

Original Paper

Exploring Pedagogical Adaptation Challenges Faced by Novice EFL Teachers in Higher Education: A Study from Hubei Province

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Received: March 19, 2024

Accepted: March 25, 2024

Online Published: May 06, 2024

doi:10.22158/eltls.v6n3p10

URL: <http://dx.doi.org/10.22158/eltls.v6n3p10>

Abstract

The novice teachers encountered numerous challenges upon embarking on their careers in schools. The primary obstacles typically arose from the misalignment between their teaching abilities and the practical demands of their work. This study, focusing on novice EFL teachers in Hubei Province, addressed the following inquiries from the perspectives of the theory of teachers' career development stage and the theory of work adjustment:

- *What were the challenges confronting novice EFL teachers regarding their teaching abilities in Higher Education Institutions in Hubei Province?*
- *What factors contributed to these challenges related to teaching capability?*
- *What approaches did novice teachers adopt to address these challenges?*

This study employed a qualitative approach, with three novice EFL teachers newly employed by three different institutions serving as informants. Data were gathered from teaching diaries, lesson plans, classroom observations, and interviews. The researchers identified and categorized challenges related to teaching capability and coping strategies mentioned in the diaries, corroborating them with data from other sources such as lesson plan reviews and classroom observations. Subsequently, the researchers conducted interviews to explore the underlying causes of these challenges and assess the effectiveness of the teachers' coping strategies.

Based on the analysis of the qualitative data, the study draws the following conclusions:

- *Novice EFL teachers encountered challenges across four dimensions: language proficiency,*

instructional design, classroom management, and feedback skills, as evidenced by data from language use, lesson structure, objective setting, and multimedia integration.

- *The challenges stemmed from personal factors, contextual influences, and external interventions.*
- *Novice EFL teachers endeavored to address these challenges, often effectively, by integrating theoretical knowledge with practical experience, seeking guidance from experienced colleagues, engaging in peer consultation, and conducting independent research.*

Keywords

novice EFL teachers, pedagogical adaptation, teaching capability, challenges, higher education

1. Introduction

Teachers are integral to the education system, serving as its cornerstone and driving force. The 2024 National Education Work Conference underscored the paramount importance of education in conjunction with the strength of teachers. Educational institutions worldwide grapple with fundamental questions, including how to best cultivate and support teachers. However, teaching is a demanding profession fraught with challenges. Novice educators, in the early stages of their careers, face numerous obstacles and complexities. The disparity between their capabilities and societal expectations, compounded by current circumstances, can lead to premature burnout and resignations. Prioritizing and bolstering the adaptability of novice teachers is crucial for their ongoing professional growth. This imperative propelled the researchers to undertake this study.

1.1 Background of the Study

Disparities between novice teachers' skills and societal expectations, alongside the dynamic educational environment, can precipitate early burnout and resignations. Recognizing the vital importance of supporting novice teachers, there is an urgent need to enhance their adaptability to diverse teaching contexts. This study aims to explore and address the challenges encountered by novice English as a Foreign Language (EFL) teachers in tertiary education institutions, specifically in Hubei Province, China. Existing literature has examined various adaptation challenges facing new educators, yet scant attention has been paid to specific challenges related to teaching capability, particularly among English Education graduates transitioning into roles as English instructors.

1.1.1 Novice Teachers

Meristo and Eisenschmidt (2012) defined novice teachers as newly qualified educators. For the purpose of this study, novice teachers are identified as individuals who have completed their education at normal universities, undergone pre-service training, and are in their first year of employment as teachers in universities.

1.1.2 Adaptation

Piaget (1970) conceptualized adaptation as the psychological processes involving both external behavior and internal cognition. In psychology, adaptation encompasses sensory adjustments triggered by continuous stimulation. For example, transitioning from a brightly lit environment to a dark one,

everything could not be seen at the beginning, and gradually be observed after a while. This is called dark adaptation. Conversely, adaptation phenomena extend to other senses such as smell, hearing, and taste, excluding pain. In sociology, adaptation pertains to individuals adjusting to their social environment.

Gu (1990) delineated three types of adaptation: Firstly, it entails organisms adjusting to their environment, wherein individuals alter themselves in response to environmental changes to achieve equilibrium. In physiology, sensory sensitivity may increase or decrease under sustained stimulation. Aside from the negligible adaptation of pain, all other sensations exhibit noticeable adaptation phenomena, albeit with varying rates and extents of change. Thirdly, adaptation denotes the balance between the individual's impact on the environment and the environment's influence on the individual. Adaptation, in the context of this study, refers to novice teachers mastering subject teaching knowledge, skills, and management methods. They adapt to the school environment and actively align with stable teaching objectives.

1.1.3 Teaching Capability

Teaching capability in this study denoted the comprehensive competencies required by educators to effectively fulfill teaching tasks, attain instructional objectives, and ensure teaching efficacy. It encompassed four dimensions: language proficiency, instructional design, classroom management, and feedback skills.

1.1.4 Theory of Teachers' Career Development Stage

Katz (1984) divided the teacher career into four stages according to teaching years: 1. seeking survival period; 2. consolidation period; 3. renewal period; 4. mature period. Based on the same basis, Huberman (1993) proposed a model for teachers' professional cycles: 1. career entry phase. It is a period of survival and discovery, spanning the first to third years of employment. 2. stabilization phase. The time span is the fourth to sixth years of employment. 3. experimentation and reassessment phase. This phase covers the seventh to twenty-fifth years. 4. serenity and conservatism phase. This phase extends from the twenty-sixth to thirty-third years. 5. withdrawal from teaching period. This period begins in the thirty-fourth year after teachers start working, signifying the conclusion of their careers. Additionally, Burden (1980) proposed three phases: stage of survival, stage of modification, and stage of maturity.

1.1.5 Theory of Work Adjustment

The theory of work adjustment, emerging from the University of Minnesota's work adjustment project in the 1960s (Dawis, 2005), emphasized the interplay between individuals, their work, and the work environment. It posits that optimal outcomes occur when individuals' abilities align with job requirements, and personal needs are met within the chosen profession.

The background of the study highlights the challenges novice teachers face in meeting societal expectations, prompting the need for enhanced adaptability, particularly among novice English as a Foreign Language (EFL) teachers in tertiary education institutions in Hubei Province, China. While

existing literature explores various adaptation challenges facing new educators, limited attention is given to specific issues related to teaching capability. Novice teachers, defined as newly qualified educators, must master subject knowledge and skills to align with teaching objectives. Teaching capability encompasses language proficiency, instructional design, classroom management, and feedback skills. Various theories of teachers' career development stages and work adjustment underscore the importance of adapting to the teaching profession.

1.2 Statement of Purpose

Based on the theory of teacher's career development stage and the theory of work adjustment, this study focused on the teaching capability challenges faced by novice EFL teachers in Higher Education Institutions in Hubei Province. Specifically, this study addressed the following objectives:

- 1) Conducted an in-depth understanding of the challenges faced by novice teachers in terms of teaching capability.
- 2) Analyzed the influencing factors of these teaching capability challenges.
- 3) Provided targeted and feasible strategies and measures to cope with the adaptation challenges.

The study proposed new ideas about case study and provided abundant data resources for the adaptation of novice EFL teachers by sorting out the literature on the challenges and influencing factors of teaching capability adaptation. It had certain reference significance to certain teaching theories. Furthermore, it aimed to raise awareness among educational workers about the importance of English teaching capability and help novice EFL teachers enrich their teaching practice. Additionally, the study aimed to offer practical guidance to educators for their pre-service training and career development.

The participants in this study comprised English teachers from three institutions in Hubei Province, all of whom were graduates of the English Education program at Hubei Normal University with postgraduate qualifications. They shared similar demographic characteristics, teaching experience, and instructional backgrounds, and were employed at Hubei University of Science and Technology, Hubei Health Vocational College, and Xianning Vocational Technical College.

The process of adapting teaching abilities for novice teachers is rapid and constantly evolving. Consequently, the findings of this study only reflect the situation during the research period, with anticipated significant changes for new English teachers in the future.

This study exclusively examined the adaptability of teachers' teaching abilities to challenges, omitting consideration of other potential factors affecting new teachers' adaptability, such as pre-service training and administrative burdens.

2. Method

The research was a case study, with the participants being three novice English teachers newly employed by three different universities in Hubei Province. All of them had graduated from the English Education program at Hubei Normal University, meaning they shared virtually the same starting point. Given their identical teaching curriculum and educational background, any differences stemming from

previous educational experiences could be minimized. The pressures from schools, students' parents, and personal expectations compelled these novice teachers to enhance their teaching abilities. In their endeavor to navigate the challenges of the early career stages successfully, they willingly participated in this study to explore how to refine their skills and become proficient educators. The experiences shared by these novice teachers in this study may offer insights for themselves or the researchers. Notably, all three participants demonstrated great enthusiasm and cooperativeness, providing detailed information to support the research. The participants consisted of two females and one male, all of whom engaged in pre-service education practice (see Table 1). Based on communication via Wechat during their training, these novice teachers expressed anticipations and concerns about their future teaching careers, including whether their abilities would meet the demands of teaching practice, their rapport with students, parents, and colleagues, among other issues. The study selected them for qualitative analysis to address these challenging questions

Table 1. Basic Information of the Informants

Domain	Age	Sex	Entry period
Informant			
Teacher 1	25	Female	1st year
Teacher 2	26	Female	1st year
Teacher 3	26	Male	1st year

The most important part of the research was the collection of data. In order to obtain accurate and detailed data, this study discussed the research questions through qualitative analysis. The instruments used in this study included classroom observations, analysis of teaching plans, teaching diaries, and interviews. The authors observed the novice teachers' behavior throughout the teaching process using these instruments.

Firstly, the authors counted and classified the frequency of adaptation challenges and strategies based on informants' teaching diaries. Then, the researchers collected and read the teaching plans of these novice teachers to evaluate their design ability. Additionally, teaching diaries and classroom observations were used to analyze teaching implementation ability. Classroom descriptions and scales were employed to collect data on teaching capability levels. The study also utilized the "Checklist for Interaction between Teacher and Students" (adapted from Flanders, 1970). Lastly, the teachers were given enough time to carefully consider the interview questions. Through interviews with the teachers, the researchers determined whether their teaching abilities adapted to current teaching practices and sought to identify the influencing factors of adaptation challenges and strategies.

From teaching behaviors and written texts, the researchers endeavored to address research problems.

The entire process was conducted in Chinese. Data were collected through written or oral forms with the assistance of these novice teachers. The relevant information was later transcribed into written texts, which were analyzed to gain insight into the challenges of teaching competence.

3. Results and Analysis

3.1 *The Teaching Capability Challenges for Novice EFL Teachers*

3.1.1 Challenges in Language Proficiency

Language proficiency primarily encompasses teachers' proficiency in analyzing English textbooks and effectively communicating in English during classroom instruction.

Through classroom observations, it was noted that the majority of feedback and classroom management provided by these novice English teachers were conveyed in Chinese rather than English. In subsequent interviews, they expressed a lack of confidence in their oral English proficiency for classroom use. English serves not only as a teaching tool but also as the subject matter itself, thus, teachers' language proficiency significantly impacts students' language acquisition. Language-related challenges in classroom instruction include mispronunciation, inappropriate use of classroom language, disorganized chalkboard writing, and inadequate feedback.

The pronunciation errors often involved /s/ and /θ/, /n/ and /ŋ/. Words were frequently stressed on the wrong syllable, and questions such as "what is the main idea?" were sometimes read with a rising tone. New teachers tended to rely on simple classroom language like "class begins" and "sit down," rather than using more complex instructions, often resorting to Chinese equivalents. This was because they were unfamiliar with and had not mastered a significant amount of classroom language.

All three new teachers wrote on the blackboard during class, but their writing was often casual and incomplete. There was no clear distinction between the main board and the secondary board, and the amount of writing was below the standard for the course.

The interaction process in class was crucial, as it not only enhanced students' English proficiency but also directly impacted their learning outcomes. Proper questioning could capture students' attention and elicit positive responses. On average, each teacher asked ten questions per class, with simple and demonstrative questions comprising 85%, while creative and communicative questions made up the remaining 15%. For instance, a new teacher posed three questions at once during a reading class, leaving students unable to respond adequately. Furthermore, the teacher did not allow sufficient time for students to consider the questions before providing the answers immediately.

3.1.2 Challenges in Instruction Design

Instructional design is fundamental for English teachers, involving the clear delineation of teaching objectives, content, emphasis, difficulties, process, methods, and anticipation of potential challenges to ensure effective teaching implementation.

When addressing the teaching objectives, Teacher 1 framed them as "How to talk about healthy food" in her teaching plan. It was evident that her wording lacked precision, as teaching objectives typically

described the intended learning outcomes for students rather than the tasks to be completed by teachers. Since students were typically the focus of learning, the expression should have emphasized what students would come to know or understand. Moreover, aside from the teaching objectives, Teacher 1 appeared to overlook the focus and difficulty level of the teaching material. The description of teaching tasks was overly abstract, such as "mastering how to discuss a healthy lifestyle." During the teaching process, the primary challenge emerged in "Discussing the health food you prefer." This simplistic approach failed to effectively promote a healthy lifestyle, leaving teaching goals unclear and students uncertain about the required content.

Teacher 2 demonstrated a strong grasp of factors such as knowledge, ability, and attitudes, and delineated teaching goals clearly and specifically. Initially, she emphasized the importance of the students as the primary learners, articulating the objectives as "Students should be able to master some words, expressions, and sentences about entertainment activities." However, they all shared a common shortcoming: the teaching plans lacked teaching methods, teaching aids, and layout design. Moreover, the lesson types were incorrectly labeled as "New" instead of "Speaking" or "Reading".

The teaching plan of teacher 3 encompassed the teaching objectives for the entire unit. Nonetheless, the specific course design only addressed Listening & Speaking and Reading, neglecting Writing plans. The pre-class warm-up activities were also tangential to the topic, disorganized, and inappropriate. Homework lacked specific requirements and instructions, and the teaching program lacked explicit teaching methods, merely stating "teaching method and discussion method are adopted", indicating a misunderstanding of certain teaching concepts. Overall, typographic design and reflection also needed to be incorporated into the teaching plans.

In summary, the challenges in instruction design ability encompassed unclear teaching objectives, a vague understanding of teaching focus and difficulty, disordered teaching procedures, and a lack of teaching aids and approaches. Additionally, novice EFL teachers struggled to grasp the learning situations of their students.

3.1.3 Challenges in Classroom Management

Ghiasvand et al. (2023) believed that the classroom management ability involved the practical skills teachers employed to effectively engage students in learning activities according to various requirements. While teaching design was a preparatory phase, teaching implementation was the practical execution. The classroom environment was dynamic, and despite thorough preparation, unforeseen events occurred, leading novice English teachers to encounter challenges during implementation. In terms of classroom management, the use of Chinese language far exceeded that of English, indicating the new teachers' limited proficiency in handling unforeseen circumstances. Instances of disruptive student behavior often required teachers to pause teaching to restore discipline, revealing not only their management deficiencies but also their poor oral English skills. On average, only three instances of voluntary student participation were recorded per class, attributed to improper questioning methods and the passive nature of Chinese students. Additionally, frequent but insincere

praises from teachers failed to effectively motivate students. The implementation of activities such as pair work or group work was often ineffective due to insufficient task delegation, resulting in some students relying on others' ideas.

Furthermore, inadequate time management led to unfulfilled teaching objectives. Challenges in time allocation included excessive time spent on warm-up activities, impeding the introduction of new material, and disproportionate time allocation between different parts of the lesson. In classes utilizing PowerPoint presentations, disorderly slides interrupted the flow, and irrelevant content detracted from the lesson. Excessive use of multimedia distracted students from learning, as they focused more on entertainment than on acquiring knowledge.

Teacher 1's diary entry: *"After several days, I felt myself accustomed to the teachers' routine. However, some students sometimes bothered me. Some girls like to talk in class, although I have reminded them after class. I feared that students' self-esteem would be hurt if I give cautions in public. Student Z is a smart boy, but he likes interrupting randomly in class, which sometimes disrupts the rhythm of the class. Some students read English books. I hope that I can find some effective ways to address these issues."*

Teacher 2's statement: *"However, it was found that student participation was not high. I think it's possible that my teaching methods or approach may be a bit monotonous, and the students may feel bored. In today's class, I asked the students to perform, which indeed attracted a lot of attention. The overall atmosphere was warm, and the participation was high. If I use these different methods in every class, students will definitely be interested. Although it may be tiring, I will gradually accumulate experience and make my classes more interesting."*

Teacher 3's statement: *"Student W is a chubby little boy. He has a bad habit of eating snacks in class. I talked to him many times, and then he told me that he likes to eat, but he's trying not to eat in class."*

3.1.4 Challenges in Feedback Skills

Teachers' feedback skills refer to the ability of educators to provide constructive feedback to students on their performance, progress, and understanding of the material. Effective feedback is crucial in the learning process as it helps students understand their strengths and areas for improvement, guides their learning, and motivates them to achieve their academic goals.

Effective feedback from teachers plays a crucial role when students provide incorrect or no answers. However, novice teachers often faced challenges in providing specific and constructive feedback to their students. They frequently relied on generic phrases like "good" or "great" without conveying genuine emotion. This lack of detailed feedback may have been influenced by the heavy workloads they mentioned in their diaries, which included teaching multiple classes, preparing lessons, grading assignments, and managing administrative duties. Consequently, they may have had limited time to provide personalized feedback to each student. Moreover, their access to resources and training materials for developing feedback skills was also limited. Additionally, these new teachers may have lacked guidance or support from more experienced colleagues or mentors, further hindering their ability to improve their feedback practices.

3.2 Factors Influencing the Challenges Faced by Novice EFL Teachers

According to Glatthorn (1995), three factors influence teacher professional development: personal factors, contextual factors, and external interventions to foster teacher development. These factors also impact the adaptation of teaching capability for novice EFL teachers.

3.2.1 Personal Factors

The development of teaching capability for new teachers largely depends on their own efforts. These three novice teachers are eager to become excellent educators, and such strong teaching commitment affects their teaching capability positively.

Due to heavy schoolwork pressure, novice EFL teachers often struggled to maintain daily diary records, hindering their ability to reflect consistently. This lack of reflection impeded their ability to address challenges in teaching effectively.

The novice teachers might fear losing face in front of experienced colleagues, leading them to refrain from seeking help. Instead, they opted to imitate the teaching styles and methods of experienced teachers. Sometimes, the challenges experienced by experienced teachers were replicated by new teachers. Therefore, it is essential for novice teachers to develop communication skills, learn from their colleagues, and acquire necessary knowledge. Furthermore, imitation should involve creative thinking, enabling them to identify problems and implement improvements.

3.2.2 Contextual Influences

Contextual influences encompass extrinsic factors such as schools, teaching teams, students, and society. According to Teacher 2's teaching diary, "we prepared lessons together, shared the same teaching plans and modules." This approach had its pros and cons. While it streamlined pre-class preparation, it limited new teachers' opportunities to innovate and refine their teaching approach. Typically, they adopted these teaching plans without modification, leading to reduced creativity and motivation, hindering their development in teaching design, implementation, and feedback. Teacher 1 emphasized the significance of grasping school values, ideas, and ethos. Supportive, cooperative, and enthusiastic colleagues played a crucial role in aiding teaching. The school environment significantly impacted the teaching abilities of new teachers.

Contemporary parents and society hold high expectations for students. With the rise of the Internet, students have access to various avenues for acquiring English knowledge, posing significant challenges to the teaching capability of new English teachers.

3.2.3 External Interventions

External interventions refer to the efforts made by schools or educational departments to enhance the teaching abilities of novice teachers through external means. These interventions typically include both induction training and in-service training.

Prior to assuming formal teaching roles, schools and educational departments organize training activities for new teachers. However, due to the influx of numerous novice teachers at once, it's challenging to tailor training activities based on specific subjects. Consequently, schools often opted for

generalized training sessions covering educational regulations, school policies, promotion systems, and personal career planning. Unfortunately, these sessions offered little specialized subject training, leaving new teachers feeling ill-equipped for the demands of teaching. They struggled to grasp student dynamics, teaching materials, and English subject education standards, impeding their teaching capability development.

Furthermore, some schools lacked an apprenticeship model, preferring to let new teachers navigate challenges independently. While some adapted quickly, others required more time to adjust. Moreover, some experienced teachers were hesitant to aid newcomers, viewing it as the new teacher's own business. Additionally, new teachers might have struggled with communication and collaboration, leading to a lack of progress in teaching capability.

In-service training was also provided in schools, typically through lectures and workshops. However, these activities often lacked systematic structure, stability, and effectiveness. New teachers, burdened with various responsibilities beyond teaching, found themselves overwhelmed. These distractions detracted from the time that could have been dedicated to teaching, leaving new teachers exhausted. Advocating for reduced teacher workload would incentivize new teachers to invest more time in learning teaching methods, ultimately fostering their teaching capability development.

3.3 Strategies for Dealing with Challenges

Through the above analysis of the status quo of teaching capability of three novice EFL teachers, it can be seen that the new teachers had challenges in four dimensions: language proficiency, instructional design, classroom management, and feedback skills. It also analyzed the influencing factors of the above-mentioned challenges of teaching capability. Therefore, this part investigates some strategies for tackling the challenges in teaching capability for the new teachers.

For new teachers, achieving the following objectives is crucial:

3.3.1 Integrating Theoretical Knowledge with Practical Experience:

New teachers must possess a solid theoretical foundation and the ability to apply these theories effectively in teaching practice. This necessitates moving beyond rote learning and embracing innovative approaches. In interviews, Teacher 1 emphasized the importance of thorough study of teaching materials over reliance on exams and lectures. The mentor encouraged novice teachers to seek breakthroughs in teaching methods to foster new inspirations, while also advising against limiting themselves to a single textbook. It's crucial for new teachers to resort to theoretical guidance to make their English classes more dynamic, scientific, and standardized. Adhering to educational regulations and testing teaching practices in practice are essential aspects of effective teaching in any subject.

3.3.2 Seeking guidance from Experienced Teachers

Expert teachers possess a wealth of knowledge scripts, propositional structures, and schema compared to novice teachers, resulting in a more integrated understanding of teaching. For novice EFL teachers, seeking guidance from experienced educators is the most expedient strategy to acquire essential teaching knowledge and skills. Leveraging technological innovations, new teachers harness online

resources to facilitate their professional development. This includes watching teaching videos and lectures by exemplary educators, documenting significant teaching experiences and skills, and engaging in deliberate practice to enhance their teaching capabilities.

Additionally, new teachers must cultivate a habit of exploring and reflecting on their teaching processes, drawing insights from the practices of experienced mentors. While the teaching experience of seasoned educators may not directly apply to every novice teacher, it underscores the importance for new teachers to develop their own teaching styles and artistic approaches based on selected teaching practices.

3.3.3 Engaging in Peer Consultation

Despite being in a populated setting, novice teachers often found themselves feeling isolated as they navigate their new roles. They were busy adapting to their responsibilities and needed peer consultation to address the challenges they faced in teaching. Peers, who shared similar lifestyles and values, were better equipped to perceive and understand each other's emotions, providing constructive suggestions in a more relatable manner. Novice EFL teachers encountered various teaching challenges and turned to their peers for assistance, as they were likely to have experienced similar issues. Seeking help from peers reduce the pressure associated with seeking guidance from expert teachers and facilitates more interactive and friendly communication. This approach was convenient, simple, and effective in tackling challenges.

Peer consultation offers timeliness, convenience, simplicity, obligation, and friendliness. This activity extends beyond communication within the school and can involve establishing peer consultation groups with other schools. These groups engage in regular communication activities, fostering stable interpersonal relationships and aiding in problem-solving. Such collaborative efforts greatly assist new teachers in overcoming the challenges they encounter in teaching.

3.3.4 Conducting Independent Research

New teachers, being in the early stages of their professional careers, tend to focus more on how to teach rather than on research. However, it's essential to recognize that teaching and research should go hand in hand. Novice teachers should develop an awareness of strengthening teaching through research. They need to acquire research knowledge and conduct basic research while simultaneously studying the teaching process and enhancing teaching effectiveness. Engaging in research related to teaching is a valuable means of continually challenging oneself and improving both theoretical understanding and practical skills. New teachers should learn to conduct independent research, investigating textbooks, students, and their own teaching practices to enhance their teaching capability. Keeping teaching diaries can help novices record actual situations, identify teaching challenges, and conduct self-analysis and reflection.

Institutions should prioritize offering practical courses for new teachers. These courses can include various practical activities in pre-service training, allowing novice teachers to observe and practice more, thereby becoming familiar with teaching and learning dynamics. Additionally, schools should

provide classroom management methods and procedures to help new teachers handle classroom emergencies effectively. Finally, schools should guide new teachers in utilizing English teaching theories to inform their teaching practices. They should encourage continuous accumulation of relevant knowledge and skills, learning from experienced teachers, updating teaching concepts based on cutting-edge education theories, and actively engaging in reflective practices.

4. Conclusion

In the research, the purpose is to investigate the status quo of the adaptation challenges of teaching capability for novice EFL teachers in Higher Education Institutions in Hubei Province. Based on the analysis of data collected by teaching diaries, interviews, classroom observations, and so on, three major findings can be concluded and listed as follows:

Firstly, it was found that there were some challenges in the teaching capability of novice EFL teachers observed through interviews and classroom observations. According to the frequency of teaching capability noted in the teaching diaries, the teaching capability was divided into four aspects: language proficiency, instructional design, classroom management, and feedback skills. In the language proficiency aspect, new teachers faced challenges with incorrect pronunciation and tone. They struggled with distinguishing some similar sounds. The novice EFL teachers were not familiar with classroom language, which made the teaching process incoherent. In the instructional design aspect, novice EFL teachers were not proficient in designing the teaching process, leading to problems such as unclear teaching objectives, unreasonable time management, and unclear teaching levels. In the classroom management aspect, they rarely asked creative questions and lacked supervision and demonstration of classroom activities. Their writing on the blackboard was sometimes chaotic. In the feedback skills aspect, novice EFL teachers encountered challenges in providing specific and constructive feedback to students, often due to reliance on generic phrases, limited feedback strategies, inadequate training, time constraints, and a lack of peer support.

Secondly, the influencing factors of adaptation of teaching capability have three aspects: personal factors, contextual influences, and external interventions. Strong desires, interests, and beliefs are prerequisites for the development of teaching capability adaptation. The lack of cooperation, reflection, and high societal expectations also affects teaching capability adaptation.

Lastly, there are some effective strategies for tackling these challenges by combining theoretical knowledge with practice experience, seeking guidance from experienced teachers, engaging in peer consultation, and conducting independent research. Novice teachers should consciously use theoretical knowledge to enrich their teaching practices, learn to cooperate with peers and experienced teachers, and maintain teaching diaries to improve teaching capability adaptation.

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