

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
University of Tlemcen



Faculty of Letters and Languages
Department of English

*Teachers' Professional Development and Classroom Management:
Case of Novice and Experienced EFL Teachers at Tlemcen
University.*

*Dissertation submitted to the Department of English as a partial
fulfilment of the requirements for the degree of Master in
Language Studies.*

Presented by:

Mr. KOUBCI Abdessamad
Miss. BOUHACIDA Meryem

Supervised by:

Dr. DJEBBARI Zakia

BOARD OF EXAMINERS

Dr. NEGADI Nassim	MCA	Chairperson
Dr. DJEBBARI Zakia	MCA	Supervisor
Dr. BENMOSTEFA Nawel	MCA	Examiner

Academic Year: 2016-2017

Dedications

To My Parents,

*Strong and gentle souls who taught me how to trust in Allah,
believe in myself, and that so much could be done with little,
whose affection, love, encouragement, and prayers of day*

And night that made me

Able to get such success and honor.

To my dear family members

*To my friends Aymen, Walid, Salah, Imad, Oussama,
Abderrahim, and Sid Ahmed.*

To all my teachers.

And to my faithful best friend Meryem.

KOUBCI Abdessamad

Dedications

My thanks go at first to my parents, my precious father and my tender mother for educating me and giving me unconditional support and encouragement during all the stages of my life from birth up to now.

To my lovely "Fatima", my brother "Mohammed" as well as to my best sister "Sanaa", to "Horia & Lamia", to my cute nephews "Abd Rahman, Abd Ilah & Ibrahim" and to my beautiful nieces "Malak, Safae and Marwa".

To all my uncles and aunts.

It is dedicated also to my sweetest cousins "Chahrazed, Soumia, Sara, Amina, Zhor & Kamila". To my friends Hadjer, Houda and Wassila

And a special dedication, to my dearest friend "Abdessamad".

BOUHACIDA Meryem

Acknowledgements

We would like to express our greatest and deepest gratitude to Allah, for his blessings and guidance, and to whom we owe everything.

First of all, we would like to express our deepest sense of gratitude to our supervisor Dr. DJEBBARI Zakia for her continuous advice and encouragements throughout the course of this thesis. Also for her systematic guidance and great effort.

Our appreciation also goes to examiners who accepted to read and correct our research work.

A big thank to all the teachers and students who were patient in answering the questionnaires.

We would like also to thank all those people who made this research work possible and an unforgettable experience.

Last but not least, many thanks go to our friends for their continuous encouragement.

Abstract

This research aims at investigating the similarities and differences between novice and experienced teachers in their act of teaching. It examines the thinking and performance of novice and experienced teachers as they grapple with essential aspects of teaching (e.g. managing learning in the classroom) which may provide insights into difficulties they encounter in becoming experienced. The purpose of comparing these two groups of teachers is to see whether differences between them might be referred to differences in their number of years of teaching experience. To reach this end, a research work was conducted in the department of English in Tlemcen university examining and observing, 3 experienced and 3 novice teachers besides to their learners. Classroom observation was also used to see both groups in action. The data collected were analyzed both qualitatively and quantitatively. The findings revealed that there are a significant difference and similarities between novice and experienced teachers, thus, these differences help to reveal what aspects are available in experienced teachers but missing in novice teachers or vice versa. Furthermore, the other finding of this research show the difficulties that novice teachers they encounter in becoming experienced.

Table of Contents

Dedication1.....	I
Dedication2.....	II
Acknowledgements.....	III
Abstract.....	IV
Table of Contents.....	V
Lists of Tables.....	VIII
List of Bar –Graphs and Pie-Chart	IX
List of Acronyms.....	X
General Introduction.....	01

Chapter One: Literature Review on EFL Teachers

1.1 Introduction.....	05
1.2 Teachers’ Development.....	05
1.3 Novice and Experienced EFL Teachers.....	06
1.3.1 Novice Teachers.....	06
1.3.2 Experienced Teachers.....	07
1.3.3 Identifying Novice Teachers from Experienced.....	08
1.4 Teacher’s Roles in becoming Experienced.....	09
1.5 Classroom Management.....	11
1.5.1 Novice and Experienced Teacher’ Attitudes towards Teaching and Classroom Management.....	11
1.6 Conclusion.....	12

Chapter Two: Research Design and Data Analysis

Part One: Research Design

2.1. Introduction.....	14
2.2. Research Design.....	14
2.3. The Sample population	14
2.3.1. Learners' Profile.....	14
2.3.2. Teachers' Profile	15
2.4. Research Site	15
2.5. Research Tools.....	15
2.5.1 Questionnaire	15
2.5.1.1. Teachers' Questionnaire.....	16
2.5.1.2. Students' Questionnaire.....	17
2.5.2. Classroom Observation	18
2.6. Conclusion	19

Part Two: Data Analysis

2.1. Introduction.....	20
2.2. Data Analysis Procedure.....	20
2.2.1. Qualitative Data Analysis.....	20
2.2.2. Quantitative Data Analysis.....	20
2.3. Data Analysis Phase	21
2.3.1. Teachers' Questionnaire Analysis.....	21
2.3.2. Students' Questionnaire Analysis.....	26
2.3.3. Classroom Observation Analysis	29
2.3. Data Discussion and Interpretation.....	30
2.4. Conclusion.....	31

Chapter Three: Suggestions and Recommendations

3.1 Introduction.....	33
3.2 Practical Suggestions for Novice teachers	33
3.2.1. Professional Development Activities.....	33
3.2.2. Teaching Practice in Pre-service Teaching.....	35
3.2.3. Experience teachers' Guidance to Novice teachers.....	36
3.3. Other Recommendations.....	36
3.3.1. Changes in Teachers' Practices.....	36
3.4. Conclusion.....	37
General Conclusion.....	39
Bibliography.....	42
Appendices.....	48
Appendix 'A': Teachers Questionnaire.....	49
Appendix 'B' Students Questionnaire.....	53
Appendix 'C' Grid of Observation.....	54
Appendix 'D' Consent Form.....	56

List of Tables

Table 1.1. Teachers' Practices to become Professional.....	10
Table 2.1. Objective of Teachers' Questionnaire.....	19
Table 2.2. Objective of Students' Questionnaire.....	20
Table 3.1. The Comparison Chart.....	23

List of Bar-Graphs and Pie-Chart

Pie-chart 2.1. The Attendance of Novice Teachers' in others' sessions.....	25
Bar-graph 2.1. The follower of the lesson plan.....	27
Bar Graph 2.2. Class Preparation.....	28
Bar-graph 2.3. The Encouragements of Teachers.....	29
Bar-Graph 2.4. Teachers Role in Clarifying Difficult Word.....	30
Bar-Graph 2.5. Teachers Motivation Techniques.....	31
Bar-Graph 2.6. The Use of Different Activities.....	31

List of Abbreviations and Acronyms

EFL: English as Foreign Language

ELT: English Language Teaching

PO: Peer Observation

TEFL: Teaching English as a Foreign Language

LMD: Licence Master Doctorat

General Introduction

General Introduction

Each career has a frame of information that set it apart from others and makes those who grasp such skills considered as being professionals to practice the profession. Teachers are the key to successful education and they have a critical role bringing about educational reform. Therefore, an extensive range of language education research was dedicated to the characteristic features of language teachers.

EFL teachers differ in many aspects of teaching, they are not all the same. That is to say, teachers who have more years of experience are not the same as teachers who just entered the teaching career. For that reason, the present research work tries to find the similarities and differences between them and to answer the following problematic:

- How may experienced and novice teachers differ in classroom management?

The researchers further ask three sub-questions in order to find answers to the problematic:

1. In what ways do novice teachers differ from experienced teachers in managing their classrooms?
2. How may teachers' experience influence the classroom environment?
3. How may novice teachers influence the classroom environment?

These questions may lead to the formulation of the following hypotheses

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

3. Novice teachers may have the characteristics of experienced teachers without having any experience. This may support the learning environment.

This extended essay is shaped into three chapters. The first chapter is a literature review in which the researchers tackle the topic of the differences and similarities between experienced and novice EFL teachers and how these teachers develop their profession.

Chapter two contains a description of the situation, sample population, and research tools in addition to the analysis of the data collected from the research instruments used in order to find out a clear view of the differences and similarities between the two groups of teachers. . While chapter three is designed for the purpose of suggesting some solutions and activities that may help teachers in becoming experienced.

Chapter One

Chapter One: Literature Review on EFL Teachers

1.1. Introduction

1.2 Teachers' Development

1.3. Novice and Experienced EFL Teachers

1.3.1. Novice Teachers

1.3.2. Experienced Teachers

1.3.3 Identifying Novice Teachers from Experienced

1.4. Teacher's Roles in becoming Experienced

1.5. Classroom Management

1.5.1. Novice and Experienced Teacher' Attitudes towards Teaching and Classroom Management

1.6. Conclusion

1.1. Introduction

Experienced teachers may differ from novice teachers in various ways. Novice teachers seem to need professional development that affirms the knowledge, experience, and intuitive judgment they have been cultivated during their careers. Some experienced teachers are not as receptive to professional development as are new teachers, even though they might benefit from opportunities to reflect on and enhance their knowledge and refresh their enthusiasm for teaching.

Therefore, this chapter attempts to provide an overview of experienced and novice teachers and the ways these teachers may differ. It presents a discussion of possible considerations involved in providing high-quality professional development for teachers. It also suggests models of professional development and classroom management that have been put for meeting the unique needs of novice and experienced teachers.

1.2. Teachers' Development

Teacher education has long been a center of attention in the educational world and serves as a main policy lever. In recent years, teacher professional development become a crucial part of teacher education (Doyle, 1990). It has been identified as one of the most productive ways to improve teachers' professional skills and attitudes, create better schools (Borko & Putnam, 1995) and ultimately enhance the learning process.

Teachers' development is life-long process and should not be thought of as only happening during preparation. It serves a longer-term goal and seeks to facilitate growth of teachers. It involves documenting different special types of teaching practices; reflective analysis of teaching practices, interplay among teachers, peer-based learning through mentoring, and sharing capabilities, experience, and solutions to common issues which enhance their teaching competencies (Richard and Farrell, 2005).

From the institutional perspective, professional development activities are supposed not merely to improve the performance of teachers but rather to benefit the institution as a whole. Professional development is designed to fulfill the needs and goals of experienced teachers that have the ability to guide these teachers into new and challenging roles; reveal them to new information in the field; and lead them into fruitful self-reflection, collaboration with colleagues, and investigations within their own classrooms.

It has been revealed that experienced teachers vary from beginner teachers in their information, competencies and beliefs. For that reason, it could be inferred that they also differ from beginner teachers in their professional development needs. Although, most of the studies on teacher learning focus on teacher training on the preservice stage, teachers maintain to evolve as they stay long in the teaching profession, and numerous researchers (e.g., Zeichner & Noffke, 2001) have emphasized the importance of lifelong professional learning for teachers in all fields. Offering meaningful professional development for experienced teachers can be considered valuable to this goal.

1.3. Novice and Experienced Teachers

Many studies have been carried out with experienced and novice teachers in order to see if there are differences between the two groups of teachers or they are equal. Numerous researchers investigate the similarities and differences in various aspects and defined both groups in terms of their years of experience.

1.3.1. Novice Teachers

The term “*novice*” has often been used in studies on beginner teachers. As Farrell (20012) states, there may be no precise definition of a beginner teacher in the existing literature. A novice could be anybody who is teaching something new for the first time or who is not always very acquainted or experienced in teaching as a profession. There is also no consensus on how many years of teaching are necessary to end this novice stage. Some researchers described a novice as a teacher with less than five years of teaching experience (Kim & Roth, 2011; Freeman,

2001). Gatbonton ,(2008) and Bastick, (2002) referred to it as a teacher who generally has zero to three years of teaching experience and is a newcomer to the teaching career. For this reason, this study adopts Freeman's (2001) classification, i.e., a novice teacher was defined as a teacher who has less than five years of teaching.

1.3.2. Experienced Teachers

Educational researchers have been able to pin down the difference between expert and experienced teachers. According to Tsui (2003), experienced teachers are the ones who have taught for many years. However, from Gadamer (1989: 355-356) perspective, “ *experience is not concerned with the fact that someone already knows everything in the sense of information ; rather the experience relates to the emergence of insights that arise from many disappointments of one's expectations* ” Experience does not necessarily result in expertise, eighteen years of experience can be one year's experience repeated seventeen times.

Whereas, expertise is a process rather than a state. Experts continuously extend the outer edge of their competence, as put by Gatbonton (2008):

- Taking on further challenges.
- Setting themselves higher standards.
- Working hard to reach those standards.

Experts constantly reinvest their mental resources, in problematising what is taken as habitual, in reformulating issues and in solving them. Expertise teachers are the ones who reflect in action and about action as a way to obtain excellence, whereas experienced teachers may just do things automatically without being concerned too much about excellence (Johnson, 2009). In other words, expert teachers have more integrated knowledge which they combine with old knowledge more easily. They often take longer to plan than experienced teachers in order to use many representations of knowledge and through reliably predicting consequences,

they are more able to expect what will happen during the lesson and respond to it. Expert teachers are the ones who work hard to turn their teaching experience into an art.

1.4. Identifying Novice Teachers from Experienced

Novice teachers are quite easily described as those with little or no classroom experience. They are frequently student teachers or teachers who have less than 2 years of teaching experience (Gatbonton, 2008). The identification of experienced teachers is more complicated. Teachers and administrators may define experienced teachers as the ones who have taught for many years, are able to encourage students and keep their interest, recognize how to manage their classroom successfully, and have deeper understanding of students' needs and student learning, and can change course in the middle of a lesson to take benefit of unexpected opportunities to enhance student learning, and have greater efficiency and effectiveness in lesson planning (Richards and Farrell (2005: 7).

Within the literature, however, the definition of experienced teachers appears to hinge mainly on the number of years taught. Most typically, studies identify experienced teachers as the ones who have about five years or more of classroom experience as Gatbonton, (1999) states in her research about novice and experienced teachers. Number of years teaching, however, does not assure expertise as a teacher. For instance, some experienced teachers can be considered as experts, while others continue to be “experienced non-experts” Tsui, (2003 :3).

From another angle, Richards & Farrell (2005:7) state that experienced teachers tend to share the following characteristics:

- A richer and more elaborate knowledge base,
- Ability to integrate and use different kinds of knowledge,
- Ability to make sound intuitive judgments based on past experience,
- A desire to investigate and solve a wide range of teaching problems,
- A deeper understanding of students and student learning,

- Awareness of instructional objectives to support teaching,
- Better understanding and use of language learning strategies,
- Greater awareness of the learning context,
- Greater fluidity and automaticity in teaching.

1.6. Teacher's Roles in becoming Experienced

Research shows that becoming an effective science teacher is a continuous process that stretches from first experiences years to the end of the professional career (National science education,1996). The idea is that experience, gained over time, enhances the professional knowledge. Generally, experience is discussed in terms of its relationship to performance. Being a professional teacher is not to think that you are able to do something but being able to do it because of prior training or firsthand experience. Several studies (Dyle, 1990; Richard, 2003; Borko 2000) have found a positive effect of experience on teacher effectiveness and that experience is considered as a main element of teacher's professional development.

In every profession, there are roles and responsibilities and limits which can be set with the intention to divide the line that shows the farthest boundaries. Teachers may become professional by taking into account a number of measures. For instance, the CAELA (2010) provides the following roles in helping teachers to become professional, this can be put in the following table:

Action	Description
1. Action Research	-Provides a concrete focus on experimentation and improvement.
	-Helps teachers be more effective in their teaching and development.
	-It can be engaged by a single teacher, by a group of colleagues who share a common problem or by the entire school.
2. Mentoring and Coaching	-Develop new paradigms for their own teaching.
	-Understand new concepts, encourage changes in point of view and action and provide support over time.
3. Peer observation	-It allows teachers to extend themselves by exchanging teaching process with experienced.
	-It creates opportunities for social integration that can alter the often solitary nature of language instruction.
4. Reflection	<p>There are several ways to reflect :</p> <ul style="list-style-type: none"> -Study Circles gives the opportunity to enhance teacher's knowledge, reflect on their current practices, apply new theories and research in their classes, and reform their teaching practices. -Reflective Teaching encourages to try new methods and materials and to take risks. -Reflective Writing enables teachers to process their current and new practices in a deliberate and focused fashion.

Table 1.1. Teachers' Practices to become Professional

Teachers also need to learn how to act as decision-maker. They are always taking decisions about different ideas, issues and events such as: content, student behavior, homework, catering for different learning styles, and assessment. In the same vein being professional teacher is being able to use a variety of teaching approaches and techniques which are appropriate to learners and the learning

objectives. Watching to a professional teacher in act is like watching a work of art. Teacher's individual experiences shape their understanding of the teaching role and how it should be played out in practice.

1.5 Classroom Management

As stated earlier, teachers play various roles in the classroom and one of the most important is that of classroom manager. Definitions of classroom management vary, but generally they include actions taken by the teacher to establish order and engage students. Classroom Management has been defined by Evertson and Weinstein (2006:4) as “*The actions teachers take to create environment that supports and facilitates both academic and social emotional learning*”. It refers to the procedures, strategies, and instructional techniques that teachers use to manage student behavior and learning activities. Richards (1990: 10) also defines it as “*the ways in which students' behavior, movement and interaction during a lesson are organized and controlled by the teacher*”.

Classroom Management is an integrant part of effective teaching which prevents behavior problems through good planning, organizing and managing of classroom activities, arranging the environment to maximize efficiency, good presentation of instructional materials and good teacher-student interaction.

1.5.1 Novice and Experienced Teachers' Attitudes towards Teaching and Classroom Management

Classroom management is not a gift bestowed upon all teachers and though some teachers adapt easily techniques to classroom management. As already mentioned, classroom management is a skill that can be gained through training and many years of experience in the field (Bosch, 2006). Experienced teachers indentify the establishment of classroom management as one of the significant objectives that should be refined in the first week of the year. While novice teachers consider classroom management as one of the most serious challenges.

A number of studies have found that classroom management is a primary area in which beginning teachers feel underprepared (Britt, 1997; Jacques, 2000; Ladd, 2000; Savage & Savage, 2009). Gee (2001) and Smith (2000) found that novice teachers do not have the requisite knowledge of classroom skills to understand the complex interrelationship among management, behavior, and academic tasks. They tend to be more hesitant and less flexible. Compared to novice teachers, experienced teachers generally are able to manage the dynamic nature of a classroom setting and to deal effectively with the most salient aspect of a classroom—unpredictability (Doyle, 1986). Experienced teachers combine their years of teaching service and a repertoire of classroom skills and strategies. They have the ability to prioritize tasks and to attend selectively to a number of key classroom matters (Hagger & McIntyre, 2000). The lack of knowledge and beliefs that experienced have prevents novice teachers from focusing on students learning. Instead, they preoccupied with their own behavior and which procedure should be used.

Most research has shown that effective classroom management is the most difficult skill that novice teacher has to master. Although, it is not only the matter of inexperienced but also experienced teachers may face problems in classroom management.

1.5. Conclusion

This chapter was the theoretical part of this research work. It aimed to analyse the related concepts like novice and experienced teachers and their professional development. It also attempted to examine the management and performance related to the act of teaching of both groups of teachers. The second chapter will seek to practically check the findings achieved in this chapter.

Chapter Two

Chapter Two: Research Design and Data Analysis***Part One: Research Design*****2.1. Introduction****2.2. Research Design****2.3. The Sample population**

2.3.1. Learners' Profile

2.3.2. Teachers' Profile

2.4. Research Site**2.5. Research Tools**

2.5.1 Questionnaire

2.5.1.1. Teachers' Questionnaire

2.5.1.2. Learners' Questionnaire

2.5.2. Classroom Observation

2.6. Conclusion***Part Two: Data Analysis*****2.1. Introduction****2.2. Data Analysis Procedure**

2.2.1. Qualitative Data Analysis

2.2.2. Quantitative Data Analysis

2.3. Data Analysis Phase

2.3.1. Teachers' Questionnaire Analysis

2.3.2. Students' Questionnaire Analysis

2.3.3. Classroom Observation Analysis

2.3. Data Discussion and Interpretation**2.4. Conclusion**

Part One: Data Description

2.1. Introduction

This chapter presents the experimental case study of the comparison between novice and experienced EFL teachers at Tlemcen University. The purpose 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 a questionnaire for teachers and students, and a classroom observation of teachers.

2.2. Research Design

The present research is a case study; in which specific procedures were followed to accumulate information about teachers. The primary objective of this study is to investigate the differences between teachers based on their years of teaching experience.

2.3. The Sample Population

Sampling is the process of selecting a number of individuals called population for a research work. In this study, the researchers chose six teachers (three novice and three experienced teachers) and 45 students. Both of them would serve as a sample for data collection.

2.3.1. Learners' Profile

The students are first, second and third-year English learners from the University of Tlemcen. The researchers have selected two groups of learners; the first group contains twenty-three students in which their teacher have less than five years experience. The second group contains twenty-two third-year LMD students in which their teacher have more than five-year experience; both teachers teach the same module but different levels.

2.3.2. Teachers' Profile

The researchers select three novice teachers and three experienced teachers from Tlemcen University. Experienced teachers have more than five years of teaching experience and novice teachers' experience ranged from one to five years and both of them are specialized in different specialties such as, Linguistics, Phonetics, and literature. The experienced teachers are doctors and the novice teachers have magister degree and reading for doctorate degree.

2.4. Research Site

The study is conducted in the English department at Tlemcen University. This department was founded in 1989. Recently, the foreign language department has been restricted and the English section has become an independent department including Translation. The English department offers a variety of modules basically related to two specialties: Literature and Civilization and Language Studies. The system used is LMD (License/Master/Doctorat), this system has been implemented in Algeria since 2004/2005.

2.5. Research Tools

During this phase, data was gathered using two research tools namely, questionnaires for teachers and students in addition to classroom observation.

2.5.1. Questionnaire

The questionnaire is considered as one of the most common instruments used. Questionnaires can survey a large population in different locations, which make the results more uniformed. Moreover, respondents have ample time to think before giving their answers, in comparison with other instruments. Brown (2001:1) defines it as “ *Any written instrument that present respondent with a series of questions or statements to which they are to reach either by writing out their answers or selecting them among existing answers* ”

The questionnaire used in the present study aims to identify the different characteristics of novice and experienced teachers. The questionnaire was designed for teachers as well as for students.

2.5.1.1. Teachers’ Questionnaire

The researchers have administered a questionnaire to six teachers; Three have less than five years experience and the other three teachers having more than five years of experience. The questionnaire was distributed during the academic year (2016-2017).

In the current study, the researcher formed a questionnaire based on both close-ended questions and open-ended ones. The following table will sum up the objective of each question:

Rubric	Question	Objective
1	Background information about teachers	-How many years of experience. -Their age. -The training career. -Teaching as a profession.
2	-Difficult aspects of teaching today. -How can teachers motivate students to become active learners? -Whether the participants attend the teaching practice session or not.	Exploring the different teaching strategies used by novice and experienced teachers. -How both groups of teachers manage their professional development.

3	<ul style="list-style-type: none"> -How teachers manage their classroom to elicit different point view of both groups of teachers. -How they prepare the lesson plan. -how closely they follow their lesson. -What to do if they forget to prepare the lesson. 	Extracting information on how both groups of teachers manage their classrooms and prepare the lesson plan.
---	--	--

Table 2.1. Objectives of Teachers' Questionnaire

In brief, the themes included in the questionnaire aimed at extracting the differences between novice and experienced EFL teachers in the way they answering these questions.

2.5.1.2. Students' Questionnaire

At this level, questionnaires have been addressed to the learners. The researchers used only closed-ended questions in which the respondents has to choose from a limited number of answers which make it easier to answer the questions and analyze it. This questionnaire's objectives are displayed in the following table:

Question	Objective
Q1	-Aims to find out whether the students feel that their teacher appear well prepared for the lecture or not.
Q2	Is raised to know from learners' whether both groups of teachers encourage their students to ask questions and s

Q3	-To investigate if both groups of teachers correct students mistake or their classmate who does.
Q4	-To discover whether both groups of teachers clarify the difficult points and words for their students.
Q5	-To indicate whether the two groups of teachers motivate their students through a different technique.
Q6	-To know f novice and experienced teachers use different resources and classroom activities.

Table 2.2. Objective of Students' Questionnaire

2.5.2. Classroom Observation

Classroom Observation is one of the methods through which the researchers assess the quality of teachers and it has been always considered as a major data collection tool in qualitative research. Good (1998:337) states that “*one role of observational research is to describe what takes place in classroom in order to delineate the complex practical issues that confront practitioners*”. There are several types of classroom observation including Participant /non-participant, overt/covert and structured/unstructured observation.

In the present research, the researchers used a structured observation in order to observe teachers. Each teacher will be observed twice. The observers designed a grid to facilitate and help notes taking process. The grid (see appendix 1) allows the researcher to note down extra information about the teaching act, strategies, handling misbehavior, managing classroom, and professional growth.

The grid was divided into four parts: classroom management, awareness about learners, self-efficacy and improvisational skills. Each part has its purposes.

I. Classroom Management: -Time management.

-Preparation and organization of the teacher.

-The use of the foreign language.

II. Awareness about Learners: -The interaction of teachers with students.

-The diversity in using materials.

-The mastery of grammar and pronunciation.

III. Self-Efficacy: - The establishment of specific term goals of the lecture.

-The use of new teaching approaches.

IV. Improvisational Skills: -The practice of different methods in teaching.

-Diversity in using vocabulary and explanations.

- Teacher's ability to detect students' weaknesses and
then solve them.

2.6. Conclusion:

This part was concerned with the description of the case study where two research instruments were used to gather information and to determine the differences between novice and experienced teachers. The analysis of the results obtained from the two research instruments will be discussed in the following part of this chapter.

Part Two: Data Analysis and Interpretation

2.1. Introduction

This part deals with analyzing and interpreting data gathered previously from the selected sample. Data will be analyzed both quantitatively and qualitatively. The data have been gathered through the use of a definite set of instruments, namely a questionnaire for students and teachers and a classroom observation.

2.2 Data Analysis Procedure

After designing the research and its procedures, the following section will be about the analysis of data gathered which will help the investigators to answer the research questions. The analysis included a qualitative and quantitative data analysis procedure.

2.2.1 Qualitative Data Analysis

Qualitative research gathers information that is not in numerical form. Common examples of such data are open-ended questionnaires, unstructured interviews, and unstructured observations. Seliger and Shohamy (1989:205) describe it to be “*usually in the form of words in oral or written modes*”. Qualitative data analysis is a set of process that helps the researcher to move from the collected data into some kind of explanation or interpretation of the phenomenon. In other words, this kind of analysis is used to understand how and why certain things happen. (Arpita Bhattacharjee, May 8, 2014)

2.2.2 Quantitative Data Analysis

Quantitative Data, as the name suggests is one which deals with quantity or numbers. It focuses on numbers and mathematical calculations. This type of data can be used to construct graphs and tables charts, of raw data. According to Aliaga and Gunderson (2002, qtd. in Muij 2004: 01), quantitative research is “*explaining phenomena by collecting numerical data that are analyzed using mathematically-*

based methods (in particular statistics)". Muijs (2004) claims that quantitative approach is more suitable to answer questions, such as: How many...? How much...?

The difference between these two procedures will be put on the following table:

Basis for Comparison	Qualitative Data	Quantitative Data
Research Methodology	Exploratory	Conclusive
Analysis	Non-Statistical	Statistical
Collection of data	Unstructured	Structured
Asks	Why?	How many or How much?
Sample	Small number of non-representative samples	Large number of representative samples

Table 3.1. The Comparison Chart (adopted from Surbhi, 2016)

In the present work, the researchers will use a combination of quantitative and qualitative data that will hopefully enrich the current study.

2.3. Data Analysis Phase

This section comprises the analysis of the data collected from the research instruments stated above. It is devoted to summaries the overall data obtained.

2.3.1 Teachers' Questionnaire Analysis

This section will report the results of the teacher's questionnaire (see appendix A). The questionnaire was handed to six teachers. These 6 teachers are divided into two groups; those with less than 3 years of experience and the other with more than 3 years.

Rubric One: Background Information**R1.Q3.**The Teachers' Training

Results show that 100% of the experienced teachers received training in their career, whereas 100% of novice teachers did not receive any training about the teaching process.

R1.Q4. Teaching as Profession

Generally, most teachers like teaching as a profession because it makes them feel that their work has a purpose and they also said that it keeps them learning new things. Some teachers added some reasons which have relation with students such as: to form, help and to enhance the students understanding.

Rubric Two: Teaching Strategies and Professional Development**R2. Q1** The difficult aspects in teaching

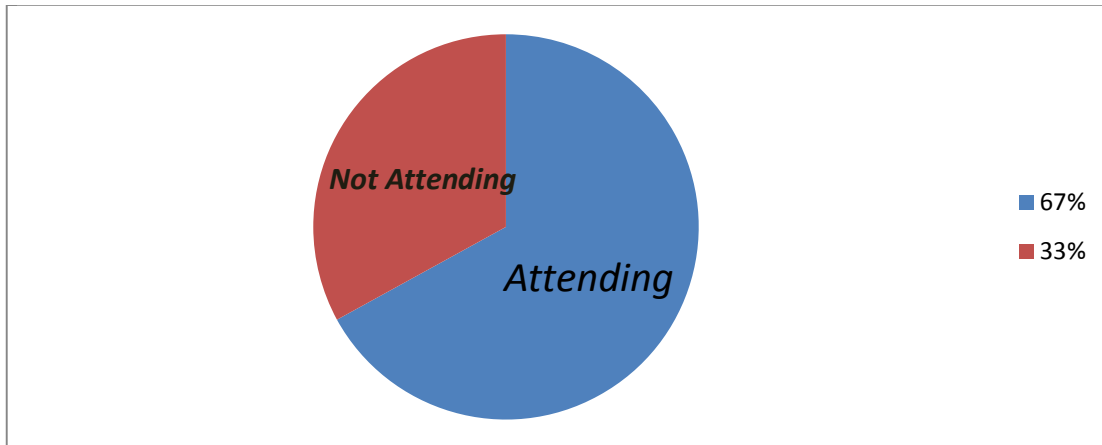
Results demonstrate that both teachers consider the lack of motivation and lack of interest as the most difficult aspects of teaching. However, 33.33 % of experienced teachers consider the lack of interest also as one of the difficult aspects of teaching.

R2. Q2 Methods that help students to become active learners

The overall answers rely on the fact that the teacher may use several strategies to motivate students to become active learners in the classroom, arguing that teachers may motivate students by defining objectives, giving students responsibility, drawing a connection to real life and harnessing students' interest.

R.2 Q.3 Attending Teaching session of other teachers

Results demonstrate that 67% of novice teachers attend teaching sessions of other teachers and the attendance is not always but just sometimes. Only a few of them 33% do not attend. However, experienced teachers do not attend in other sessions at all. The results are displayed in the following pie-chart:



Pie-chart 2.1. The Attendancy of Novice Teachers' in others' sessions

R2.Q4. Peer Observation

Results reveal that all novice teachers have been observed by a colleague while experienced teachers some of them (66.67%) have been observed and the others (33.33%) have not been observed.

R2.Q5 Management of the professional growth

In this question most of the teachers did not answer; only one novice teacher said that He manage his professional growth through reading and listening to advise from other. Experienced teacher who answered this question said:

-It depends on the achievements.

-Being updated.

-Doing their best.

Rubric Three: Classroom Management and Lesson Plan**R3.Q1** management of the classroom

When the researchers asked the teachers how do they manage their classroom and they give them to choose from the answers given, novice teachers said that they assume the best in their students. However, experienced teachers added that they deliver their lectures only when students are calm and prepared.

R3.Q2 Techniques to keep students on task

According to the results obtained from this question, novice teachers make sure that their students are on task by making assignment challenging while experienced teachers claimed that they:

- Use a variety of techniques.
- Use technology.
- Use group instruction.

R3.Q3. The Preparation of The Lesson

The results show that both groups of teachers use different sources in the preparation of the lesson from the internet, books, handout and even by asking other teachers for help. Novice teachers said that:

- Relying on well-known references and use different sources.
- Making a lesson plan with details of the lecture.
- Ask other teachers for help.

While experienced teachers said that:

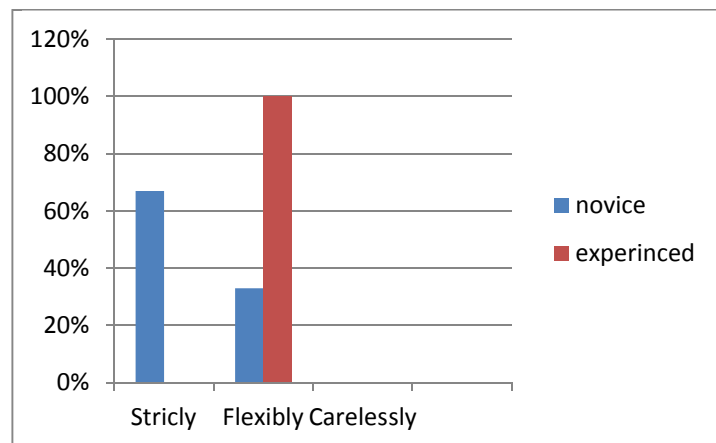
- They prepare it.
- Use different sources.

R3.Q4. Teachers’ reactions when they forget to prepare the lesson plan

The results obtained reveal that when novice teachers forget their lesson they either cancel the session or improvise and use their accumulated knowledge about the lesson. For experienced teachers, they do a revision or do the lesson based on their knowledge.

R3.Q5 Follow the lesson plan

The results show that 32 % of novice teachers follow flexibly the lesson plan and 67 % strictly. (Follow graph1.1.) While all experienced teachers (100%) follow the lesson plan flexibly.



Bar-graph 2.1. The Follower of The Lesson Plan

R3.Q6. Teachers’ reactions if students do not understand the lesson.

From the results obtained, the researchers conclude that both novice and experienced teachers have the same techniques when facing such problem. Novice teachers said that they:

- Re-explain the lesson.
- Add more activities and extra sessions.
- Proceed in other methods.

While experienced teachers claimed that they:

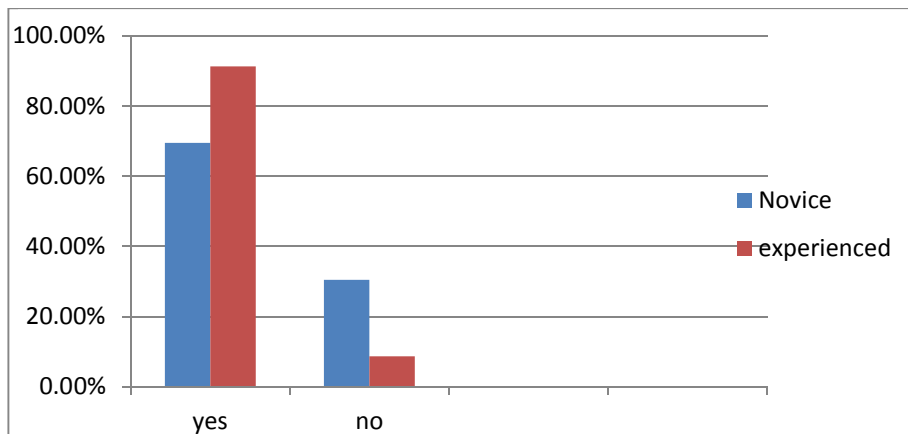
- Ask them to read more.
- Re-explain the lesson using other examples and simplifications.
- Try to find the reasons behind the problems.
- Make revision by using a different method.

2.2.5. Students’ Questionnaire

The students’ questionnaire contained 6 questions. It was given to students of both Novice and experienced teachers. This section will analyze each question separately.

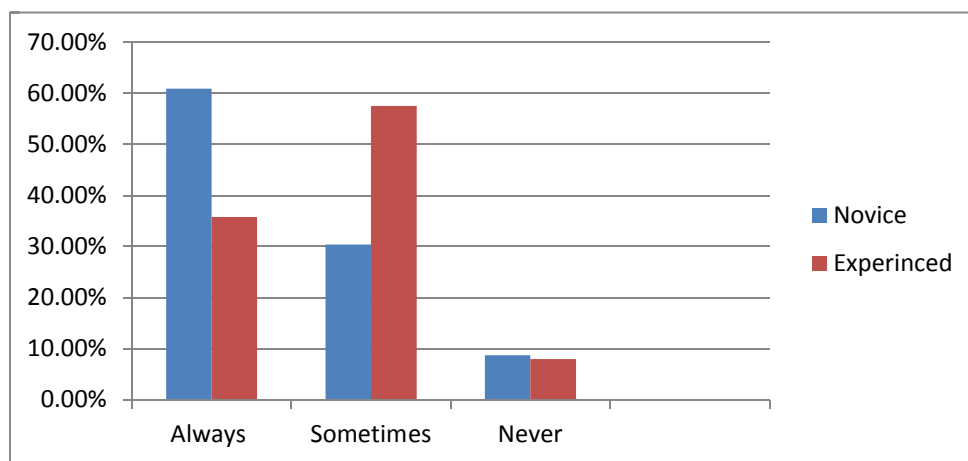
Rubric Two: Learners’ Attitudes Towards Teachers

Q 1: Students were asked whether their teachers come to class well prepared or not. The results show that majority of students of experienced teachers(91.3%) view that their teachers come to class well prepared and only 8.7% regard that their teachers come without preparation. On the other hand students of novice teachers (69.5%) view that their teachers come to class well prepared and (30.5%) view that their teachers come without preparation. The following bar graph demonstrates the findings:



Bar Graph 2.2.Class Preparation

Q2: This question tended to know whether novice teachers or experienced teachers encourage student’s questions and suggestions. The 60 % of the students confirmed that novice teachers always encourage them, 30.4% said that they encourage them sometimes and 8.7 % said that they rarely encourage them. On the other hand, 57.52% students of experienced teachers view that sometimes their teachers encourage them in asking questions and for those who said that this encouragement is always they represent 35.78% and only a few of them 8% said that it is rarely. The results are mentioned in the following bar graph:

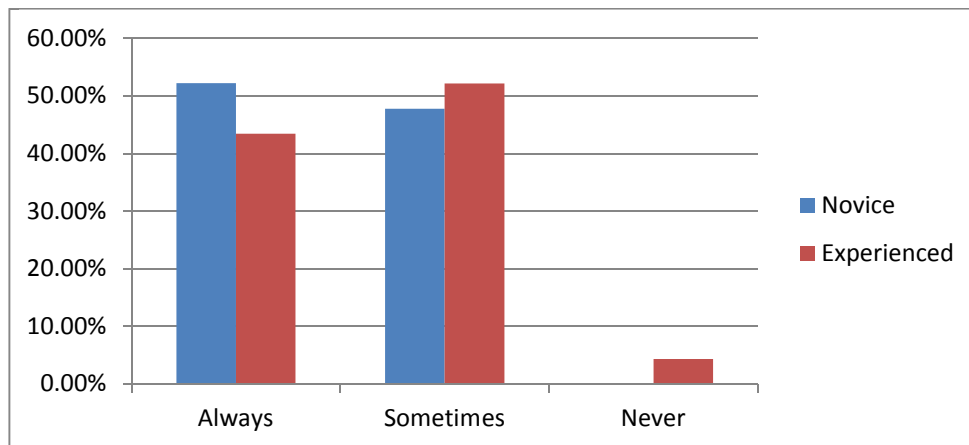


Bar-graph 2.3. The Encouragements of Teachers

Q3: The results obtained show that 65.21% students of novice teachers said that their teachers do the correction whenever they made mistake and 34.78% of their classmates correct them. However, students of experienced teachers said that 91.3% of teachers and 8.7% of their classmates correct them when they made mistake.

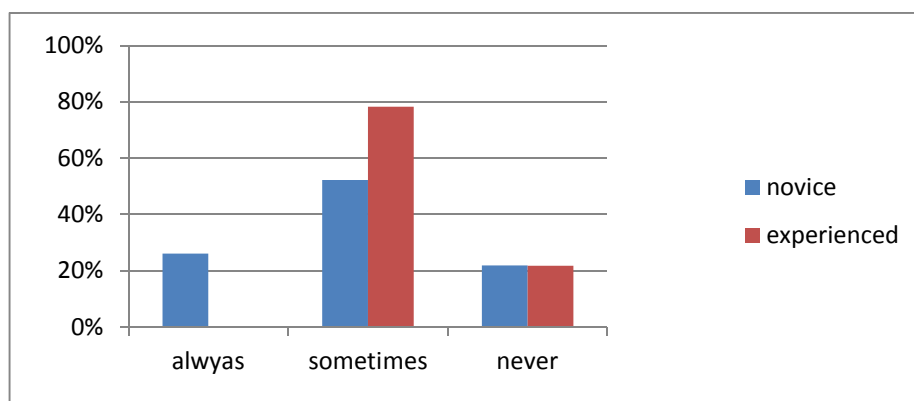
Q4: In this question, the results related to students of novice teachers, 52% of students claim that their teachers always clarify difficult words. However, 47% claim that their teacher sometimes help them. Furthermore, when dealing with students of experienced teachers, 43.47% of students said that their teachers always

help them in clarifying difficult words, 52.17% of them said sometimes while the remaining 4.43% claim that their teachers never help them. This is illustrated in the following bar-graph.



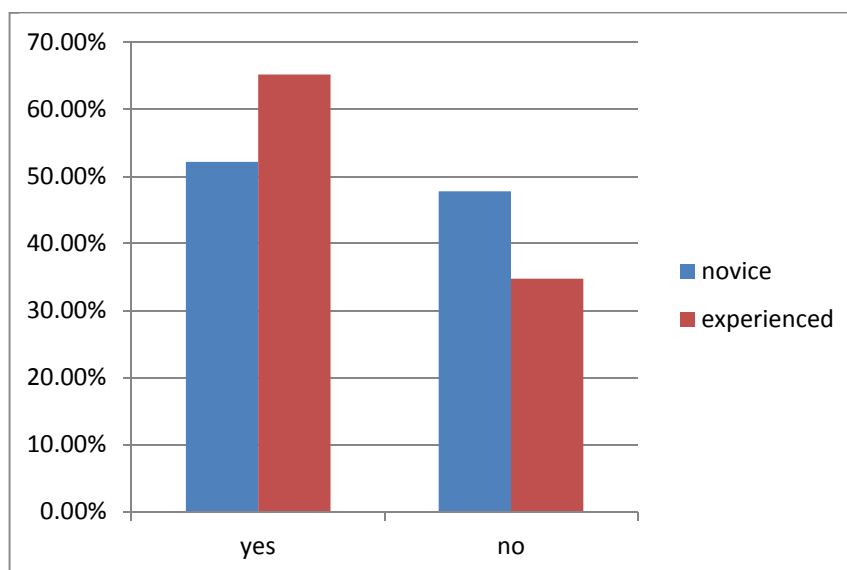
Bar-Graph 2.4. Teachers Role in Clarifying Difficult Word

Q5: Students answers show that 52 % of them claimed that their novice teacher sometimes motivates them through different techniques by contract to 21% of them claimed that the teacher never motivates them. However, the remaining ones argued that their teacher always motivates them. Students of experienced teachers claimed that their teachers motivate them through different techniques not always but sometimes with 78.26 % and there are those who said that teachers do not motivate them at all but they represent small group (21.73%). The following bar-graph demonstrates the findings:



BarGraph2.5. Teachers Motivation Techniques

Q6: The results show that the majority of the students of experienced teachers (65.21%) said yes about the use of a variety of activities and resources, while 34.78 % of students said no. However, for students of novice teachers, 52.2% said yes and the others said no 47.8% as illustrated below:



Bar-Graph 2.6. The Use of Different Activities

2.3.3. 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 similarities and differences between them, and these are the issues introduced before in the research questions. Before starting observation, the researchers planned from the outset what are the points and areas they aim to take note about, (a structured observation) (see appendix 1). The observation grid constitutes the teacher classroom management, their awareness about learners' factors, self-efficacy, and their improvisational skills.

After completing 12 sessions of classroom observation, the researchers realized that there are some similarities between novice and experienced teachers. Both groups of teachers establish clear learning goals and provide feedback, but each teacher has his way to do it. They also provide clear deadlines and

expectations for student work to have a clear conception of what is being asked of them, they are more likely to construct appropriate, thoughtful goals. What was also noticed from the last four sessions, two from the side of novice teachers and the other two sessions from the side of experienced teachers that both groups did not deal with some factors in the appropriate way, they did not well manage the time available for the lecture, either could not finish the lecture or could not tackle some important elements about the lecture.

In contrast, the researchers observe the fact that experienced teachers managed their classrooms more efficiently than less experienced teachers. Experience teachers took more control than novice teachers in creating classroom performance and organizing group work and were less controlling in dealing with student behavior. Whereas, novice teachers were more distracted with student behavior and reactions than with pedagogy and student outcomes.

Experienced teachers seem to have good interaction with their students than less experienced teachers who interact only with few students. Also, experienced teachers are very careful in dividing their eye contact equitably which help them control the classroom or misbehavior without interrupting the lesson, they welcomed students initiations because they believed this would lead to meaningful communication in the class.

On the other hand, and during the observed sessions novice teachers seemed afraid from student initiations .i.e., student questions or comments that prompt a change in the direction or topic of a lesson, because caused a divergence from their lesson plan, this is resulting from following their lesson plan very strictly and take no risk with the curriculum.

2.3. Data Discussion and Interpretation

In the present work, the researchers used teachers' and learners' questionnaires and classroom observation as instruments. They were addressed to reveal and examine the differences and similarities between novice and experienced

teachers which help to reveal what aspects are available in experienced teachers but missing in novice teachers or vice versa. Also, provides insight into difficulties that encounter in becoming experienced.

The researchers find out some differences and similarities between novice and experienced teachers in the way they teach. These results reject the first hypothesis which views that there might be no significant difference between novice and experienced teachers in their act of teaching and in managing their classrooms.

In addition to that, experienced teachers show a divergence in their repertoire of knowledge rather than novice teachers who need time and experience in order to assemble that knowledge and make it to practice. This result shows that the hypothesis which says that experienced teachers may have a vast repertoire of knowledge that may create a highly developed learning environment is valid.

On the other hand, novice teachers and despite the fact that they encounter some difficulties during their teaching sessions but, they show some characteristics that experienced teachers also have such as: lesson planning, establishing clear learning goals and feedback, provide clear deadlines, and other similarities that they mentioned including: handling misbehavior, address behavior issues quickly and wisely, using group instruction and technology, give students responsibility in order to motivate their students. This means that the hypothesis which says that novice teachers can have some characteristics of experienced teachers without having any experience only with their commitment to the teaching act is valid.

2.4. Conclusion

This chapter was a practical part of this research since it focused on the analysis and discussion of the collected data starting from teachers' and learners' questionnaires to classroom observation. The results were analyzed quantitatively and qualitatively than the general interpretation of the collected information were discussed. These results will open the door to suggest practical activities in the following chapter.

Chapter Three

Chapter Three: Suggestions and Recommendations

3.1 Introduction

3.2 Practical Suggestions for Novice teachers

3.2.1. Professional Development Activities

3.2.2. Teaching Practice in Pre-service Teaching

3.2.3. Experience teachers' Guidance to Novice teachers.

3.3. Other Recommendations

3.3.1. Changes in Teachers' Practices

3.4. Conclusion

3.1. Introduction

The following chapter is concerned with suggestions and recommendations that may help EFL teachers to manage their professional development and to become more experienced. For that reason, various activities and strategies will be suggested.

3.2. Practical Suggestions for Novice Teachers

Novice teachers serve as a powerful group of workers to support future development of a school. As they are new to the teaching profession and the school, mentoring and professional development are effective ways to combine the beginning teachers to the learning community and its culture. According to the results obtained in this research, novice teachers are often facing unpredictable situations where their work as well as themselves are judged and evaluated 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. For that reason, new teachers need practical and educational support by experienced teachers. The researchers will propose some practical suggestions as the following:

3.2.1. Professional Development Activities

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).

- **Cooperative/Collaborative Development**

Teachers need chances to discuss what they are doing and what happens in class so that they can benefit from each other and look over their beliefs and feelings. However discussing their situation with other colleagues may help them

sort things out in their own mind. This has given rise to the concept of cooperative development (Edge 1992a, 1992b). In cooperative development, teachers interact with each other and make every effort either to understand the speaker or explain to the listener in order to solve things out.

- **Teachers' Group**

It is considered by most of the researchers, among them Harmer (2004), as one of the most supportive environment that help teachers develop. In this situation, colleagues usually working in the same school or university, meet together to discuss any issue and problem which may arise in the course of their teaching.

For example; teachers may form small groups and any member of the group can propose topics for future meetings; topics can range from new thoughts for pronunciation teaching to how to react when students make dissatisfaction. The aim of this kind of peer development is that teachers themselves are in charge of it, and as such are best placed to identify areas for development which are most relevant to them. (Harmer 4th edition 2008)

- **Conferences & Seminars**

Attending conferences and meetings allows teachers to hear about the latest developments in the field, take part in investigative workshops and enter into debates about current issues in theory and practice, and best of all when teachers acquire new skills and ideas at conferences and then model those new approaches for their colleagues (Dodgson, 2011).

- **Learning by Learning**

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. So that*

teacher's view of the learning-teaching process is not always influenced from one side of that relationship '' Harmer (2008: 350).

- **Classroom Management Strategies**

There are many strategies that are used for an effective classroom management. These strategies create consistency in the classroom, keep students on task, and set consequences to correct students' wrong behaviors (Henson 2001).

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 advices about how to manage time, how to deal with different problems and misbehavior. (Zuckerman, 2007).

Novice teachers need to access references and/or advice from experienced teachers to become aware of their strengths and weaknesses and for guidance on how to modify their methodology to suit both their personality and classroom (Bahous, 2006).

3.2.2 Teaching Practice in Pre-service Teaching

The researchers found out from classroom observation and teachers' questionnaire that novice teachers did not have a chance of teaching practice, in order to have the opportunity to discover the nature of real learners and to see the relevance of theory they acquired in all what concerns TEFL. As Messaoudi (2011:122) stated :

What is to be summoned for is the adoption of a comprehensive, intensive and extensive teaching practice program which should be compulsory for all

EFL students. This program should provide future EFL teachers with ample time and maximum chances to see the relevance of theory they acquired in all what concerns TEFL, while it furnishes them with 'models' to imitate and to well understand how to transfer all these activities in real settings.

In fact, 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 studied to teach in addition to bringing about meaningful changes in their teaching act and learners.

3.2.3. Experience Teachers' Guidance to Novice teachers

Although new teachers usually bring with them enthusiasm, high aspirations, and fresh ideas, they lack the expertise that can only come with experience (Nancy Protheroe, 2006). Thus, they need the help of their experienced colleagues to guide and advice them through different methods and roles.

3.3. Other Recommendations

Results from this study highlighted that most of novice teachers face various problems in their teaching practices. Therefore, the researchers propose other recommendations and changes. Kennedy (1997) implies that "*teacher educators must uncover and change particular beliefs that hinder the efficacy of teacher education*".

3.3.1. Changing Teachers' Practices

Many of researchers have called for a greater emphasis on practice in teacher education (Ball & Cohen, (1998); Hiebert, Gallimore, Stigler (2002) and Shulman(1987)). 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.

Schwab (2004:109-110) described practice as actions that “*treat real things, real act, real teacher, real students, things richer and different from their theoretical representations*”. Knowing such things, will allow teachers to apply theory in his/her practice in an organized and logical order who led for better performance.

Allison Gulamhussein (2013) proposes some practices such as:

- Engage teachers through varied approaches so they can participate actively in making sense of a new practice.
- Support for teachers during the implementation stage that addresses the specific challenges of changing classroom practice.
- Allow time for teachers to learn a new strategy and grapple with the implementation problem.
- Provide support for teachers to innovate new teaching strategies to meet the demands of reform.

3.6. Conclusion

This chapter provided some suggestions and recommendations that can help both novice and experienced teachers. It aimed to shed light on some activities and techniques that might help teachers to perform well and change their methods so that all learners, with their various needs, can benefit.

General Conclusion

General Conclusion

Teaching English especially to non-native speakers is not an easy task to do. It is a long procedure which may be prompted by specific problems. 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 similarities and differences between novice and experienced EFL teachers in their teaching act and try to provide some solutions to help novice teachers grow and develop. Hence, this research was shaped into three main chapters:

The first chapter was a theoretical part associated with the main themes illustrating some definitions about novice and experienced teachers, classroom management, and their teaching development. The second chapter was a methodological part in which the researchers gave the reader information about the case study and methodology, research participants and instruments. Also, provided the reader with a detailed analysis of the results gathered from the instruments. Whereas, the last chapter was designed to suggest some activities and techniques that may help these teachers in becoming more experienced.

Interesting results were achieved and the researchers concluded that experience plays an important role in the teaching act. That is to say, experience will help EFL teachers become more practised at behaving with different issues in the classroom. As a result, novice teachers and despite the accumulated knowledge, vocabulary, and motivation they still need experience and teaching practice in order to learn more about teaching and function what they know about teaching.

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 an obstacle for the researchers in this study because they did not come at time, their students do not attend, they work only with few of students and they suffer from their behaviors towards them. Additionally, some

of the teachers' answers were either not as helpful as expected or not answered at all. Moreover, the lack and hard access to some documents related to the area of investigation and finally the difficulty in distributing and getting back questionnaires from both teachers and students.

In this extended essay, the researchers stressed on the differences and similarities between novice and experienced EFL teachers in different levels concerning their teaching act which opens the door for various questions and ideas among them; one should think more about how to organize teaching practice program for newly recruited teachers and how it should be done.

BIBLIOGRAPHY

Bibliography

Books, Articles and thesis

- Altun, G. (2010). *The Differences between Novice and Experienced Teachers in Terms of Questioning Techniques* (Master). The Department of Teaching English as a Foreign Language Bilkent University Ankara.
- Andrew, G. (2011). *The expert teacher of English*. London: Routledge
- Bahous, J. (2006). *Teacher competence: In service vs. pre-service teachers*.
- Benedetti, J.(1997). *Enhancing teaching and teacher education with peer coaching*. TESOL Journal, 63.(4), 353-362.
- Borko, H., & Putnam, R.T. (1995). *Expanding a teacher's knowledge base: A cognitive psychological perspective on professional development*. Huberman, M. (eds.), *Professional Development in Education*. New York: Teachers College Press.
- Creswell, J. W. (1994). *Research design: Qualitative & Quantitative Approaches*. London: Sage.
- Doyle, W. (1990). *Research on Teacher Education*. New York: Macmillan.
- Edge, J. (1992). Cooperative Development: ELT Journal .
- Edward, G.(2010). *The purposes, practices, and professionalism of teacher reflectivity: insights for twenty-first-century teachers and students*. Rowman & Little field Education.
- Edwards, C. H. (2000). *Classroom discipline and management (3rd ed.)*. New York: John Wiley & Sons, Inc.
- Eleonora, V.R. (2003) *Teacher Professional Development: An International Review of The Literature*. Paris: UNESCO – International Institute for Educational Planning.
- Emmer, E. T., & Hickman, J.(1991). *Teacher efficacy in classroom management and discipline*. *Educational Psychological Measurement*, 51, 755-766

Bibliography

- England, L. (1998) *Promoting Effective Professional Development in English Language*. Cambridge CUP.
- Evertson, C.M. & Weinstein, C.S. (2006). *Handbook of classroom management: Research, practice, and contemporary issues*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Farrell, T.S.C. (2007). *Reflective language teaching: From research to practice*. London: Continuum Press.
- Freeman, D. (2001). *Second language teacher education*. Nunan (Eds.). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
- Freeman, D., & Richards, J. C. (1996). *Teacher learning in language teaching*. New York: Cambridge University Press.
- Gatbonton, E. (2008). *Looking beyond teachers' classroom behaviour: Novice and experienced ESL teachers' pedagogical knowledge*. *Language teaching research* (12.2). (116-182).
- Harmer, J. (2004). *The practice of English language teaching* (4th ed) . Longman ELT.
- Henson, K. (2001). *Relationships Between Pre-service Teachers' Self-Efficacy, Task Analysis, and Classroom Management Beliefs*. New Orleans.
- Jackson, p.w 51992°. *Helping Teacher Develop*. In A. Hargreaves M.G. Fullan (eds) , *Understanding teacher development*. New York: teacher college press (pp.62-74).
- Martin, N. K., & Baldwin, B. (1996). *Helping beginning teachers foster healthy classroom management: Implications for elementary school counselors*. *Elementary School Guidance and Counseling*, 31, 106-114
- Messaoudi.Y.(2011). *Reflection upon Pre-service Training Session: Case of 4th EFL Students*. (Magister). Tlemcen: Abou Bekr Belkaid University.
- Moradkhani, S., Akbari, R. , Ghafar Samar, R., & Kiany, G. R. (2013). *English Language Teacher Educators' Pedagogical Knowledge Base: The*

Bibliography

- Macro and Micro Categories. *Australian Journal of Teacher Education*, 38(10).
- Mustapha, G. & Kheira, B.(2016). *The Impact of Pre-service Training on ELT Master I Students.*(Master). Tlemcen: Abou Bekr Belkaid University.
 - Norris, S. (1999). *Language Teacher Proficiency*. A report prepared for NALSAS taskforce. Sydney, Australia
 - Nunan, D. (1990). *Action Research in The Language Classroom*. Cambridge: Cambridge University press.
 - Randall, M. & Thorton, (2001). *Advising and Supporting Teachers*. Cambridge: Cambridge University press.
 - Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers*. Cambridge: Cambridge University Press.
 - Rogers, B. (2003). *Effective supply teaching: Behavior Management, Classroom Discipline and colleague Support*. Paul Chapman Publishing.
 - Rose, M.S.(2006). *The Experience of Language Teaching*. Cambridge, UK: Cambridge University Press.
 - Sanford, J. P., Emmer, E. T., & Clements, B. S. (1983). *Improving Classroom Management*. *Educational Leadership*, 40, 56-61
 - Simon, B. (2014). *Professional development for English language teachers: perspectives from higher education in Turkey*.
 - Tsui, A. B. (2003). *Understanding expertise in teaching: Case studies of ESL teachers*. New York: Cambridge University Press.
 - William, A. (1989). A Developmental view of classroom observation. *ELT Journal* 43.N 2°: 320-27
 - Zuckerman, J. T. (1997). *Inservice science supervisors' assessments of anovice science teacher's videotaped lesson*. *Journal of Science Teacher Education*.

Bibliography

- **Webliography**

- Allison, G. (2013). Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability. Retrieved from :
 - <http://www.centerforpubliceducation.org/MainMenu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf>
- Amber, G. (2010). Professional Development for Experienced Teachers Working With Adult English Language Learners. Retrieved from :
 - <http://www.cal.org/caelanetwork/resources/experienced.html>
- Ann, M.C. (2006). Changing Classroom Practice to Include the Project Approach. Retrieved from:
 - <http://ecrp.uiuc.edu/v8n2/clark.html>
- Borko, H. (2004). Professional Development and teacher learning: Mapping the terrain. Educational research, 33(8), 3-15. Retrieved from:
 - <http://dx.doi.org/10.3102/0013189X033008003>
- Edward, G.(2010) The Purposes, Practices, and Professionalism of Teacher Reflectivity. Retrieved from:
 - <https://books.google.dz/books>
- Nancy, P.(2006). The Principal's Role in Supporting New Teachers . Retrieved from:
 - <https://www.naesp.org/resources/2/Principal/2006/N-Dp34.pdf>

- Sima, K.(2010). A Comparison of Novice and Experienced EFL teachers' Pedagogical knowledge in Iran (Magister) . Retrieved from:
 - <http://idochp2.irandoc.ac.ir/FulltextManager/fulltext15/th/141/141394.pdf>

Bibliography

- Tina, J. (2006). Teacher Planning, Instruction and Reflection: What We Know about Teacher Cognitive Processes. Retrieved from:
- <http://www.humankinetics.com/acucustom/sitename/Documents/DocumentItem/6203.pdf>

Appendix B

Appendix A

Teachers' Questionnaire

Dear teacher,

You are kindly invited to fill in the following questionnaire. Please, tick the appropriate answer and justify it whenever possible. We extremely appreciate your collaboration.

RUBRIC ONE : Background Information

Please tick the appropriate choice and provide the necessary information.

1. How old are you ?

Under 25 25-29 30-39 40-49 50-59 60+

2. How many years of teaching experience do you have ?

Less than five years.

More than five years.

3. Have you ever received training in your career ?

Yes No

4. What do you like most about teaching as a career ?

Keeps you learning new things

Makes you feel like your work has a purpose

Helps the ability to make a difference

You are good at it

Others : (specify please)

.....
.....

Turn the page please

RUBRIC TWO : Teaching Strategies & Professional Development.

1. What is the most difficult aspect of teaching today ?

Meeting the needs of individual students

Lack of motivation

Missbehaviour

Lack of interest

2. How do you motivate your students to become active learners in your classroom ? (or : How do you encourage class participation ?)

Define objectives

Give students responsibility

Harness students interest

Make things fun

Draw connection to real life

Others : (specify please)

.....
.....

3. Do you attend teaching sessions of other teachers practising their profession ?

Yes

No

If yes , how often ?

Always

Sometimes

rarely

Turn the page please

4. Have you ever been observed by a colleague ?

Yes

No

5. How do you manage your professional growth ?

.....
.....
.....
.....
.....

RUBRIC THREE : Classroom Management and Lesson Plan

1. How do you manage your classroom ?

Assume the best in your students

Speak just when students are calm and prepared

Adress behavior issues quikly and wisely

2. How do you make sure students are on task ?

Using group instruction

Making your assignments challenging.

Using technology.

3. How do you proceed to prepare your lesson ?

.....
.....
.....

Turn the page please

4. What if you forget to prepare the lesson plan , what you do ?

- Cancel the session
- Make a revision
- Improvise and use your accumulated knowledge about the lesson

Others : (specify please)

.....
.....

5. How closely do you follow your lesson plan ?

- Strictly
- Flexibly
- Carelessly

6. What do you do if your learners do not understand your course ?

.....
.....
.....
.....
.....
.....

Thank you very much for your Collaboration and Help

Turn the page please

Appendices

Appendix B

Students' Questionnaire

Dear student ,

You are kindly requested to fill the following .Please Try to answer all of the questions and complete the questionnaire .

Rubric 1 : Learners ' profile

1- Age :

2-

Rubric 2 : Learners' attitudes towards teachers

1. Does your teacher appear confident and competent during class ?

Yes No

2. Do you feel that your teacher come to class well prepared for the lecture ?

Yes No

3. Does your teacher encourage asking questions and suggestions ?

Always Sometimes Rarely

4. When you make a mistake , who corrects you ?

-Your classmates

-Your teacher

5. Does your teacher help you in clarifying difficult words and points ?

Yes No

6. Does your teacher motivate you through different technique ?

Always sometimes never

7. Does your teacher use a variety of classroom activities and resources ?

Yes No

Appendix C

Appendices

Appendix C : Grid Of observation

Date :	Module :	
Time :	Type of the teacher :	
Task	Aims	Observation
<p style="text-align: center;">Classroom Management</p>	<ul style="list-style-type: none"> -If the teacher establishes clear learning goals and provides feedback on those goal. -Use equitable and positive classroom behaviors. -How class time is used ? -If the teacher is well prepared and well organised in teaching. -If the teacher uses the Foreign language more than mother tongue and why , Is there enough time included for questions and answers ? 	
<p style="text-align: center;">Awariness about Learners</p>	<ul style="list-style-type: none"> -Here the focus is about if the teacher has good interaction with all students or just with some learners .Also if he is shy or confident while presenting his lesson. -His voice if he speak loudly or not . -The diversity in using materials that improve comprehension and retention for students. -pronunciation,grammar and spelling and the mastery of difficult word 	

Appendices

<p>Self Efficacy</p>	<ul style="list-style-type: none"> -If the teacher allows students to make their own choices . -Does the teacher establish specific term goals at the end of his lecture? -Observe if the teacher takes more risks with the curriculum, and use several / new teaching approaches. 	
<p>Improvisational Skills</p>	<ul style="list-style-type: none"> -We observe if the teacher is creative and move from one method to another . -Is the teacher able to know the students' weaknesses and find solutions ? -Build public speaking skills -We look if the teacher changes the behavior and the vocabulary according to the situation or just maintain one stratgy with the whole class. -Diversity in using vocabulary and explanations. 	

Appendix D

Appendices

Appendix D

Consent Form

Dear Participant,

You are requested to sign in this consent form to participate in a study about teaching practices. In order to achieve the goals of the study, two of your lessons will be observed by the researchers. We will be present in the classroom during this process and will fill in a check list while observing. Your participation in this study will bring a valuable contribution to the findings of the study. Any individual information about you, including your name, will be kept private.

Thank you for your participation and cooperation.

Koubci Abdessamad

Bouhacida Meryem

Abou-Bekr Belkaid University

Department of Foreign Languages Section of English

I have read and understood the information given above. I hereby agree to my participation in the study.

Name

Surname

Date

Signature

--/--/--

Summary

The aim of the present research is to explore the differences and similarities between novice and experienced EFL teachers in their teaching act at Tlemcen University in order to reveal the difficulties that novice teacher encounter in his professional development. In addition to that, it tries to suggest a set of solutions for teachers to promote their classroom management and professional growth.

Key words: Novice teachers, experienced teachers, professional development, classroom management.

Résumé

La présente étude vise à explorer les points de convergence et de divergence entre les enseignants débutants et les enseignants les expérimentés lors de l'acte pédagogique au niveau de l'université de Tlemcen, et ce en vue de révéler les difficultés auxquelles les débutants font face dans leur développement professionnel. Par ailleurs, l'étude suggère quelques solutions pour les enseignants afin de promouvoir leur maîtrise de classe et leur compétence professionnelle.

Mots-clés : les enseignants débutants, les enseignants expérimentés, le développement professionnel, la maîtrise de la classe.

ملخص

يهدف هذا البحث إلى استكشاف أوجه التشابه و أوجه الاختلاف بين المدرسين المبتدئين والمدرسين ذوي الخبرة أثناء قيامهم بالعملية التعليمية في جامعة تلمسان ، و ذلك من أجل الكشف عن الصعوبات التي يواجهها المدرسون المبتدئون في تطويرهم المهني ، كما أنه يحاول اقتراح مجموعة من الحلول للمعلمين لتعزيز إدارة الصف الدراسي والتطوير المهني

الكلمات المفتاحية: المدرسين المبتدئين ، المدرسين ذوي الخبرة ، التطوير المهني ، إدارة الصف الدراسي