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**Classroom Management Control; Between Novice and Experienced  
Teachers.**

**Case study: Yahia Cherif secondary school, Mostaganem**

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## **Dedications**

This work is, dedicated to my parents for their support throughout my studies.

To my sisters and brothers

To all my teachers during my university graduation

To my friends: Fatima – Amina – Sarah – Rachida and Abdelkader for their encouragement to accomplish this work

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## **Abstract**

This research aims to investigate the differences between novice and experienced teachers in terms of teaching techniques. It examines the performance of novice and experienced teachers as they grapple with essential aspects of teaching as example classroom management; which may provide insights into difficulties they encounter in becoming experienced and effective. The purpose of comparing these two groups of teachers is to see whether differences between them be referred to the years of experience and teaching methods. In this context, this research work was conducted in Yahia Cherif secondary school in Mostaganem where qualitative methods was used in order to obtain valid and valuable data; the classroom observation and the interview. The observation was carried out in the classroom, while the interview concerned novice and experienced teachers. The findings revealed that there were significant difference between novice and experienced teachers. The experienced teacher had the main qualities of the effective teacher. Those, differences and qualities helped revealed what aspects are available in experienced teachers endowed with, as opposed to the novice ones. Furthermore, the other findings of this research show the difficulties that face the beginner teachers become experienced such as; lack of ability in managing the classroom and dealing with different students needs. To conclude, this study put forward some recommendations and suggestions for both teachers to improve their teaching act.

**Key words:** novice teachers, experienced teachers, effective teachers, classroom management.

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## **General Introduction**

### **General Introduction**

Teachers are the key and the source of the classroom; they play a major role for successful education and students' achievements, since they provide their capabilities and efforts to develop their skills to produce a high quality of challenges in the teaching and learning process. Studies identify two groups of teachers depending on their years of experience; there are teachers who have more years of experience and student teachers or teachers who have less years of teaching experience. These two groups of teachers differ in various aspects for example classroom management and how to deal with student's needs.

The experienced teacher is known to be able to manage the classroom and achieve successes in the field of teaching. The novice teacher may have the characteristics of expert teacher without having any experience to support the learning environment,

The processes of teaching and learning cannot reach success in an environment where teachers haven't the experience. Being experienced teacher need to practice the job at least for five years. For that reason, I choose this topic to investigate the challenges that novice teacher encounters in the teaching career and the ways to overcome them.

Actually, this research aims to investigate the qualities of effective teacher and effective methods of classroom management. As already know that the effective teacher have suitable techniques and strategies in teaching. So, the researcher found that is important to deal with a comparison between the two kinds of teachers to explore the differences between them in their action. This study will share beneficial objectives for teachers to improve their skills in teaching.

The research tries to find convincing answers to the following questions:

- How may effective teachers influence the classroom environment?
- In what ways do experienced teachers differ from novice teachers in managing their classrooms?
- How may teachers' experience affect the classroom environment?

To answer the questions raised above, the hypotheses are proposed as follows:

- Experienced teachers may have the characteristics of the effective teachers in teaching act.
- There might be no significant difference between experienced and novice teachers in their act of teaching and in managing their classrooms.
- Experienced teachers may have a vast repertoire of knowledge that may create a highly developed learning environment.

## General Introduction

This study will be based on qualitative and quantitative methods, such as; classroom observations and an interview with both groups of teachers to collect data. The research work is divided into three main parts.

Chapter one is the theoretical part that focuses on the literature review, which contains three sections, in the first one defines the notions of professional development and the effective teacher. Section two deals with different definitions of experienced and novice teachers related to various scholars, explaining difference between the two groups of teachers in various aspects according to qualities of effective teachers, while the third section is about definition of effective classroom management and also, novice and experienced teachers' attitudes toward classroom environment.

The second chapter is the practical part of study; it introduces the research methodology designed and the process of data collection by referring to the choice of methods, the setting, and the population selected for this study. It also provides detailed description of both the tools used to collect data; the classroom observations and the interview in order to find out a clear view of the differences between novice and experienced teachers.

Chapter three includes the discussion of findings and results by setting useful recommendations and suggestions for both teachers, and to make convincing answers to research questions. It is designed to set some suggestions and recommendations about the teaching methods and classroom management for teachers to develop their performance and their teaching skills.

**Chapter One**  
**Teacher Performance and Attitudes**

**Introduction**

The teacher is the heart and the source of the classroom and may differ from other teachers according to his/her effectiveness in various ways. Novice and experienced teachers are trying to cross many stages to professionalism and maturity. This chapter is an overview on the teaching profession development, it attempts to introduce the effective teacher's qualities and her major role related to classroom management. Identify novice and experienced teacher's characteristics, at the end of chapter the researcher sets discussion about novice and experienced teacher's attitudes toward teaching and classroom management.

### **1.1. Teachers' Professional Development Definition**

Professional development is any kind of continuing education effort for teachers that enhances and develops their teaching skills and in turn, boosts student outcomes. Talis (OECD) survey (2009: 49) provides that "professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher." Professional development plays a major role in teaching practice, it helps teachers to improve their skills to require new techniques to manage the classroom and dealing with students' needs.

Avalos (2010:10) states, "[...] Professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their student's growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change."

Professional Development is a required soft skill for all professions; it is the continuous process of acquiring new knowledge and skills that relate to your teaching profession, your work responsibilities, or your work environment. It is a key role in maintaining trained, informed, and motivation of learners.

Evelina Galaczi, Andrew Nye, Monica Poulter and Helen Allen (2018:09) debate, "*professional development for teachers (both pre-service and in service) typically aims to introduce new tools or skills or update existing skills. It seems as essential aspect of the teachers' profession.* . "Professional development it is important for both teachers novice and experienced. It provides them with suitable skills to perform the learning process in effective way. Education and experience is not enough for the teacher. He/she needs to develop his/her abilities to become a good source of knowledge in the career. Professional development aims to give a chance for

teachers to provide new activities and materials that are motivate students to become active in the classroom.

## 1.2. The Definition of Effective Teacher

There are many researchers and educators who set different definitions to the effective teacher. As Anderson, L (1991:18) states that “an effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of their student. » An effective teacher is the one who pushes his/her students in a direct or indirect way to learn and achieve their educational goals. This kind of teacher always looks for effective techniques and strategies to reinforce learning and develop his/her student’s levels.

European commission (2010:29) highlights that *"teaching effectiveness is a complex Endeavour, involving classroom management, lesson preparation and organization of teaching and learning activities, creating and maintaining a certain climate and evaluation and feedback."* The job of teaching is not easy, teachers is responsible for the learners’ learning and progress. The effective teachers should be fully aware of the way of managing the classroom successfully where the students can learn in a comfortable and cooperative environment. Moreover, he/she should have the ability to manage time, activities and the learners’ behavior in class.

Hammond, Bransford & Le page (2005:88) stated that “ *Effective teachers are able to figure out not only what they want to teach, but also how to do so way those students can understand and use the new information and skills* “

According to Hammond, good teachers are able to explore the need of students. They know how to prepare the lesson by setting clear objectives that teachers and students must achieve. They give students a lot of interest and responsibility by controlling their performance to make sure that students are on the task.

James H. strong stated a good definition in his book *"qualities of effective teacher (2018:04)* that *"despite the complexities surrounding the issue of measuring teacher effectiveness, we can agree that effective teachers make an extraordinary and lasting impact on their students’ lives"*. The effective teacher has a psychological influence on the student, having a strong impact on their performance and achievement. According to Gibbs (2002)"teachers need to be able to survive the demands, threats and challenges within the divers circumstances of teaching" he refers that to be a great teacher you should have the ability to manage the classroom by using yourself skills in teaching new and different groups of students and meeting different needs.

Chelo Moreno Rubio (2009:36) considered that "effective teachers know how to manage not only their knowledge, but also imply to the classroom and the students in terms of discipline, work, interaction between teacher –students-students, how to

give instructions, and how to assess and evaluate activities, the students and their own works."

The effective teacher is not the one who just explains and delivers the lessons, but the one who encourage the students to learn and achieve their goals. Furthermore, he/she performs various roles such as transferring the knowledge in comprehensive way, disciplining the students throughout the sessions, while maintaining interaction between them, and assessing and evaluating their efforts in the classroom in an encouraging way.

### 1.2.1. Qualities of Effective Teacher

The field of teaching is very complicated and difficult; many people can be a teacher but not all teachers are able to be an effective one. These are the qualities of the effective teacher, by focusing on the personal and professional skill:

**a. Teacher knowledge:** an effective teacher needs to have enough content of knowledge in order to enhance achievements and learning because it is a vital factor that helps the teacher to build a suitable environment of teaching with high expectations, positive attitudes, motivation, creativity and success. Effective teacher is the union between three major components: ability, personality and knowledge (Anderson, 2009).

**b. Classroom activities:** Jeremy Harmer (2001:158) highlighted that "we need to offer a varied diet of exercises when studying language forms both because all our students have different learning styles and also to help sustain student motivation." Means that effective teachers create various activities for his/her learners due to against everyday classroom routines, beside this involve student's reactions and also serve classroom solidarity.

**c. Planning and preparation:** an effective teacher come to the classroom with good preparation for the session refers that he/she is ready to teach and present the lesson with clear structures means that teacher has idea about what will do before, during and after each task and it will better if he/she put it as a plan on piper, Jeremy Harmer (2001:308) reported that "we should make decisions about activities almost independently of what language or skills we have to teach."

**d. Assessment:** effective teachers have enough experience in a variety of assessment methods because it is a part on learning process. in addition, the great teachers believe that their students are capable to success and achieve many goals. Good teachers generally try to give what they have to find techniques and strategies that serve each student best learning style. According to Chelo Moreno Rebio (2009:41) stated that «Effective teachers request formal and informal responses from students during the semester and use the information to improve their courses as they are being taught.» means that great teachers develop their courses starting from students evaluations and session assessment, then when teacher assess their students, he/she will know if student gain

lesson's objectives because at the end of each session teacher asks students to write down their answers to the following question: what was the most important thing you learned from whole session?

**e. Organization and personal touch:** great teacher use his/her personal skills to organize his/her classroom by creating various activities that's engaged student achievement and success, in addition effective teacher always have plan about what they will do in the classroom even what's they will talk, Jeremy Harmer (2001:58) stated that «the first thing we need to do when organizing something is to get students involved, engaged and ready». Great teacher makes students ready for example putting them into pairs or groups, then he/she presents the task and after he/she gives the feedback. Beside this, the great teacher shows his/her performance when he/she differs from other teachers and when ha/she creates new and suitable activities with his/her personal touch that's make students feel enjoyment and relief.

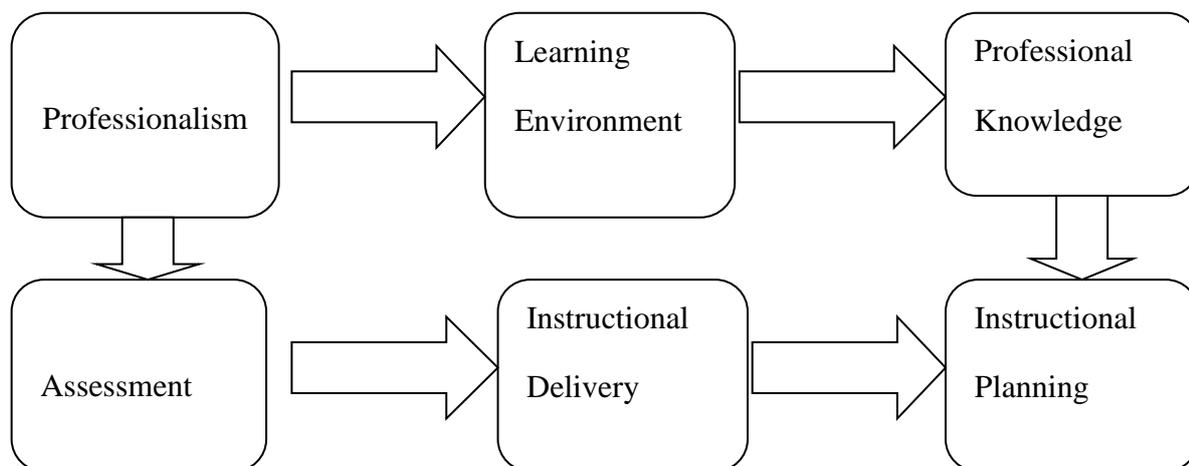
**f. Relationship between teacher and students:** good teacher forms strong relationship with students and he/she shows cares about them as peoples that make students feel safe to express about their feelings, so he/she works collaboratively to benefit students learning and this also encourages students to react and do their best in the classroom like Eisner (2002) suggested that« teaching is a caring exercise. » In addition, the relationship between the teacher and his/her students is very important in the practice of teaching, it creates a warm environment contains sense of humour and fun. Also, it changes the student's thinking and gives them a chance to design their goals again. Then, it helps teachers to know the difference between their learners and let them think about strategies that involve student's learning, according to Stronge et al (2004) the social interactions between the teacher and students encourage student learning and it pushes them success and achieve their wants.

**g. Positive attitudes:** teachers must be careful about their attitudes when they communicate with their students, scrivener (2009) pointed that students listed the characteristics of effective teacher such us : respect, forgiveness, friendly, fairness, compassion, and attitude comprehension for example respect is essential feature must be on classroom to form the perfect environment due to facilitate the process of teaching and learning. Teachers need to create a positive mood with students because students need to fee relax and active to react with their teacher, Cedric Cullingford (1995:12) stated that «we need a sense of humour to survive and to avoid being burdened with all our other virtues». In addition, when the teacher makesa safe environment to their students, learners will engage with him/her.

**h. Motivation:** effective teachers give students more interest when they motivate them, that's make students to become more receptive and excited about the subject, they try with all their efforts

to see their students' successes. when teacher motivate his/her learners means he/she will push them to do things in order to achieve something have a big value like learning to require a knowledge, here teacher will participate to change student's thinking by give themselves another chances to develop their understanding as Jeremy Harmer (2001:51) pointed out that « it is accepted for most fields of learning that motivation is essential to success. » means motivation has a big role in the practice of teaching and process of learning and also it serve the solidarity of the relationship between the teacher and his/her learners.

**i. Learner differences:** effective teacher has a unique style of teaching, he/she never teaches by using traditional techniques because he/she changes materials and strategies according to the difference between his/her learners. So, he/she creates a various activities that serve all student's needs not just a particular members from them, Glyn Hughes, Josephine Moate with Tiina Raatikainen (2007:57) stated that “. The classroom is not only the physical environment, each group of students has its own unique character which is made up of the individual personalities in the class and the teacher him/herself.” effective teacher care about the differences between learners in the selection of materials. So, he/she needs to look for different activities to involve all students.



**Figure1.1:** Qualities of Effective Teacher (strong James .h, 2018).

### 1.1. Experienced and Novice EFL Teachers

There are many studies have carried out with experienced and novice teachers in order to know who have the characteristics of effective teacher and according to which aspects they differ. Numerous researches investigate the differences between pre- services and in-service teachers in various ways and defined both of groups in term of attitudes and role in their practice of teaching.

### 1.1.1. Experienced Teachers

Teachers take time from 3 to 5 years or more to develop expertise and to be able to manage the learning environment as David C. Berliner (1987:14) states that «teacher's anecdotes in the United States inform us it takes 3-5 years until they are no longer surprised by what happens to them in their school and classrooms. » means teachers after 5 years of teaching experience, will be able to investigate and solve a wide range of teaching problems. Experience teacher has deeper understanding of students' needs and student learning and he/she is able to integrate and use different kinds of knowledge. As Amber Gallup Rodriguez & Sharon McKay (2010:02) state that «experienced teachers as those who have taught for many years, are able to motivate student and hold their attention, know how to manage their classroom effectively and can change course in the middle of the lesson to take advantage of unforeseen opportunities to enhance student learning.»

### 1.1.2. Novice Teachers

Educational researchers have been carried about novice teachers and they have been set down different definitions about the term "novice" for example Kim & Roth (2019:110) define novice teachers as «any teacher with 5 years or less of experience. » means a novice is someone who finish with study and he/she faced students for the first time. Gatbonton (2010:02) pointed out that «novice teachers are relatively easily defined as those with little or no classroom experience; they are often student teachers or teachers who have less than 2 years of teaching experience. » means the novice teacher a newcomer to the field and the practice of teaching, he/she become from the learning career with enough knowledge to the environment of teaching to use that knowledge to enhance student achievements.

### 1.1.3. Exploring the Difference Between Experienced and Novice Teachers

Many studies shown that experienced teachers differ from novice one in various aspects:

- **Professional knowledge:** experienced teachers have enough knowledge about learning process and classroom system. According to Charlotte E. Wolff, Halszka Jarodzka and Henny P.A. Boshuizen (2017:296) pointed out that "expert teachers' knowledge of classroom is richer and more accessible than that of beginner teachers." It means that experienced teachers have confidence in themselves and their profession, they understand the school vision, mission, values and practice curriculum in best way and present knowledge of content and pedagogical knowledge. In contrast novice teachers have a little relevant background knowledge because they need time to flourish their limited knowledge about principles of classroom rules and basics.

- **Personnel and professional skills:** novice teachers have limited skills because of lack professional development while experienced ones possess infinite abilities and skills to share their performance for example Delores. A Westerman (1991:293) mentioned that "novice lack the

metacognitive and monitoring skills that experts possess" these skills allow expert teachers to monitor classroom situations, recognize problems and make decisions that solve problems with suitable strategies for example "ripple effect" is in line the preventive classroom management which is an ideal strategy, this strategy works when you promptly respond to the misbehavior at the moment it happened.

● **Teacher –student relation:** according to Charllotte E. Wolff, Niek Vanden Bogert, Halszka Jarodzka and Henny p.A.Boshuizen (2015: 70) stated that "exptrs tended to focus more on student work arrangement and often distinguished between typical and atypical events and situations in their assessment of the classroom, whereas novice and postulants did not." Means that experienced teachers develop and build strong relationships with their students, they get to know them and take a particular interest in their overall development and progress; however, novice feel afraid to do some relations with their student in the beginner of school year so, they need time to focus on student's behaviors and feel stressed to create a welcoming learning environment for them.

● **Performance and solving problems:** many studies and experiments found that experienced teachers' performance better than novice act. As Charlotte E.Wolff , Niek Van den Bogert, Halaszka Jarodzka and Henny P.A Boshuizen (2015: 69-70) highlighted that "expert teachers identify essential representations of their subjects; guide learning through classroom interactions; monitor learning and provide feedback; and positively influence student outcomes." Means that experienced teachers can play a multiple roles in the learning environment. They can be monitor, promoter, organizer and creator of their classroom. Expert teachers keep more elaborate understanding than novice and this structures are supported by the quality and quantity of knowledge acquired through their teaching experience (Clark & Peterson, 1984; Copeland et al, 1994). Additionally, experienced teacher solves problems according to conceptual knowledge that's he/she developed through pass years of teaching because he/she may face similar problem situation while novice teacher reacts with problems largely independent of concepts because he/she has lack of experience means that he/she responds related to what learned in study field. As (Richard and Farrell, 2005) pointed out that experienced teachers have ability to make intuitive judgments based on past experiences, they desire to study and solve a wide range of teaching problems.

● **Classroom management and organization:** after numerous of comparison between two kinds of teachers, it founds that novice teachers at the first time of teaching fail to manage classroom activities , they not able to take over time and tasks and present the course effectively. In the one hand experienced teachers have well management of classroom and have enough

abilities to use various techniques and materials to improve student' learning. For example observing students 'performance, checking students 'daily work with having informal conversations with them. As Ani Septiani, Raynesa .N.E and Agus Rofi'I (2019: 115) stated a certificate of a teacher in interview with novice teachers during the lesson "teacher01: I teach English lesson once a week in the morning. Every week my class always gets distraction, the time always be disturbed by cleaning up session, it consume my teaching time. "

#### 1.4.1. Effective Classroom Management

This concept defined as the methods and strategies that effective teachers use to maintain a classroom environment that conducive to student success and learning. According to J.Roth defined it as "an art form where the artist (teacher) blends relationships, routine procedures, and instructional techniques into a master piece that translate into a happy, functioning classroom where students have a clear picture of expectations, routines and a strong desire to please their teacher." Also Sean B Yisrael (2012: 07) stated that "classroom management can be defined as the actions teachers take to create an environment that supports and facilitated both academic and social-emotional learning." Means that teacher plays various roles in the classroom, one of the most important is that of classroom manager.

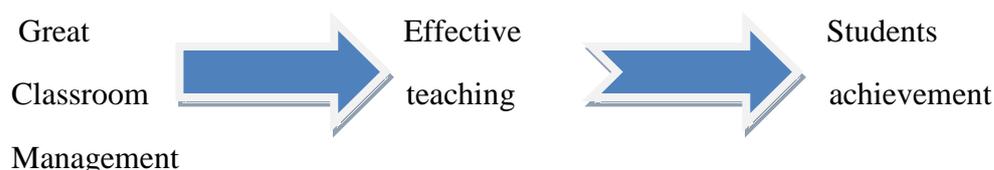


Figure2.1: Importance of Effective Classroom management (Tracy Garret, 2014).

#### 1.4.2. Experienced and Novice Teachers' Attitudes Toward Classroom Management

Classroom management may be problematic in today's school because it is not a gift for teachers, it is extremely important for ensuring students can learn in an environment that's free of disruption. According to John Hattie (2003: 05) five major dimensions of excellent teachers (Hattie &Jaeger, in review) as those who:

- Can identify essential representations of their subject.

- Can guide learning through classroom interactions.
- Can monitor learning and provide feedback.
- Can influence student outcomes.

These important dimensions push teachers to be a good manager of classroom to help student achievement by involving them to rich their educational objectives.

Additionally, a number of studies have looked at novice teachers' skills and knowledge, it shows that beginner teachers have explicit knowledge about classroom management principles because they learn little when exposed to new information and faced struggles to transfer principles to new contexts. As Charllotte E. Wolff, Halszka Jarodzka and Henny P.A.Boshuizen (2017: 296) highlighted that "less experienced teachers assess management in terms of rules and discipline in the classroom: how attentive pupils are, whether or not they are on task exhibiting acceptable classroom behavior." Also they said that "novice need time to develop and atomize their management routines."

### **1.5. Conclusion**

This chapter was the theoretical part of this research; it has shed light on the definitions of the concept like effective teacher, experienced and novice teachers. It also described the qualities of the effective teacher according to distinguish between two groups of secondary teachers. The next chapter will be the practical part of the research; it will deal with research methods that help the researcher to collect data.

## **Chapter two**

### **Methodology and data collection**

## **Introduction**

This chapter presents the comparative case study between novice and experienced EFL teachers of secondary school. This research was based on qualitative research methodology. This study aims to look for the practice of pre-service and experienced teachers to collect suitable answers to the research questions. This chapter provides a description of the research methodology, the observations and the interview.

### **2.1 Research Methodology**

The research is a process of collecting and analyzing data, it is used to get answers to research questions and also to verify or falsify. Sam gondan (2012) defined the term of research as a logical and systematic search for new and useful information on a particular topic. It is an investigation to look for reasons and solutions to different kinds of problems and phenomena by using objective analysis.

Methodology is a series of activities are used to collect data and address the research problem. It can utilize many tools and techniques. Chinelo Igwenegu (2017) defined it as the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It makes the research to be manageable, smooth and effective; also, it helps the researcher to develop his\her skills in analyzing and discussing.

There are certain kinds of research that requires either a qualitative or quantitative research depending the nature and methodology of the paper. The best reason for using qualitative research is the holistic insights given by the act of researching.

Qualitative methods of research demand a descriptive understanding of the subject being studied. Qualitative methods of research make use of in-depth analysis of secondary research approaches. This may include gathering information from academic works. It allows the researcher to come up with their own unique and justifiable conclusion based on the research they made from valid sources.

The present research is a case study; in which specific procedures were followed to accumulate information and answers to the research topic, which is about secondary EFL teachers. The first objective of this study is to see less experienced teachers and experienced teachers in action. It provides a description of the case study, the setting and the sample population. It also includes a description of the research instruments used, namely an interview and classroom observation with both groups of teachers. Moreover, to collect data for our research we adopted a

qualitative approach. And we administrated classroom observations for secondary school English teachers, as well as, an interview that was done with them.

### **2.1.1 Setting**

This research dissertation was conducted in the secondary school named “Yahia Cherif“, where is located in Mostaganem. The reason behind dealing with teachers in this particular school is the fact that it has quite many experienced English teachers as well as pre service English teachers which make it the most suitable location to conduct this study.

### **2.1.2 Participants**

Participants in this study consist of secondary school teachers at Yahia Cherief secondary school. The participants of this research work comprised four (04) teachers. The sample of teachers includes novice and experienced teachers (male and female), to have an equitable distribution of gender among the participants.

The present study started with classroom observation. This academic work divided into 08 sessions for two weeks in the first semester of 2020 academic year, and it is necessary to observe teachers inside the classroom in order to gather more data and confirm my research. It is important to note that, the interview with teachers was done online through social media because of Covid 19 circumstances.

## **2.2 Data Collection**

Data collection allows researchers to collect information and enough knowledge that they want to know about study objects, a researcher can evaluate and test the research’s hypotheses on the basis of collected data. In the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. There are different tools to collect the data such as interview, observation, test and questionnaire. The tools that are used in this study are the interview and the observations. The objective of choosing the two tools depends on the overall aims of the research which are investigating the difference between teachers of English at secondary school in their action.

The present work made use of both the classroom observations and the interview which are considered as the most suitable tools used. They were used to enhance the validity of data. The classroom observations were done with both groups of teachers in the secondary school with the purpose of observing the teachers performance in their natural settings. The interview consists of questions that give facts and exact information about teaching methods and to gives the teachers

opportunity to share their personal styles to manage the classroom also to add some advices and suggestions for other teachers.

### **2.3 Data Collection Tools**

Data collection tools are methodologies employed to gather data from a targeted, select group of people to assess pre-defined parameters by analyzing the data and gaining rich insights about the same. In the present research, the tools are the classroom observation and the interview. The classroom was done with beginner and experienced teachers whereas the interview addressed to the same groups of teachers. The purpose of using both tools is to collect qualitative data about the differences between novice and experienced teachers.

#### **2.3.1 Classroom Observations**

Observation is a direct measure of teacher performance and behavior in the class. Mathew T.Hora and Josef J.Ferrare provided a definition to classroom observation as it is a method of directly observing teaching practice as it unfolds in real time, with the observer or analyst taking notes and/or coding instructional behaviors in the classroom or from videoed lessons.” In this research work, the observation took a form of checklist to collect data which is necessary for this research by setting questions that evaluate teachers ‘practice. The observations were done during the first semester of academic year 2020 within secondary school teachers; it had been taking place from the second week of February until the first week of March 2020.

Classroom observation was selected as a tool to collect data about teachers’ qualities, classroom management and also the interaction between teachers and their students. Gaies (1991) has pointed out that what we see, when we observe teachers and learners in actions is not the mechanical application of methods and techniques but rather a reflection of how teachers have interpreted these things.

In the present work, the researcher used structured observation in order to observe both groups of teachers, each teacher was observed twice. The observer designed a grid (appendix 1) to facilitate and help note taking process. The table allows the researcher to put down extra information about the teaching style, teachers ‘attitudes, strategies, professional growth and classroom management.

#### **Description of Observations**

In the present study, the researcher divided the eight (08) sessions into two sections, the first section is planned for observing the teacher behavior and performance in action, including the relationship with students, and also the use of materials. The second section is designed for observing which strategies and techniques that teachers used in classroom management.

##### **❖ Section One: Observation of Teacher Performance**

This section consists of three points. The first point attempts to explore the environment whether teachers are working. The second point is about the relationship between teachers and their students. The third point attempts to know whether teachers use the same materials to present the lessons.

### ❖ **Section Two: Classroom Management**

This section consists of three items; the first item attempts to know about teachers skills such as; the techniques that they used to organize time and activities for each lesson, it includes also the materials that used in class, and also how they interact with different learners. The second item is about teacher motivation to involve student activeness. It finishes with the assessment of learners for example how the teacher evaluates different students about what they acquired after each lesson.

#### **2.3.2 Teachers' Interview**

In this study, the interview was conducted to cross-check the data. The interview is provided several questions to support the observation data. As Michael Coughlan, Ryan Frances and Cronin patricia (2009) noted that interviews are widely used as a data collection tool in qualitative research. The qualitative method helps researchers to collect specific knowledge about participants' experiences, views and beliefs concerning a specific research question. Furthermore, interviewee is not limited to specific choices of answers; it helps the researcher to gather additional information that supports work.

The interview is an important data gathering technique involving verbal communication between the researcher and the subject, it attempts to investigate the difference between novice and experienced teachers and also to confirm the researcher hypotheses according to interviewees' responses that identify the different characteristics of novice and experienced teachers.

In the present study, the interview was selected as the second tool to obtain data from both groups of teachers in Yahia Cherif secondary school. The interview was done online by the use of social media because the research face some problems that faced the researcher to do face to face interview

**a- Experienced teachers' interview:** the interview was addressed to two experienced teachers that were observed before. After briefly description of the purposes of the study. The interviews took period of 2 days for both interviewees. It contains 10 questions for teacher for each teacher. The questions designed according to specific objectives

**b- Novice teachers' interview:** the interview was submitted for the two beginner teachers were seen through classroom observations. All teachers were asked the same questions. Novice teachers took period of 5 days to answer the questions.

#### **The Description of the Teacher' Interview**

Interviews are an interaction process during which the interviewer evaluates the responses with regard to their objective to the proposed research. There are three main types of interview discussed in the literature: structured, semi-structured and unstructured. The present study deals with semi-structured interview type, the researcher prepares a list of questions in advance and exposes them to participants. Then, the interviewees took time to respond about the questions by sharing their own opinions about the particular topic.

The type of interview was the semi-structured one which was the most suitable for obtaining efficient and rich data. This type of interview consist of ten questions (see appendix2), each question is described bellow in details:

Question one was about the number of years the teachers have been teaching English in the secondary school, it aims to know the years of experience for each teacher; it helps the researcher to divide the teacher's participants into two groups.

Question two was about professional development, it aims to explore how both groups of teachers develop their profession and knowledge, and it gave a chance to participants to tell about their formations in teaching.

Question three aims to set the list of difficult aspects that face both groups of teachers in teaching carrier, the interviewees' responses involve the researcher to look for that aspects and trying to suggest solutions.

Question four was done to select the useful materials in the teaching and learning process according to teacher's answers and experience, this question aims to show if there are efficient materials to present the course and achieve students' needs in teaching.

Question five was about principles and notions that relies the teacher to prepare his/her lessons. It was done to investigate if teachers use the same materials or not, also, if teachers can change the material through passing the course.

Question six was set to investigate if both groups of teachers can observe their learners actions in the classroom for example when a student is not on the task, also, it raised to investigate how the teachers encourage their students to participate and react.

Question seven designed to know from interviewees if there is a teacher didn't success in managing the classroom environment, if they answer by yes, they had to mention their opinions about the reasons and add extra information on which procedures and techniques that are used in managing their classrooms.

Question eight was set to explore the relationship between the teacher and students, for example: how to deal with misbehaves toward teaching. Teacher's answers show to the researcher how each group of teachers reacts with difficult situations with learners.

Question nine aims to indicate whether the two groups of teachers motivate their students through a different technique; it aims to share how teachers use his\her skills to encourage learners to achieve their objectives.

Question ten was done to be an occasion for participants to add extra information about teaching and classroom management and to give some advices and suggestions to teachers depending to their experience.

### **Conclusion**

This chapter was the practical part of this research, it presented the methodology followed in this study; in addition, the chapter described and discussed the two tools that was used to collect data, starting from showing details about classroom observation and ending with the interview with mentioned the aim of each question in order to be clear for the next chapter which is data analysis.

## **Chapter three**

### **Data analysis and recommendations**

## **Introduction**

This chapter is dedicated to the interpretation and discussion of the results that obtained from both tools of research; which is classroom observation and teachers interview to prove the validity of hypothesis. Then setting the recommendation and suggestions that may help EFL teachers to be more experience teachers in managing their classrooms effectively. For that reason, various activities and strategies will be suggested.

### **3.1 Data Analysis Process**

After designing the research and its procedures, the following section will be about the analysis of the data collected which will help the researcher to test the hypothesis and answers the research questions. The study analysis included a qualitative and quantitative data analysis procedure.

#### **3.1.1 Classroom Observation Analysis**

Classroom observation is one possible way to have a clear idea about novice and experienced teachers in their way of teaching and consequently to determine the differences between them, and these issues introduced before in the research questions. Before starting the first step of classroom observation the researcher plans to put a grid to take note about structured observations (see appendix 1). The observation table constitutes the teacher i, relationship with their students, their behaviors and classroom management.

#### **Results of Experienced Teachers Observations**

In the table 3.1 above, it noticed during four sessions of classroom observation with experienced teachers, the researcher observes the fact that experienced teachers have a good performance. The two experienced teachers have ability to integrate and use different kinds of knowledge also, they have a great awareness of the learning context, also, have a lot of kinds of knowledge, such as: uses computer and educational software in teaching. In addition the first group of teachers has well organization when they give feedback to students and they give freedom to their students to express their views due to the good planning before entered the classroom. Than experienced teachers manage their classroom more efficiently, they seem to have a good interaction with their students. Also, experienced teachers are very careful in dividing their eye contact equitably. This help them to control the classroom or misbehavior without interrupting the lesson, they welcomed student initiations because they believed this would lead to meaningful communication in the class. Without forget to mention their abilities to solve problems and to

develop relationships with their students. They have strong work ethic where they show their responsibility for a various number of things as example students' misbehavior.

	Always	sometimes	never	rarely
Positive Attitudes and Interaction	+			
Preparation of Lessons	+			
Motivation in the Classroom	+			
Organization of Activities on each Lesson	+			
Use of Different Materials	+			

Table3.1: Experienced Teachers Observations

### Results of Novice Teachers Observations

Table 3.2 displays that the beginner teachers took less control dealing with students' behavior. Novice teachers were more distracted with students' behavior and reactions also with pedagogy and students outcomes. On other hand and during the observed the last four sessions those novice teachers seemed afraid from student reaction .i.e., students' questions or comments that prompt a change in the direction or topic of a course. They did not well manage the time available for lecture either could not finish the lecture or could not tackle some important elements about the lecture, because caused a divergence from their course plan; this is resulting from following their lesson course plan very strictly and take no risk with the curriculum. Less experienced teachers interacted only with few students. Novice teachers who have a lack of ability

in pedagogical knowledge, they were not enjoying the administrative work assigned by the school; also, their knowledge is simply a list of facts and formulas that are relevant to the domain.

	always	sometimes	never	rarely
Positive Attitudes and Interaction		+		
Preparation of the Lessons	+			
Motivation in the Classroom			+	
Organization of Activities on each Lesson		+		
Use of Different Materials		+		

Table 3.2: Novice Teachers Observations

**3.1.2 Discussion of The Results**

Based on the data obtained and analyzed from the classroom observation, it is found that:

- Experienced teachers have good characteristics of the effective teacher compare with novice teachers, they showing more interest to their profession growth.
- It shows that, experienced teachers have better understanding and use of language learning and greater efficiency and effectiveness in lesson planning.

- Experienced teachers have good classroom management skills including “management of time, knowledge and difficult situations.
- Experienced teachers performances differ from novice teachers in dealing with classroom activities and student needs.
- Experienced teachers have good interactions with their learners and prefer using different techniques and strategies to enhance students’ educational objectives.

### **3.1.3 Analysis of Teacher’s Interview**

This section will report the results of the teacher’s interview (see appendix B). The interview was handed to four teachers. These four teachers are divided into two groups; those with less than 3 years of experience and the other with more than 3 years.

#### **Q1: Teaching Experience**

This question aims to know how long the teacher has been teaching in the secondary school, it is found that: (2) the interviewees admitted that they have 7 years of experience, another (02) of them told that they have just 2 and 3 years of experience.

#### **Q2: Management of the Professional Growth**

In this question the two experienced teachers answered that they develop their profession by watching their expert colleagues in action and focusing on student experience and building positive relationships with educators from other areas in order to improve their own teaching. Also they mentioned the role of effective workshops that allow teachers to learn new teaching styles, techniques and tips. And only one novice teacher said that he managed his professional development throughout reading and listening to advices from other.

#### **Q3: The Difficult Aspects in Teaching**

Results demonstrate that both teachers consider the lack of motivation and lack of interest as the most difficult aspects of teaching, he said that:” I faced the obstacle in motivating students who lack of English proficiency. It is because English is foreign language. The students still lack of vocabulary. Thus, it is sometimes difficult to motivate the students.” One experienced teacher said that the main difficult aspect in teaching is balancing the different learning needs of students.

#### **Q4: The Selection of Materials**

It was found out that: the both groups of teachers used ICT during the teaching and learning process. The two interviewees claimed that, T1:” I sometimes use speaker or projector and application to support English learning especially in teaching listening.” Another one said that T2: “I look for supporting materials from the internet. I download it, and I show it to my students as media to support my teaching.” This means that teachers use ICT to support their learning process.

Novice teachers also said that they used technology materials in teaching practice but they told that they have a lack of ability to use them, they prefer to use text book which is provided by school. Experienced teacher added extra information that sometimes, the text book is not enough material and students didn't understand the lesson. So, the teacher decided to look for another material.

#### **Q5: The Preparation of the Lesson**

The findings show that both groups of teachers use different sources in the preparation of lessons from the internet, books, and handout and even by asking other teachers for help. Experienced teachers said:” I prepare my lessons Relying on well- known references and using different sources, making a lesson plan with details of the lecture. Also, ask other teachers for help and guidance”.

While novice teachers said that:”I prefer to prepare the lessons from text book or use sources from Internet”.

#### **Q 6: Techniques to Keep Students on Task**

According to the results obtained from this interview, experienced teachers make sure that their student is on the task by making assignment challenging. T01 said that:” to get students' attention while teaching, I usually change my method in teaching based on the lesson. It assists students to pay their attention. I try to make them not to be bored.”

Novice teachers claimed that:” I always divided my students into groups to keep them on task or by asked them to pay attention.

#### **Q 7: Management of Classroom**

When the researcher asked the participants if there is teacher didn't success in classroom management. Novice teachers said that they have difficulty in managing the time and also the lack of confidence. For example T2 told that:” at the beginning of my teaching experience, I have to manage my time. I have to prepare myself, my knowledge and my ability before, during and after the teaching, and I feel hopeless when a student asks me about some information.” While experienced teachers said that they assume the best in their students and they can solve any kind or misbehave happens in class.

#### **Q8: Relationship and Reactions toward the Classroom**

From the results gathered, the researcher concludes that both novice and experienced teachers have different techniques when facing such problems with students. Novice teachers have difficulties in communicating with their new colleagues or with their parents at the beginning of their work. T1 said that:” in the beginning, it was hard for me to adapt new environment and new colleagues. It was a challenge for me.” Novice teachers have challenges in relation with learners. Also T2 added that:” it is not a problem to interact with the students, but when it comes to the

parents, I feel a bit nervous.” The nervousness that is caused by the teacher in dealing with students’ parents will be an obstacle for them to become good teachers. Moreover, experienced teachers claimed that they have strong relationships with students and their parents; they involve parents in students’ education by home visits, emails, phone calls and inviting them to the class.

**Q9: Techniques That Help Teachers to Motivate Students**

The overall answers rely on the fact that teachers may use several techniques to motivate students to achieve their goals and to become active learners in the classroom. Experienced teachers argue that:” there many techniques help teachers to encourage their students for example to become a role model for student interest, also try to know more about your students and you can use a variety of students –active teaching activities. You need to Set realistic performance goals and help students achieve them by encouraging them to set their own reasonable objectives. Teachers must develop meaningful and respectful relationships with your students. In addition, promote student thinking. Avoid programmed and yes/no questions.

Novice teachers said that:

- T1 said that:” I have a lack of ability in motivation, because my learners are passive and they have weak personal motivation to learn the language.”

- T2 said that:” I can’t give much motivation to students, because I can’t know each student goals. Also I faced different student levels; each student has a different strategy in learning the language.”

**Q10: Advices and Comments about Teaching and Classroom Management**

This question was done to give chance to both groups of teachers to add some advices and comments that can help teachers to improve their profession; the researcher listed these advices the first experienced teacher told that:” to be good teacher to prepare well, prepare a lot, and try to be creative teacher, keep your students always active. Try to be a good listener, good guider and organizer to your learners due to build positive relationships with them.

The second experienced teacher claimed that:” to be excellent teacher you should not forget that your students are fluent in their own language. Try to Modeling. After telling students what to do, it’s important to show them exactly how to do it and be careful about the mistakes. And you must keep students discussions with limitations through misbehave”.

**3.1.4 discussion of results**

Based on the data obtained from the teachers’ interviews above, it found that:

- Experienced teachers have characteristics of excellent teachers, they manage their classrooms effectively.
- Experienced teachers have a rich kind of transferring knowledge and can deal with questioning with effective and better way and they are able to pass the message easily and effectively.

- Novice teachers have a lack of knowledge; they may require reference to answer the questions.
- Novice teachers faced difficulties in managing knowledge, time, and materials in teaching act.
- Experienced teachers are able to invest the teaching skills in a better way to achieve a shorter time and effort and more experience in achieving the goals of learning and reducing costs.
- Experienced teacher cares about students achievements because he/she always motivates students to arrive their goals. Beginner teacher faced the obstacle in motivating the students who lack of English proficiency and interests.
- Experienced teachers are desire to investigate and solve a wide range of teaching problems. Novices feel several emotions such as stress, hopeless, and lack of confidence for getting solutions to problems in the classroom.
- Experienced teachers have greater efficiency and effectiveness in lesson planning.
- Experienced teachers have a great ability to focus on the needs of students because their teaching behaviors become internalized. The novices faced matters to deal with students' needs because they are still very focused on their own actions.
- Experienced teachers are more concerned about creativity in teaching the same materials time and again to different groups or to different levels of students.
- Novice teachers are highly dependent on the course books they use and the lesson plans they produce; however, experienced teachers are innovative and can think of impromptu activities when the need for practicing such strategies arises in the class.

### **3.2 Suggestions and Recommendations**

Based on the results was gathered from classroom observation and teachers' interview. It advisable to set these recommendations that may help EFL teachers. To improve their professional development and to become effective and more experienced. For that reason, various activities and strategies will be suggested.

- ❖ New teachers need emotional, practical, and educational support by experienced teachers. This support may be in the form of activities that will provide these teachers with the suitable knowledge as proposed below. It is to be noted that these activities are selected from Harmer's book the practice of English language (2008).
- ❖ Teachers need chances to discuss what they are doing and what happens in the class so that they can benefit from each other and look over their beliefs and feelings. Also discussing their situations with other colleagues may help them sort things out in their own mind.
- ❖ A responsible EFL teacher continually evaluates his or her teaching to ensure that students are learning effectively and to know more about his learners and what suits them. That is to say,

“teachers need to become learners themselves which is one of the best ways of reflecting upon their teaching practice. » Harmer (2008:350).

- ❖ Many novice teachers consider classroom management as the primary challenge they face, they generally have difficulties with making classroom management decisions, as well as the ability to handle multiple tasks at one time. For that they need help and support from teachers with more experience in learning effective strategies. All teachers need support but novice teachers need more support than their experienced colleagues. Thus, experienced teachers may help novices by showing the effective methods while dealing with students, giving some advices about how to manage time, how to deal with different problems and misbehavior.
- ❖ Teacher education programs have developed a wide range of arrangements including experiences to make learning from practice a key element of teacher education. Teachers have exposed the importance of reflection as an appropriate way for teachers to enhance the effectiveness of their teaching practice.
- ❖ Provide support for teachers to innovate new teaching strategies to meet the demands of reform.
- ❖ Engage teachers through varied approaches so they can participate actively in making sense of a new practice.
- ❖ Teaching practice is anticipated to allow the newly recruited teachers to expand their skills and competencies of teaching, and to apply the concepts learned from the courses studies to teach in addition to bringing about meaningful changes in their teaching act and learners.

### **Conclusion**

This chapter was a practical part of this research since it focused on the analysis and discussion of the collected data starting from classroom observation to teachers' interview. The results were analyzed quantitatively and qualitatively than the general of the collected information were discussed. In addition, it provided some suggestions and recommendations that can help both novice and experienced teachers. It shed light on some activities and techniques that might help teachers to perform well and change their methods.

## **General conclusion**

## General Conclusion

### **General Conclusion**

Teaching English as a foreign language in non-native context is a difficult mission to do. It is a long process which may encounter various challenges. However, the competent teacher is the one who is aware of what to teach, how to teach and a way to react to any educational situation. This study was an attempt to describe the qualities of excellent teachers and the differences are between novice and experienced EFL teachers in their teaching act and try to provide some solutions to help novice teachers to improve and grow. Hence, this study was shaped into three main chapters.

The first chapter was a theoretical part associated with the main themes illustrating some definitions about professional development, effective teacher, novice and experienced teachers and classroom management. The second chapter was a methodological part in which the researcher gave the reader information about case study and methodology, research participants and instruments. The last chapter provides the reader with a detailed analysis of the results gathered from the instrument and suggests some activities and techniques that may help these teachers in becoming more experienced.

Interesting results were achieved and it was found experience plays a major role in the teaching act. That is to say, experience will help EFL teachers become effective, experienced and more practiced at behaving with different issues in the classroom that. The second result provides that there are differences between the two groups of teachers in the way they teach. These results reject the second hypothesis which views that there might be no significant differences between novice and experienced teachers in their act of teaching and in managing their classrooms. . In addition that experienced teachers a divergence in their repertoire of knowledge rather than novice teachers who need time and experience in order to assemble that knowledge and make to practice. This results shows the validity of hypothesis which says that experienced teachers may have a vast repertoire of knowledge that may create a highly developed learning environment. As a result, novice teachers and despite the accumulated knowledge and vocabulary that acquired it through their studies, they are still need experience and teaching practice in order to learn more about teaching and function what they know about teaching. This study found that novice teachers are often facing unpredictable situations where their work as well as themselves are judged and evaluate by others. The combination with the reality of heavy workloads, difficulties with students and teaching as profession, can impact many of their desire to continue in the field. So, new teachers need practical and educational support by experienced teachers.

Ultimately, the present study encountered a number of limitations and difficulties. Firstly, it was difficult to arrange the time to observe novice teachers. Observing novice teachers represents

## General Conclusion

an obstacle for the researcher in the study because they did not come at time, their students make noise, they work only with few of students and they suffer from their behaviors toward them. Additionally, the lack and hard access to some documents related to the area of investigation.

In the present study, the researchers stressed on the differences between novice and experienced EFL teachers and qualities of effective teachers in different levels concerning the teaching act which open the door for various questions and ideas among them; one should think more about how to organize teaching practice programs for newly recruited teachers.

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## **Appendices**

**Appendix 1:**

**Grid Observations**

	always	sometimes	never	rarely
Positive Attitudes and Interaction				
Preparation of Lesson				
Motivation in the Classroom				
Organization of activities on each Lesson				
Use of Materials				

## **Appendix 2:**

### **Teacher's Interview**

1. How long have you been teaching English in the secondary school?
2. Do you attend regular teaching seminars and workshops before? What were the main issues?
3. What are the most difficult problems that you had to face in your carrier?
4. What type of teaching materials do you find efficient today?
5. What are your criteria in selecting the teaching materials?
6. How do you make sure student is on the task?
7. Do you think that there are unsuccessful teachers in managing their classrooms?
8. What you do when a student misbehaves and breaks a rule?
9. How do you motivate your students to achieve their educational objectives?
10. What is your piece of advice for novice teachers?

**Thank you for your collaboration.**

