 teacher education: A sociocultural perspective on cultivating teachers' professional development*. Routledge, 2016.
- LARRIVEE, Barbara: *Transforming teaching practice: Becoming the critically reflective teacher*. Reflective Practice, 2000/3. 293–307.
DOI: [10.1080/713693162](https://doi.org/10.1080/713693162)
- LITTLE, Judith W.: *The Persistence of Privacy: Autonomy and Initiative in Teachers' Professional Relations*. Teachers College Record, 1990/4. 509–536.
DOI: [10.1177/016146819009100403](https://doi.org/10.1177/016146819009100403)
- MALDEREZ, Angi–HOBSON, Andrew J.–TRACEY, Louise–KERR, Louise: *Becoming a student teacher: Core features of the experience*. European Journal of Teacher Education, 2007/3. 225–248. DOI: [10.1080/02619760701486068](https://doi.org/10.1080/02619760701486068)
- NATION, Paul,–MACALISTER, John: *Language Curriculum Design*. Routledge, 2010.
- RICHARDS, Jack C.–FARRELL, Thomas S. C.: *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press, Cambridge, 2005.
- RICHARDS, Jack C.,–FARRELL, Thomas S. C.: *Practice Teaching: A Reflective Approach*. Cambridge University Press, 2011.
- SCHÖN, Donald A.: *The reflective practitioner: How professionals think in action*. Basic Books, New York, 1983.
- STOLL, Louise–BOLAM, Ray–McMAHON, Agnes–WALLACE, Michelle–THOMAS, Sally: *Professional learning communities: A review of the literature*. Journal of Educational Change, 2006/4. 221–258.
DOI: [10.1007/s10833-006-0001-8](https://doi.org/10.1007/s10833-006-0001-8)
- TRUST, Torrey, KRUTKA, Daniel G. – CARPENTER, Jeffrey P.: *"Together we are better": Professional learning networks for teachers* = Computers & Education, 2016/102. 15–34.
DOI: [10.1016/j.compedu.2016.06.007](https://doi.org/10.1016/j.compedu.2016.06.007)
- TSCHANNEN-MORAN, Megan–HOY, Anita Woolfolk: *Teacher efficacy: Capturing an elusive construct*. Teaching and Teacher Education, 2001/17. 783–805. DOI: [10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- VEENMAN, Simon: *Perceived problems of beginning teachers*. Review of Educational Research, 1984/2. 143–178.
DOI: <https://doi.org/10.2307/1170301>

- WANG, Jian–ODELL, Sandra J.: *Mentored learning to teach according to standards-based reform: A critical review*. Review of Educational Research, 2002/3. 481–546. DOI: [10.3102/003465430720034](https://doi.org/10.3102/003465430720034)
- WENGER, Etienne: *Communities of practice: Learning, meaning, and identity*, Cambridge University Press, Cambridge, 1998.
- ZEICHNER, Kenneth M., LISTON, Daniel P.: *Reflective Teaching: An Introduction*. Lawrence Erlbaum Associates, Mahwah, NJ, 1996.

Abstract

A KEZDŐ NYELVTANÁROK TAPASZTALATAI ÉS KIHÍVÁSAI A TANÍTÁS ELSŐ ÉVEIBEN

Ez a cikk a kezdő nyelvtanároknak a szakmában töltött első éveik során szerzett tapasztalatairól szóló legújabb kutatásokat vizsgálja. A tanulmány rávilágít a fő kihívásokra, amelyekkel e tanároknak szembe kell nézniük, beleértve az osztálytermi irányítást, az óratervezést és a szakmai identitás kialakulását. Ezen túlmenően foglalkozik a kezdő tanárokat segítő strukturális és intézményi támogatási rendszerekkel is. A szakirodalom áttekintésével a cikk hangsúlyozza a mentorálás, a kortársakkal való együttműködés és a szakmai fejlődés fontosságát, mint a kezdő tanárok fejlődését és megtartását segítő kulcsfontosságú mechanizmusokat. Az eredmények azt mutatják, hogy bár a kezdő tanárok különböző jelentős kihívásokkal szembesülnek, a hatékony támogatási rendszerek létfontosságú szerepet játszanak a rugalmasság és a hosszú távú siker előmozdításában tanári pályafutásuk során.

Kulcsszavak: kezdő tanárok, nyelvoktatás, mentorálás, szakmai fejlődés, osztályterem-menedzsment, tanári rugalmasság, tanári reziliencia.