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**Novice Teachers vs. Experienced Instructors: A Comparative Study of
EFL Classroom Management among 1st year students at Al-Karma
Boudjema Secondary School in Bouhraoua - Ghardaia**

*Dissertation Submitted to the University of Ghardaia as a Partial Fulfillment of the
Requirements for the Master's Degree in Didactics*

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Dedication

Every challenging journey must come to an end, and no journey is completed without the grace of Allah, who gave me strength, patience, and perseverance to finish this research.

I would like to dedicate this work to my beloved family. My sincere appreciation goes to my dear father and mother, whose endless love, encouragement, and sacrifices have always been the source of my motivation.

My heartfelt thanks also go to my brothers Khalil and Bilel and my little sister Nada, and to every member of my family who encouraged me with their kind words and unwavering support.

Finally, I dedicate this work to my dear friends Fouzi and Imad and Mohammed who were always there for me during difficult moments, and offered encouragement.

Chakib

Dedication

*In the name of Allah, the Most Gracious and Most Merciful, Who helped me
to complete this dissertation.*

*I dedicate this work to my beloved family, and especially to my parents, my brother Ahmed,
and my grandmother, whose love and support have always been my greatest strength.*

*To my dear friends, Abderahmane Recoui and Mohamed Lakhdar Bentamer, who were
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Abstract

Classroom management is widely recognized as a vital element in successful teaching and learning, particularly within the English as a Foreign Language (EFL) context, where organization and a positive environment directly influence student engagement and outcomes. This study investigates how novice and experienced EFL teachers navigate their daily classroom environments. Specifically, the research focuses on the practical management strategies used by both groups, including time management, seating arrangements, and transitions between activities. The study adopts a descriptive-comparative research design using a mixed-methods approach (Quantitative and Qualitative) to ensure a well-rounded understanding of the classroom dynamic. A questionnaire was administered to 32 EFL teachers in Ghardaia to identify widespread classroom management practices, while a structured classroom observation grid was utilized within 3 first-year secondary school classes to gain deeper, real-time insights into actual teaching behaviours. Additionally, a detailed comparative analysis was carried out between two specific practitioners: a novice teacher with less than two years of experience and an experienced instructor with more than ten years of experience. The research was highlighting how teaching experience shapes the organization and flow of the lesson. The findings reveal that experienced teachers show a more proactive and routine-based approach to classroom management, with consistent lesson pacing, strategic use of physical space, and smoother activity transitions driven by established non-verbal routines, while novice teachers tend to rely on reactive and verbal-heavy strategies with uneven lesson pacing and limited use of non-verbal signals.

Keywords: *classroom management, EFL, novice teachers, experienced teachers, professional development*

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List of Abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

STT: Student Talk Time

TTT: Teacher Talk Time

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General Introduction

1. Background of the Study

During the last decades, English as a Foreign Language (EFL) teaching has been gaining importance in the educational systems of the world, including Algeria. As English takes a global position as a language of communication, the need for effective teaching practices is becoming more urgent. However, effective teaching is not only a matter of mastery of the language by the teacher; it is as well a matter of his ability to create and foster an environment that is well-organized, inviting, and conducive to learning. Classroom management in this context remains an essential element of successful teaching and learning.

Classroom management is generally defined as practical strategies and techniques teachers use to organize lessons, establish a positive classroom environment, and facilitate learning. The task can be particularly demanding in EFL classrooms given that teachers must manage large classes and students with different levels of proficiency, motivation, and backgrounds. Teachers therefore need to manage the instructional content, time, physical space, and student behaviour in a supportive and structured manner.

Among the various aspects of classroom management, three dimensions are especially relevant to this study: time management, seating arrangements, and transitions between activities. Time management is about making the best use of the time available in a lesson so that students have as many learning opportunities as possible. Seating arrangements are about arranging the physical space of the classroom to foster student participation, interaction, and focus. Transitions between activities are about moving smoothly from one activity to the next without unnecessary disruptions or loss of time. Together these three dimensions contribute significantly to the flow of a lesson and to a positive learning experience.

2. Rationale

Despite its clear importance, the effectiveness of classroom management varies from one teacher to another. One of the main factors behind this variation is professional teaching experience. New teachers are at the very beginning of their careers and are grappling with the human issues of adapting to real classrooms. They often have difficulty pacing lessons, handling unexpected interruptions, and asserting their authority. Experienced teachers are more likely to appear confident and composed because they have developed practical routines and flexible strategies through many years of daily classroom experience.

The present study aims to conduct a comparative analysis of classroom management practices between novice and experienced EFL teachers. This study aims at investigating how teachers of the first-year secondary school classes organize the classroom activities, the seating arrangements, and the transition between the activities in the classroom. The research is carried out in the context of the first-year secondary school classes at Karma Boudjema Secondary School in Ghardaia where English is a foreign language.

3. Statement of the Problem

The central problem addressed in this research is to determine how teaching experience influences the choices and effectiveness of classroom management. More specifically, the study seeks to answer the following main research question:

How do the classroom management practices of novice EFL teachers compare to those of experienced instructors?

4. Research Sub-Questions

To provide a comprehensive answer to the central problem, the study addresses the following two investigative sub-questions:

1. What are the common classroom management challenges and practices of novice EFL teachers regarding time, space, and transitions?
2. What specific strategies allow experienced instructors to manage these three dimensions more effectively?

5. Hypotheses

Based on the research questions, the following directional hypotheses are proposed:

1. Experienced EFL instructors are expected to demonstrate more effective classroom management practices than novice EFL teachers.
2. Novice EFL teachers are expected to encounter greater challenges in managing classroom time, seating arrangements, and activity transitions than experienced EFL instructors.
3. Experienced EFL instructors are expected to employ more organized and proactive classroom management strategies than novice EFL teachers.

6. Research Objectives

The main aims of this dissertation are to provide a detailed comparison of classroom management practices between novice and experienced secondary school EFL teachers. This study will be concerned with investigating how these two different groups organize classroom activities, manage physical seating arrangements, and navigate task transitions in real-time classroom environments. Moreover, this research aims to identify the common environmental and behavioral problems faced by novice teachers during their first years of teaching, and to

reveal the specific, routine-based strategies employed by experienced teachers to maintain a consistent lesson flow and minimize student disruptions. By analyzing these elements, this research aims to provide practical and realistic recommendations for Algerian EFL teacher training programs to better prepare future teachers with the skills necessary to manage the real-life human dynamics of a live classroom.

7. Methodology

To test these hypotheses, the study adopts a descriptive-comparative research design and adopts a mixed-methods approach. Quantitative data were gathered via an online questionnaire administered to 37 secondary school EFL teachers to identify general trends and common practices. Qualitative data were obtained through direct classroom observations using a structured observation grid to document real-time teaching behaviours. This dual-instrument approach allows for a direct comparison between two specific female teachers working at Karma Boudjema Secondary School in Ghardaia: a novice teacher with less than two years of experience and an experienced one with over ten years of teaching experience.

8. Limitations of the Study

First, the primary qualitative component of this research is designed as a focused case study involving two distinct female educators in Al-Karma Boudjema Secondary School in Ghardaia, teaching first-year classes. Consequently, the micro-level behavioural findings are bound to this specific institutional context and are intended for deep conceptual understanding rather than broad statistical generalization across all secondary schools in Algeria.

Second, the quantitative survey component functions strictly as an exploratory tool to identify self-reported occupational beliefs and generalized experiential trends. It serves to complement and triangulate the primary real-time observational data of the case study, rather than establishing a nationally representative statistical database.

Third, as both teachers in the case study are female, the qualitative findings do not account for any potential gender-related differences in classroom management approaches and the exercise of professional authority in education.

9. Structure of the Dissertation

This dissertation is organized systematically in three major chapters in order to maintain a clear and logical progression of research. Chapter one introduces the theoretical framework of classroom management in EFL classrooms, defining the key concepts and emphasizing its pedagogical significance as well as the three main physical dimensions of classroom management, namely, time, space and activity transitions.

Chapter two describes teacher professional development and growth by characterizing the unique developmental journeys of both novice and experienced instructors and emphasizing the ways that professional experience changes the daily behavior, decision-making, confidence and strategic choices of teachers.

The last chapter, chapter three, describes the practical part of the research, outlining the empirical methodology, sample characteristics, and data analysis procedures. It presents also the statistical results of the teacher questionnaire, the qualitative results of the classroom observation grid, and the discussion, comparison to previous studies and practical pedagogical recommendations for future teachers.

10. Definition of Terms

- **Classroom Management:** Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. (The Glossary of Education Reform, 2014, para. 1)
- **Novice Teacher:** Novice teachers are usually defined as teachers who have completed their teacher-education program, and have just commenced teaching in an educational institution. More than any other time in their careers, they are involved in the process of learning to teach. (Farrell, 2009, P182)
- **Experienced Teacher:** Experienced teachers are any teachers beyond the pre-service and induction process, having at least 3 years of satisfactory performance. (ucf2015. Weebly.com)
- **Time Management:** Time management is the process of planning, organising, and prioritising tasks and activities to make the best use of your time. It involves setting goals, creating schedules, and making conscious choices about how to allocate your time to various tasks and responsibilities. (The Knowledge Academy, 2023)
- **Seating Arrangements:** Seating arrangement is the logical arrangement of people or objects. This concept involves the arrangement of people in many possible ways. (GeeksforGeeks, 2021)
- **Transitions:** Task transitions are the periods of moving from one activity to another, requiring cognitive and emotional adjustment to disengage from one task and engage with the next. (Rosenblum, et al, 2010)

Part One: Literature Review

***Chapter One: The Theoretical Framework of
Classroom Management in EFL Instruction***

1.1 Introduction

The classroom is a complex social system in which the instructor's management style has a strong impact on the effectiveness of second language acquisition. While in the field of Didactics this area is often reduced to order maintenance, academic analysis shows it to be a basic pedagogical necessity. It constitutes the invisible structure that underpins the learning process, the necessary stability for students to experiment linguistically and to think critically.

In English as a Foreign Language (EFL) setting, learners frequently encounter the intrinsic challenges of communicating in an unfamiliar language. Consequently, the orchestration of this environment is essential for academic success. This chapter explores the theoretical underpinnings of the field. It traces the conceptual development of the field and explores the complex components of seating, time and transitions that characterize the modern communicative classroom.

1.2 Conceptual and Definitional Frameworks

1.2.1 Definition of Classroom Management

To define classroom management is to find the balance between teaching and organising. In the past, people thought it was the same as "discipline"

basically, keeping students under control. However, modern researchers see it as something much more positive.

Evertson and Weinstein (2006) posit that the process consists of the actions of teachers take to create an environment that supports and facilitates both academic and social-emotional learning. This definition suggests that the primary objective is not the cessation of disruption, but the cultivation of a space where learning is the natural outcome of an established structure. Similarly, Doyle (1986) emphasises that management is a primary task that precedes

instruction, asserting that a teacher must first establish a working order before any pedagogical delivery can be effective. In the British ELT tradition, this is often framed as the facilitation of learning, where the teacher acts less as a central authority and more as a manager of complex human and linguistic resources (Wright, 1987).

1.2.2 The Pedagogical Significance of Classroom Management in EFL Context

In EFL contexts, management is vital, as the barriers to learning are not just linguistic but also psychological. Language learning is not just the memorisation of rules but requires a great deal of personal and emotional involvement. Dörnyei (2001) discusses the affective filter, a psychological phenomenon that can inhibit the ability to process new language when students experience anxiety or a lack of confidence. Good management alleviates these stressors. When students feel the environment is safe, they are more willing to participate and take the risk of making linguistic errors.

Modern EFL methodology emphasises communicative competence, necessitating frequent interaction and collaboration. However, these activities, like pair work or role-plays, can quickly spiral into meaningless chatter if there is not solid management keeping things on track. Scrivener (2012) sums it up, saying classroom management is not a secondary skill that a teacher picks up along the way; rather, it is the fundamental base upon which all successful teaching is built. Without the ability to organise the space, the time, and the people within the room, the most brilliant lesson plan will fail to reach its intended audience and the learning objectives will remain unfulfilled.

1.3 Structural Dimensions of Classroom Management

When we look at a successful EFL lesson, it often feels natural and effortless. However, underneath that flow is a set of interconnected layers that the teacher is constantly managing. These are known as the dimensions of classroom management. If we think of the classroom as

a stage, these dimensions are the behind-the-scenes work like the lighting, the props, and the timing, that allow the actors in our case the students to perform their best.

These dimensions are not separate tasks but a delicate balance of time management, seating arrangement and transitioning between activities. A teacher may have a brilliant activity planned but if the seating is awkward then the students cannot communicate effectively. Equally, a teacher may have a perfectly arranged room but if they cannot manage the transitions between activities then the momentum of the lesson will be lost. As Garrett (2008) suggests managing a classroom is a multi-dimensional task where the teacher must constantly monitor and adjust the environment to keep it productive. By understanding these three pillars, time management, seating arrangements, and transitioning, we can see how an instructor transforms a physical room into a purposeful learning community.

1.3.1 Time Management

1.3.1.1 Conceptual Definition

The only resource in a classroom that cannot be replaced is time. Classroom time management is really about the teacher's skill in organizing every minute for instruction. In academic terms, this is often called "pacing" which describes the intentional speed and rhythm at which a lesson progresses. Scrivener (2012) emphasizes: *"Classroom time is a limited resource, and its management is a crucial factor in the success of any lesson."* (p. 54). The objective of professional pacing is to maintain a momentum that ensures students remain engaged without becoming overwhelmed by a rapid delivery or disengaged by a stagnant one (Scrivener, 2012).

Central to the temporal organisation of an EFL lesson is the concept of Teacher Talk Time (TTT). This is defined as the total duration during which the instructor is speaking, including time spent providing instructions, explaining linguistic structures, and managing

student behaviour. Conversely, Student Talk Time (STT) refers to the period allocated for learners to actively utilise the target language.

1.3.1.2 Importance in Language Acquisition

In an EFL context, effective time management is vital because it directly affects the ratio of TTT to STT. When a teacher spends too long on administrative tasks or giving lengthy explanations, the students will lose their chance to practice the language. Harmer (2007) notes: *“The more the teacher talks, the less opportunity there is for students to practice the language they are learning.”* (p. 117). The teacher who manages time well makes sure they do not monopolies the conversation, thereby allowing students the opportunity to actively use the English they are acquiring.

1.3.1.3 Practical Strategies for Pacing Lessons

Effective educators use several techniques to keep lessons running smoothly. In every class, some students will finish a task in two minutes while others need ten. To manage this time gap, teachers use "extension tasks" for early finishers. This prevents faster students from getting bored and disruptive while giving slower students the time they need to complete their work comfortably (Marzano et al., 2001).

In an EFL classroom, the teacher explaining things for too long often steals time. A key strategy is to keep explanations short and direct, which increases Student Talk Time (STT) and minimising Teacher Talk Time (TTT). By doing this, the teacher ensures that the majority of the lesson is spent on students actually practicing the language rather than just listening to a lecture (Scrivener, 2012).

1.3.2 Seating Arrangements

1.3.2.1 Definition

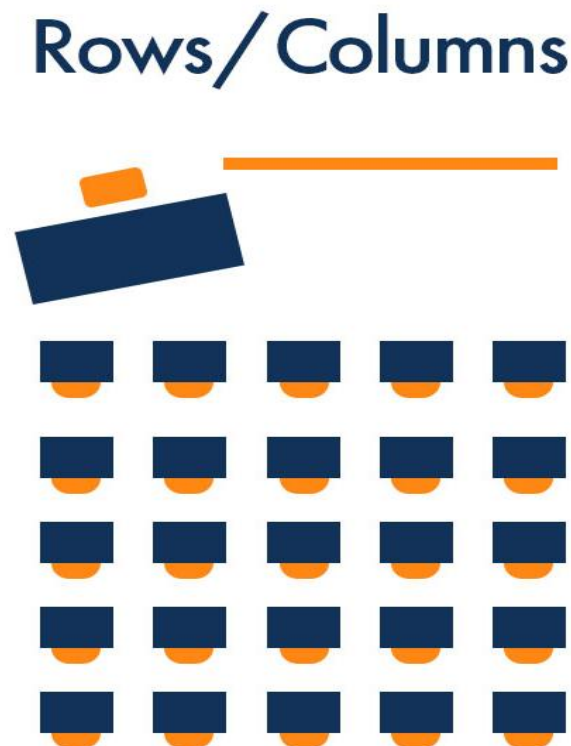
Seating arrangement is the physical geography of the classroom. It is a powerful non-verbal tool because the way we place desks tells the students how they are expected to interact with the teacher and with each other.

1.3.2.2 Common Classroom Seating Configurations

Harmer (2007) points out three common styles:

A) Orderly Rows: Everyone faces the front. This is great for clear explanations or exams, but it makes it very hard for students to talk to anyone but the teacher.

Figure 1. *Traditional Rows or Columns*

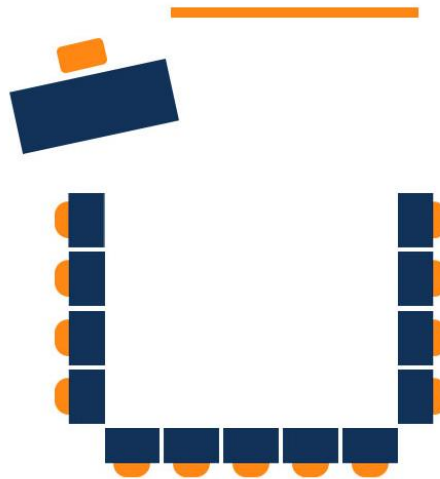


B) The Horseshoe (U-Shape): This setup allows everyone to see each other and the board.

It feels more inclusive and makes it easy for the teacher to step into the middle to help.

Figure 1.2. [*Horseshoe or U-Shape*](#)

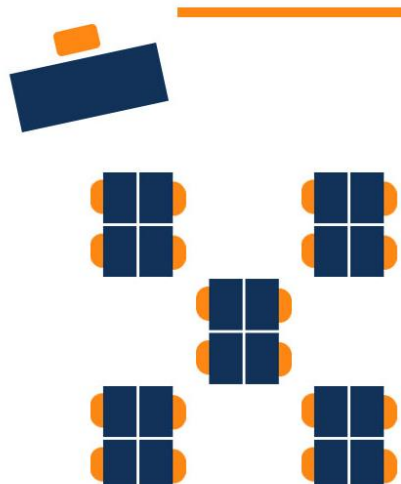
Horseshoe/U-Shape



C) Clusters or Groups: Desks are arranged together so students face each other. This is the "gold standard" for communicative teaching, as it naturally encourages students to work together.

Figure 1.3. [*Clusters*](#)

Clusters



These layouts allow for the eye contact and peer-to-peer interaction that language learning requires (Harmer, 2007).

1.3.2.3 Impact on student learning and behaviour

The way a room is set up directly affects how students behave. If students are in rows, they tend to be more passive. If they are in groups, they are more active but may also become noisier. A clever educator employs seating arrangement to manage behaviour, for example, moving a talkative student to a spot where they can focus better, or changing the layout to signal that it is time to move from listening mode to speaking mode (Harmer, 2007).

1.3.3 Transitioning Between Activities

1.3.3.1 Conceptual Definition

In a practical sense, a transition is the brief period when one activity ends and another begins. While it might only last thirty seconds or a minute, a transition is a high-stakes moment in classroom management. It is the time when the teacher asks students to change their focus, their physical position, or their working partners. Scrivener (2012) posits: “*Transitions are the most vulnerable points in a lesson.*” (p. 211). If these moments are not managed carefully, the lesson's energy can leak away, leading to a loss of control or a rise in unproductive noise.

1.3.3.2 Smoothness and Routines

The objective of a perfect transition is smoothness. This concept, first defined by Jacob Kounin (1970), is the ability of the instructor to keep the lesson moving along without sudden stops or unclear changes in direction.

Effective teachers do this by using routines, which are a habitual way of doing things that students learn over time. For example, if students know that every time they finish a group

assignment they must automatically turn their chairs back to face the front, the instructor does not need to waste energy repeating that instruction every single time. Sieberer-Nagler (2016) asserts: *"When routines are well established, transitions become nearly invisible."* (p. 331). It is easier to focus completely on learning the language.

1.3.3.3 Role of Instructions and Signals

In an EFL classroom, the language used during a transition is just as important as the transition itself. Because students are listening in a second language, instructions must be clear and simple. Instead of giving a long paragraph of directions, a teacher might use "Step 1, Step 2" instructions. This prevents the confusion that often leads to noise during transitions. Another powerful tool for managing these moments is the use of signals. A signal is a non-verbal or short verbal cue that tells students exactly what to do without the teacher having to talk over them.

Common signals include "Auditory Signals" which is using a bell, a specific clap pattern, or even a particular phrase that signifies "stop and look at me". Likewise, "Visual Signals" while the teacher raise their hand or stand in a specific hotspot in the classroom to get immediate attention.

By using these signals, the teacher avoids the common mistake of shouting over the noise to get attention. Instead, the signal acts as a "clear-cut" boundary, helping students switch their mental gears from one activity to the next with minimal fuss (Scrivener, 2012).

1.4 Typologies of Classroom Management Strategies

If the dimensions of the classroom (time, positioning and transitioning) are the "stage," then strategies are the actual "performance" of the teacher. These are the conscious decisions an instructor makes to influence how students behave and learn. In a language classroom, where

students are often nervous about speaking, the choice of strategy can be the difference between a silent classroom and a communicative one.

1.4.1 Preventive vs Reactive Management Approaches

In classroom management, there is a very important distinction between preventive and reactive strategies. Preventive strategies are the things a teacher does to stop before they ever happen. This is widely considered the most effective way to manage a classroom. Instead of waiting for a student to get bored and start a disruption, the teacher uses preventive tools like having a high-energy lesson plan, setting clear expectations on the first day, and moving around the environment. **Garrett (2014)** explains that when a teacher is well prepared and keeps the students busy with interesting tasks, there is simply no room for bad behaviour to grow. The key part of this is what researchers call "with-it-ness" which refers to the teacher's ability to stay aware of the whole room at once, catching a minor distraction and fixing it before it becomes a major problem (Kounin, 1970). Reactive strategies, on the other hand, are the actions a teacher takes after a student has already disrupted the lesson. These are the emergency tools, such as giving a verbal warning or stopping the lesson to remind everyone of the rules. While every teacher has to be reactive sometimes, relying on these too much can make the classroom feel negative and strict. While both reactive and preventive measures are present in the pedagogical repertoire, their operational goals and impact on the classroom climate, differ significantly. As illustrated in Table 1.1, the focus of preventive management is on fostering proactive engagement rather than merely responding to student misbehavior.

Table 1.1: *Differentiation between Preventive and Reactive Management (The researchers)*

Feature	Preventive Strategies	Reactive Strategies
Timing	Before a disruption occurs	After a disruption occurs
Primary Goal	To create an environment where order is the norm	To stop a specific negative behaviour
Key Tools	High-energy planning, clear routines, "with-it-ness"	Verbal warnings, sanctions, lesson pauses
Impact on Flow	Maintains instructional momentum	Often interrupts the pedagogical flow
Focus	Learner engagement and task clarity	Rule enforcement and discipline

1.4.2 Verbal vs Non-verbal Communication Techniques

In an EFL classroom, sometimes saying less is actually more effective. The communication is the teacher's greatest tool, but it does not always have to involve speaking.

Verbal strategies involve using the teacher's voice to manage the room. This includes giving instructions, praising good work, or gently correcting a student. However, teachers must be careful with verbal management. Verbal cues should be short, simple, and direct so that the students do not distract from the actual language being learned, because if a teacher talks too much to control the classroom, they are increasing their own talk time (TTT) and taking practice time away from the students (STT) (Scrivener, 2012).

Non-verbal strategies are often much more subtle and powerful. They allow the teacher to manage the room "under the radar" without interrupting the flow of the lesson. The teacher can do that through eye contacts, a meaningful look can tell a student to get back to work or show them that you are listening, without stopping the lesson. Gestures, using hand signals to tell students to "speak up", "listen", or "work in groups". Table 1.2 provides a comparison of

techniques, categorizing them by their definition and their specific application within the EFL environment.

Table 1.2. *Verbal vs. Non-verbal Communication Techniques (The researchers)*

Technique	Definition	EFL Classroom Example	Pedagogical Advantage
Verbal	Management via spoken commands or praise	“Please open your books to page 10”	Provides clear, explicit linguistic models
Non-verbal	Management via body language and signals	Using a “palm-up” gesture to encourage a student to speak louder	Minimises TTT and maintains instructional “flow”

1.5 Conclusion

To wrap up chapter one, the orchestration of an EFL environment involves a multifaceted synthesis of pedagogical habits and strategic choices. It is the foundation that allows everything else to happen. We have seen that the most effective classroom management is often “invisible” manifesting through systematic routines and non-verbal interventions rather than discipline and punishment.

Now that we have established the theoretical parameters of how a classroom should be managed, the following will examine the human side of how these skills develop as a teacher moves from being a “novice” beginner to becoming an “experienced” professional.

Chapter Two
Professional Development of Novice and Experienced
Teachers

2.1 Introduction

The transition an EFL teacher passes through to achieve professional growth involves a complex process of pedagogical refinement. This development allows an instructor to move from the novice stage to that of an experienced teacher by facilitating the acquisition of mental schemata, which result in more efficient classroom monitoring. Professional development serves as the essential mechanism that bridges the discrepancies between these two groups, particularly regarding decision-making accuracy, behavioral oversight, and levels of self-efficacy.

This chapter examines the stages of teacher development and analyzes how the accumulation of experience transforms the management of the learning environment.

2.2 Teacher Experience and Professional Development

The professional growth an EFL teacher undergoes for becoming proficient can be quite an extended period of time when it comes to developing the mental models that influence how they will monitor classrooms. Teachers' professional development is a process that bridges the gap between inexperienced and experienced teachers in terms of both decision-making and classroom behavior management as well as confidence levels.

In the area of EFL, teacher professional development is defined as a lifelong journey of learning that encompasses the entirety of a teacher's career. While experience in years of service may contribute to the accumulation of knowledge and skills, ultimately the degree to which a teacher has developed their instructional methods and cognitively reflects upon them defines their professional development. Thus, while many people believe that simply being employed for longer periods of time translates into greater amounts of quality instruction; Research suggests that temporal duration in the profession does not automatically equate to instructional

quality. Berliner (1988) offers a definitive perspective on the nature of this pedagogical expertise:

The expert has a sense of what is going to happen next; he or she can predict the sequence of events with remarkable accuracy. This ability to predict the near future allows the expert to be proactive rather than reactive in the classroom. Experts have developed a sense of with-it-ness. This is not a mystical power; rather, it is the result of years of experience and the development of sophisticated mental models that allow for the rapid processing of environmental cues. (p. 15)

This continuum ranges from a rigid, rule-based instructional approach to one characterized by intuition and flexibility (Berliner, 1988). In terms of EFL instructors, transitioning from ensuring students have survived the lesson and maintaining classroom order to attaining a deeper awareness of their students' learning needs and developing more flexible ways of instructing students is a critical component of this development (Berliner, 1988). These changes are possible due to the development of increasingly sophisticated mental models that allow experienced instructors to functionally manage classroom environments much more effectively than those who are inexperienced.

2.2.1 Definition of Novice Teachers

Novice teachers are generally understood as educators who are at the early stage of their teaching careers and are still developing their professional skills. In order to reach higher in the ladder of professionalism they are often to adjust to real classroom environments while applying the theoretical knowledge they acquired during their training. This stage is critical because it shapes their professional identity and future teaching practices. Makoa and Segalo (2021) state: “*Novice teachers are described as newly qualified teachers with less than five years of teaching experience.*” (p. 930). This definition highlights that novice teachers are not only beginners in terms of experience but also in terms of tenure of less than 5 years in the profession.

At this stage, teachers may face multiple challenges related to adaptation and professional growth. Makoa and Segalo (2021) emphasize that novice teachers must adjust to different situational contexts, including diverse learner backgrounds, school environments, and cultural settings. As a result, they are expected to perform effectively while still gaining practical experience.

Moreover, novice teachers are in the process of developing essential classroom management skills. These include important aspects such as time management, seating arrangements, and transitioning between activities. Which play a significant role in maintaining an effective learning environment. However, these components require practice and experience, and they will be examined in more detail in the following sections

2.2.2 Definition of Experienced Teachers

The definition of experienced teacher has sparked many opinions on whether they are measured by effectiveness or years of service. Kini and Podolsky (2016) suggest that experienced teachers are those who have surpassed the two years threshold and accumulated at least three or more years of classroom practice. However, years of experience alone do not fully capture what it means to be an experienced teacher. Hattie (2003) distinguishes the difference between experienced teachers and expert teachers, noting that while experienced teachers have developed familiarity with classroom routines and content delivery over time, expert teachers show clear in-depth levels of pedagogical knowledge, greater ability to monitor student understanding, and stronger capacity to provide adequately challenging tasks. Furthermore, Kini and Podolsky (2016) emphasize that teacher effectiveness continues to grow with experience, particularly when teachers work in supportive environments and accumulate experience within the same grade or level or subject area.

For the purposes of this study, experienced teachers are defined as those with five or more years of continuous teaching practice in their respective fields.

2.3 Differences Between Novice and Experienced Teachers

There are many differences between novice and experienced teachers, especially in the pedagogical aspects of their practice, as well as in other factors such as classroom behaviour, decision-making, confidence, and strategy use. Hattie (2003) identifies five major dimensions that distinguish expert from experienced teachers, noting that expert teachers

"Can identify essential representations of their subject, can guide learning through classroom interactions, can monitor learning and provide feedback, can attend to affective attributes, and can influence student outcomes." (p. 5).

Furthermore, Hattie (2003) concludes: *"Expert teachers do differ from experienced teachers, particularly in the way they represent their classrooms, the degree of challenges that they present to students, and most critically, in the depth of processing that their students attain."* (p. 15). Mastering these dimensions may require considerable effort from the novice teacher, as Hattie (2003) states: *"It is what teachers know, do, and care about that is very powerful in this learning equation."* (p. 2). The following subsections examine each of these differences in detail.

2.3.1 Interactive Behaviour in the Classroom

Classroom behaviour represents one of the most significant areas in which novice and experienced EFL teachers differ, particularly in secondary school settings where managing a varied range of students presents considerable challenges. Evertson and Weinstein (2006)

define classroom management as a group of strategies: *"Seek to establish and sustain an orderly environment so students can engage in meaningful academic learning."* (p. 4). They note that effective teachers develop skills such as anticipating potential problems, monitoring student progress, and using appropriate interventions that target specific behavioral issues. However, there is a gap between novice and experienced teachers in which these skills are not equally distributed. *"Most teachers feel underprepared in the area of classroom management and express the need for additional support."* (Damme et al., 2016, p.1). This challenge is particularly acute among novice EFL teachers entering secondary school classrooms for the first time.

2.3.2 Cognitive Decision-Making Processes

Decision-making represents the culminating facet of the complex professional vision of any teacher. Bastian et al. (2022) define this facet as the teacher's ability regarding: *"Decision-making, either as anticipating responses to students' activities or as proposing alternative instructional strategies."* (p. 213). This conceptualization moves beyond mere observation, as it requires teachers to utilize their pedagogical and content knowledge to transform interpretations of classroom events into actionable teaching moves that have a significant impact on the classroom environment.

Research highlights a stark contrast in how different expertise groups navigate this facet. Specifically, *"Decision-making appears to be the most ambitious facet of noticing for novices."* (Bastian et al., 2022, p. 209). As Bastian et al. (2022) notes, *"Novice teachers were unable to predict teaching and student behavior, particularly concerning student errors."* (p. 209). In contrast, while the study *"Reveals a considerable increase in professional noticing between master's students and practicing teachers."* (Bastian et al., 2022, p. 205), it suggests that experienced teachers operate with a more fluid, integrated professional vision, although this

growth may plateau or even show a "stagnation or decrease" in the later stages of a career. This differentiation suggests that while experience significantly sharpens the ability to decide on instructional next steps, the development of this skill is highly dependent on continuous professional engagement.

2.3.3 Professional Confidence

The confidence of teachers in the classroom is immensely relevant, as it is a primary determinant of their reactions to students' behaviors. According to Bandura (1997): *"Teachers who have a high sense of efficacy about their teaching capabilities can motivate their students and enhance their cognitive development."* (p. 240). This high sense of efficacy allows experienced teachers to maintain a productive environment through proactive engagement and effective reactions to behaviors; specifically, they *"tend to rely on precursory means and students' self-motivation rather than on authoritarian control"* (Bandura, 1997, p. 241).

As for novice teachers, they often struggle with this balance due to lack of the mastery experiences that provide: *"The most authentic indication of whether one can muster whatever it takes to succeed."* (Bandura, 1997, p. 80). Therefore, while an experienced may view a restless classroom as a challenge to be met with instructional variety, a novice with lower efficacy is more likely to adopt a: *"Custodial view of the school."* (Bandura, 1997, p. 241), perceiving student behavior as a threat to their authority and responding with rigid, reactive disciplinary measures.

2.3.4 Strategic Repertoire

Seating arrangement is one of the most important yet frequently overlooked classroom management strategies, as it has an immediate effect on the behaviour of students and on the quality of both teaching and learning. Wannarka and Ruhl (2008) define it as a setting event, a

structural classroom condition that can promote desirable behaviour or contribute to misbehavior before any instruction begins. Their empirical synthesis confirms that no single arrangement suits all tasks; rows increase on-task behaviour during individual assignments, while clusters and semi-circles had better support interactive and communicative activities (Wannarka & Ruhl, 2008).

Furthermore, students seated in semi-circles ask significantly more questions than those in rows do, a finding of particular relevance to EFL classrooms where oral interaction is a primary learning goal (Wannarka & Ruhl, 2008). Experienced teachers adjust seating purposefully according to the task, whereas novice teachers tend to maintain a single default arrangement regardless of instructional purpose, thereby limiting student interaction and engagement (Berliner, 1988).

2.4 The Influence of Experience on the Core Dimensions

The differences between novice and experienced teachers differ depending on the area; both tend to perceive, interpret, and respond to classroom situations. As Berliner (1988) explains, the differences are by pointing out that novice teachers often depend on "context-free rules," whereas experienced teachers are better able to judge "what is and what is not important" in the classroom. Berliner (1988) explains this difference helps experienced teachers develop more fluid performance, and when that happens, they rarely appear to be reflective about what they are doing. Therefore, experience allows teachers to move beyond rule following toward more flexible and efficient classroom practice (Berliner, 1988)

These differences have a direct impact on classroom management, as it experienced teachers are more flexible in terms of organizing routines, maintaining student engagement, and responding effectively to classroom disruptions

2.4.1 Pacing and Time Management

It is another one of the most critical yet persistently challenging classroom management strategies for EFL teachers, as it directly determines the quality and completeness of the instructional process. Lotsove Makuru et al. (2024) define lesson-teaching time as the amount of time allocated to cover the learning and teaching process in the classroom, emphasising that its effective use requires conscious control, prioritisation of tasks, and deliberate planning. Their empirical study of EFL teachers in secondary schools revealed that half of the participants were unable to manage lesson time effectively, with poor lesson planning, unexpected classroom interruptions, large class sizes, and an overloaded language syllabus identified as the primary obstacles (Lotsove Makuru et al., 2024).

In EFL contexts specifically, poor time management frequently results in the communicative practice stage being sacrificed — the very stage where students engage most directly with the target language. From an experienced perspective, Berliner (1988) demonstrates that experienced teachers manage time efficiently through well-practiced routines that automate recurring classroom procedures, thereby freeing cognitive resources for higher-order instructional decisions. Novice teachers, by contrast, lack these routinised procedures and consequently lose instructional time to transitions, disciplinary interruptions, and inefficient lesson pacing, leaving insufficient time for meaningful language practice (Berliner, 1988; Lotsove Makuru et al., 2024).

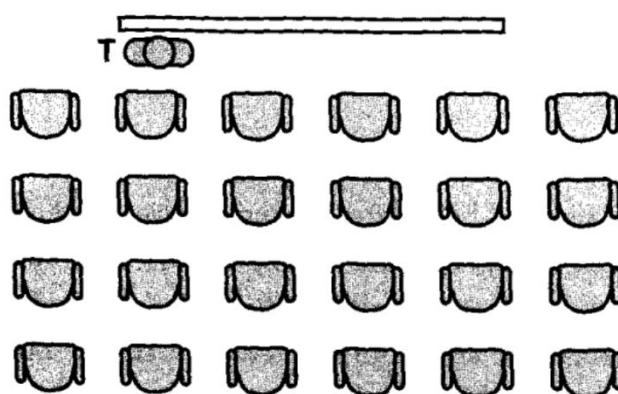
2.4.2 Spatial Layout Adaptations

Seating arrangement is a fundamental and essential pedagogical decision that directly influences student engagement and the quality of the instructional process (Harmer, 2007; Wannarka & Ruhl, 2008). This decision has the upper hand when it comes to actively shaping

behaviour of students, interaction patterns, and learning outcomes. Harmer (2007) identifies several distinct arrangement types, each serving a specific instructional purpose.

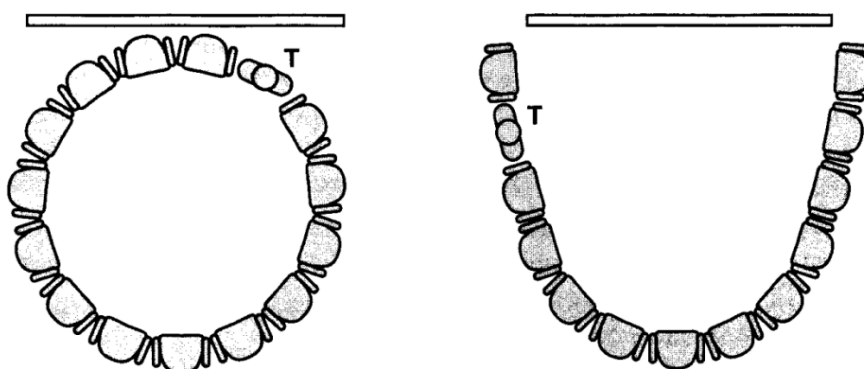
Orderly rows are usually suited to whole-class instruction, grammar explanation, board work, and activity practicing, as they allow the teacher to maintain eye contact with all students simultaneously.

Figure 2.1: Orderly Rows (Harmer, 2007, p. 162)



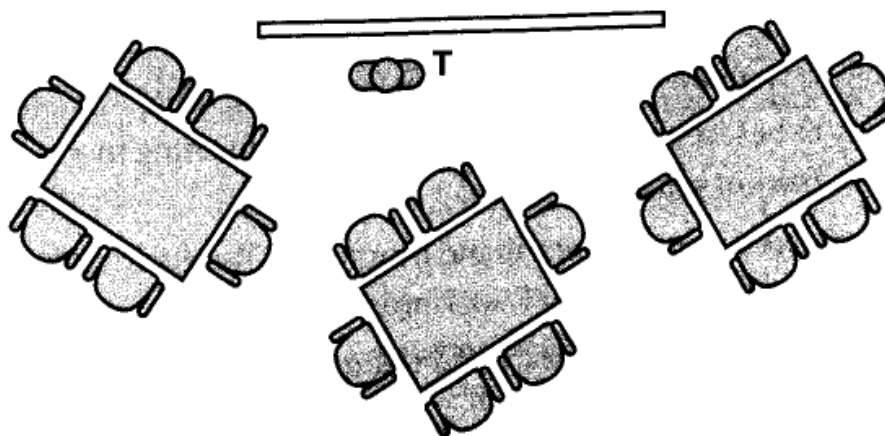
Circle and horseshoe arrangements create a greater sense of equality, facilitating student interaction through eye contact, expressive communication, and shared dialogue, making them especially ideal for discussion-based and communicative activities.

Figure 2.2: Circle and Horseshoe (Harmer, 2007, p. 163)



Separate tables are the favorite for group work and mixed-abilities classes; it enables the teacher to circulate and provide targeted assistance to different groups.

Figure 2.3: Separate Tables (Harmer, 2007, p. 163)



Novice teachers tend to maintain a single default seating arrangement throughout the lesson, regardless of the activity type, as they operate at what Berliner (1988) describes as the context-free, rule-governed stage of development. This rigidity reflects their limited pedagogical capabilities and their inability to recognize seating as a fundamental variable that directly affects learning outcomes. As Berliner (1988) notes, novices have not yet developed the capacity to determine what is important in the classroom environment and what needs to be adjusted—seating being one such overlooked variable. The broader professional challenges novice teachers face, including difficulties with workplace adjustment and the absence of collegial guidance on fundamental classroom organisation decisions (Makoa & Segalo, 2021), further compounds this tendency.

In contrast, experienced teachers see seating as a planned and adaptable way to teach. Experienced teachers, in contrast, tend to make conscious, task-driven decisions about classroom configuration—shifting to rows for controlled practice, to horseshoe or circle arrangements for whole-class discussion, and to separate tables for collaborative group work

(Berliner, 1988). As Harmer (2007) argues, varying seating arrangements makes lessons more dynamic and enjoyable, and it is precisely this purposeful variation that distinguishes the experienced teacher from the novice.

In EFL contexts specifically, this distinction carries significant pedagogical weight, as the ability to configure the classroom to maximise student interaction and oral language production is central to effective communicative language teaching (Wannarka & Ruhl, 2008; Harmer, 2007).

2.4.3 Managing Activity Transitions

Transitioning between activities is a key element of effective classroom management because it ensures continuity and maintains students' attention throughout the lesson. When transitions are well organized and done, students clearly understand what is expected of them, giving them time to follow and a chance for paying attention. Berliner (1988) explains that expert teachers rely on established routines to make classroom processes smooth and efficient. These routines allow teachers to signal the beginning and end of activities clearly, which helps maintain order and supports a steady lesson pace. Therefore, easing the process for the teacher.

Experience plays an essential role in improving how teachers handle transitions. Less experienced teachers may struggle to manage time or give clear instructions, which can lead to confusion and off (task) behaviour. In contrast, experienced teachers are able to anticipate potential difficulties and guide students more effectively from one activity to another. According to Berliner (1988), routines not only structure classroom behavior but also help students understand their roles, making transitions faster and more controlled. As a result, smooth transitions contribute to a more focused learning environment, where students remain engaged and the overall quality of instruction is enhanced.

2.5 Conclusion

Chapter Two has examined professional development in relation to teaching experience through a comparison of novice and experienced teachers across major aspects of classroom management. The analysis has identified professional development as the main underlying differences between the two groups in areas such as classroom behaviour, decision-making, confidence, and the impacts of their experiences in Time Management, Seating Arrangements, Transitioning Between Activities and strategy use. Overall, The contrasts between novice and experienced teachers lie in how each group handles classroom situations at a professional level.

Part Two: Research Methodology and Data Analysis

Chapter Three

Data Analysis and Findings

3.1 Introduction

This chapter represents the practical part of the present study; it focuses on the analysis of the data collected in order to compare novice EFL instructors in classroom management. The chapter first introduces the participants, which were secondary school EFL teachers, and the corpus selected for the study, then explains the data collection procedures; research instruments used, namely the questionnaire and direct classroom observations. After that, it presents and discusses the findings in relation to the research questions and hypotheses. Finally, it offers a set of recommendations that may help improve classroom management practices, especially for novice teachers.

3.2 Research Methodology Framework

This chapter outlines the methodological framework adopted in the present study. Given the nature of the research questions, which seek to describe and compare classroom management practices between novice and experienced EFL teachers, the method applied in this study is descriptive because it is the most appropriate for such a study, a mixed-methods approach combining both quantitative and qualitative data collection in order to provide a comprehensive and triangulated understanding of the phenomenon under investigation. Quantitative data were gathered through a questionnaire given to a group of EFL teachers to establish common classroom management practices, while qualitative insights were obtained through structured classroom observation grid conducted with two purposively selected teachers.

The corpus of this study centers on a direct comparison between Teacher A, a novice EFL teacher with less than two years of experience, and Teacher B, an experienced instructor

with more than ten years of experience, both teaching first-year secondary school students in Ghardaia. The following sections detail the research design, population and sample, and data collection instruments, respectively.

3.2.1 Research Design

This study adopts a descriptive-comparative research design. It is descriptive in the sense that it seeks to observe and describe classroom management practices as they naturally occur in EFL teaching contexts, without any manipulation of variables. It is comparative in that it systematically contrasts the practices of a novice teacher, referred to as teacher A, and an experienced teacher, referred to as teacher B, in order to identify meaningful differences and similarities in their classroom management behaviour.

To ensure accuracy, this study employs a mixed-methods approach, combining quantitative and qualitative instruments. This triangulation is vital for the validity of the findings. The quantitative aspect is represented by a questionnaire administered to a wider group of EFL teachers, consisting of both closed Likert-scale items — ranging from Strongly Agree to Strongly Disagree — and open-ended questions, providing both measurable and descriptive data on classroom management practices. The qualitative aspect, on the other hand, is captured through a structured observation grid, through which the researcher directly watched both teachers across three key dimensions of classroom management — namely, time management, seating arrangement, and transition between activities — rating each indicator on a four-point scale ranging from Ineffective to Highly Effective.

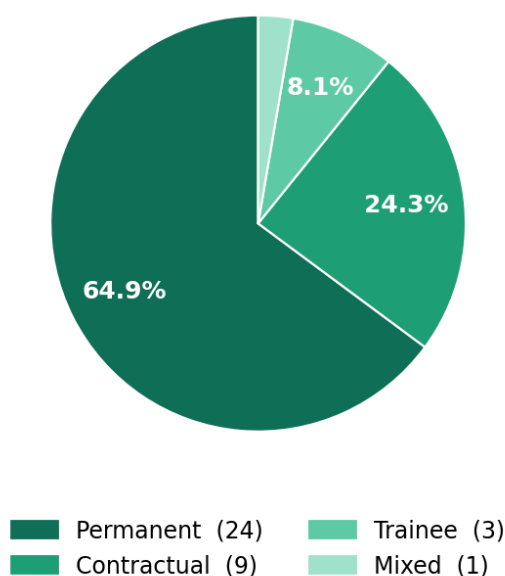
This combination of instruments ensures that the study is accurate and well representative, displaying both teachers' declared practices and their actual observed behaviour in the classroom.

3.2.2 Population and Sample

The population of this study is made up of EFL teachers in Ghardaia. A purposeful sampling strategy was used, meaning participants were chosen based on criteria that directly relate to the goals of this research.

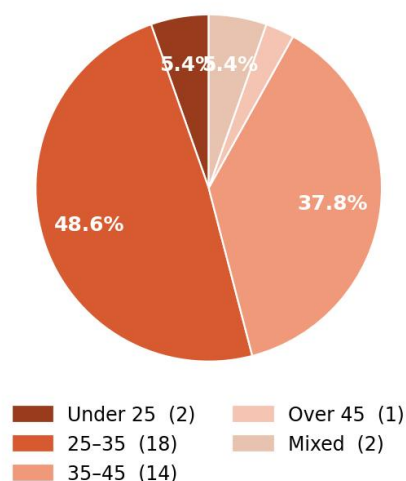
The study draws on two groups of participants. The first group includes 37 EFL teachers from across the country, and we reached them through an online questionnaire distributed via Google Forms. The respondents vary considerably in terms of teaching experience — 13 had less than three years in the classroom, 6 had between three and six years, another 6 had between six and ten years, and 12 had been teaching for more than a decade.

Figure 3.1. Pie chart illustrates employment type



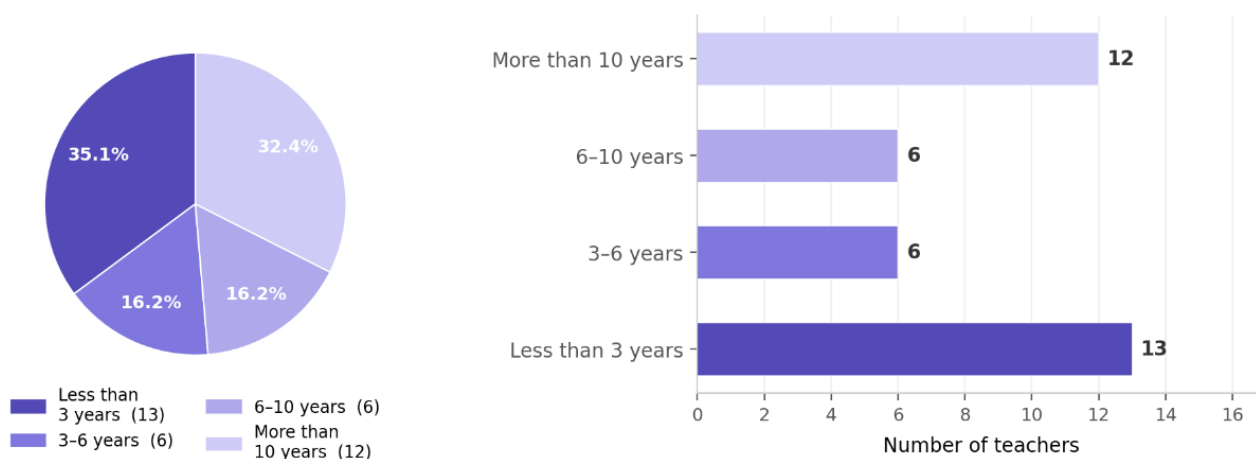
Most of them were permanently employed, though a number were contractual or trainee teachers, and their classes ranged in size from fewer than 25 students to over 45.

Figure 3.2. *Pie chart illustrates class size*



The second group consists of just two teachers, both female, working at the same secondary school in Ghardaia. Teacher A is a novice EFL teacher with less than two years of experience, and Teacher B is an experienced EFL teacher with over ten years in the field. Choosing two teachers from the same school was an intentional decision, as it allowed for a fair and direct comparison of classroom management practices within the same working environment.

Figure 3.3. *Pie chart and bar chart illustrate years of experience*



3.2.3 Data Collection Instruments

In order to gather relevant and reliable data, two instruments were used in this study, namely a questionnaire and a classroom observation grid. These tools were selected because they complement each other.

3.2.3.1 Questionnaire for Novice and Experienced EFL Teachers on Classroom Management

The second data collection instrument used in this study was a questionnaire. According to Creswell (2009): “*Questionnaires are a form of survey in which participants respond to written questions, making them an efficient tool for gathering information from a large number of respondents.*” (p. 147). The questionnaire was designed on Google Forms and distributed electronically to EFL teachers at the secondary level, with a total of 37 teachers participating. It was structured around the three main dimensions of the study, namely time management, seating arrangement, and transition between activities. The questionnaire consisted of two parts: a set of closed-ended items based on a five-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree” and a set of open-ended questions inviting teachers to reflect on their classroom management practices in their own words.

3.2.3.2 Observation Grid for Novice and Experienced EFL Teachers on Classroom Management

The first technique used to collect data was classroom observation. According to Creswell (2009): “*Observation is the process of gathering open-ended, firsthand information by observing people and activities at the research site.*” (p. 168). In order to observe, examine and compare the classroom management practices of two EFL teachers, the researchers conducted structured observations using an analytical observation grid. The grid targeted the

three main titles, namely Time Management, Seating Arrangement, and Transition between Activities. Each title or dimension was evaluated using a four-point rating scale ranging from 1 (Ineffective) to 4 (Highly Effective). Researchers conducted the observations from the back of the classroom to maintain a natural environment.

3.3 Statistical and Qualitative Data Analysis

To collect data that is both relevant and trustworthy, this study relied on two complementary tools: a questionnaire and a classroom observation grid. Each instrument captures a different dimension of the same reality, and together they provide a fuller and more balanced picture of classroom management practices.

3.3.1 Questionnaire Results Analysis

The questionnaire was designed to investigate the practices of EFL teachers, with an intentional focus on the three dimensions of this study: time management, seating arrangements, and activity transitions. The instrument was distributed to thirty-seven (37) EFL teachers working in Al-Karma Boudjema Secondary School in Ghardaia through a Google Forms link. The sample consisted of teachers with diverse profiles regarding professional experience, employment status, and class size, thereby offering a clear and representative viewpoint on the research topic. The quantitative data collected through the Likert-scale items are presented in tabular form and subsequently interpreted, while the qualitative responses to the open-ended questions are discussed in an organised fashion.

3.3.1.1 Tables and Interpretation

3.3.1.1.1 Time Management Results

Table 3.1 *Time Allocation for Each Classroom Activity*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	13	17	4	2	1
%	35.14%	45.95%	10.81%	5.41%	2.70%

Most teachers, 81.08% agreed that they plan their time well before the lesson. Only small percentage expressed disagreed while 10% remained neutral. This shows that the majority of teachers think about how to divide the time between activities when they prepare their lessons.

Table 3.2 *Completion of Planned Content Before the Bell*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	1	13	8	14	1
%	2.70%	35.14%	21.62%	37.84%	2.70%

Only 37.84% of teachers said they finish everything they planned, while 40.54% said they do not. This suggests that even when teachers plan well it is not always easy to cover everything within the lesson time.

Table 3.3. *Managing Student Disruptions Without Stopping the Lesson*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	8	22	4	3	0
%	21.62%	59.46%	10.81%	8.11%	0.00%

A large majority of 81.08% agreed with this statement. This means that most teachers are able to handle interruptions without stopping the lesson completely. It shows a good level of flexibility and classroom control.

Table 3.4. *Slowing Down to Help Struggling Students*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	15	19	2	0	1
%	40.54%	51.35%	5.41%	0.00%	2.70%

An overwhelming 91.89% of teachers said they slow down when students are struggling. This reflects a student-centered approach and shows that teachers prioritise understanding over finishing the lesson on time.

Table 3.5. *Starting and Finishing Lessons on Time*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	2	12	10	13	0
%	5.41%	32.43%	27.03%	35.14%	0.00%

Only 37.83% of teachers said they always start and end on time, and 35.13% disagreed. This is one of the weakest results in this section and confirms that strict punctuality is a challenge, most likely due to large classes and varied student needs.

Table 3.6. *Remaining Calm During Unexpected Classroom Situations*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	12	14	10	1	0
%	32.43%	37.84%	27.03%	5.41%	0.00%

70.27% of teachers said they stay calm during unexpected situations. The 27.02% who were neutral suggest that some teachers still find it difficult to stay composed when things do not go as planned.

3.3.1.1.2 Seating Arrangements Results

Table 3.7. *Organising Seating According to Activity Type*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	5	18	6	8	0
%	13.51%	48.65%	16.22%	21.62%	0.00%

62.16% of teachers said they change seating depending on the activity, while 21.62% disagreed. This shows that while many teachers adapt their seating to suit the lesson, a noticeable group keeps a fixed arrangement regardless of the task.

Table 3.8. *Changing Seating Positions to Minimise Disruptive Behaviour*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	14	21	2	0	0
%	37.84%	56.76%	5.41%	0.00%	0.00%

This item got the highest agreement in this section, with 94.59% of teachers saying they move students around to deal with disruption. It is clearly a very common strategy among EFL teachers in Algeria.

Table 3.9. *Using Group Seating to Encourage Collaboration*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	11	20	2	3	1
%	29.73%	54.05%	5.41%	8.11%	2.70%

83.78% of teachers use group seating to help students work together. This reflects an awareness of the value of collaborative learning, even in large and sometimes crowded classrooms.

Table 3.10. *Preference for Traditional Row Seating*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	4	16	9	9	0
%	10.81%	43.24%	24.32%	24.32%	0.00%

54.05% of teachers prefer traditional rows when they need more control. However, 24.32% disagreed, which means row seating is not a universal preference. Teachers seem to choose between formats depending on the situation.

Table 3.11. *Considering Student Behaviour When Assigning Seats*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	16	17	3	2	0
%	43.24%	45.95%	8.11%	5.41%	0.00%

89.18% of teachers consider student behaviour when deciding where students sit. This is a proactive approach to management, where the teacher tries to prevent problems before they happen rather than reacting to them.

Table 3.12. *Moving Around the Classroom to Supervise Students*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	22	14	1	0	1
%	59.46%	37.84%	2.70%	0.00%	2.70%

97.29% of teachers agreed with this statement, making it the highest result in the entire questionnaire. Walking around the classroom is clearly seen as an essential part of managing students and maintaining their focus.

3.3.1.1.3 Transitioning Results

Table 3.13. *Setting Clear Instructions Before a New Activity*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	19	16	2	0	1
%	51.35%	43.24%	5.41%	0.00%	2.70%

94.59% of teachers said they give clear instructions before changing activities. This is one of the most agreed-upon practices in the whole questionnaire, showing that teachers understand how important it is to prepare students for what comes next.

Table 3.14. *Smoothness of Transitions Between Activities*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	9	20	8	0	0
%	24.32%	54.05%	21.62%	0.00%	0.00%

78.37% of teachers felt that their transitions go smoothly. The 21.62% who chose neutral suggests that not everyone feels fully confident about this, even if they try to manage it well.

Table 3.15. *Use of Verbal Cues During Transitions*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	5	24	7	1	0
%	13.51%	64.86%	18.92%	5.41%	0.00%

78.37% of teachers use verbal signals to help students move from one task to another. These simple tools like counting down or saying a key phrase, seem to be widely adopted as a practical way to keep transitions organised.

Table 3.16. *Use of Non-verbal Cues to Get Students' Attention*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	11	23	3	0	0
%	29.73%	62.16%	8.11%	0.00%	0.00%

91.89% of teachers said they use eye contact and gestures to get attention. This is a very strong result and shows that non-verbal communication is a key tool for managing the classroom without creating more noise or interruption.

Table 3.17. *Noise Level During Activity Transitions*

Possibilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
N°	5	24	7	1	0
%	13.51%	64.86%	18.92%	2.70%	0.00%

78.37% of teachers admitted that transitions can get noisy. This is honest and expected, especially in large classes. It also confirms why strategies like verbal and non-verbal cues are so important during these moments.

3.3.1.1.4 Open-Ended Questions

Table 3.18. *The Strategies of Teachers for Managing Transitions*

Response	N°	%
Giving clear verbal instructions	16	43.24%
Relying on established classroom routines	7	18.91%
Using non-verbal signals (gestures, eye contact)	5	13.51%
Response	N°	%
Other / not specified	9	24.32%

The most common way teachers manage transitions is by giving clear verbal instructions, chosen by 43.24% of the respondents. Established routines came second with 18.91%, and non-

verbal signals were used by 13.51%. These results show that teachers rely most on direct communication to guide students through activity changes.

Table 3.19. *Most Challenging Aspects of Classroom Management*

Main Challenge	N°	%
Large number of students / overcrowded classes	14	37.83%
Disruptive / noisy student behaviour	11	29.72%
Time management	8	21.62%
Keeping all students engaged	4	10.81%

The biggest challenge for teachers is the large number of students in class, mentioned by 37.83% of respondents. Disruptive behaviour came second at 29.72%, followed by time management at 21.62%. These results are consistent with the Likert-scale findings, where both punctuality and lesson completion were identified as weak points.

Table 3.20. *Descriptions of an Effective Seating Arrangement*

Description	N°	%
Mixing students by level, behaviour, or personality	18	48.64%
Ensuring visibility of the board for all students	10	27.02%
Flexible / adapted to the activity	6	16.21%
Other	3	8.10%

Almost half the teachers, 48.64%, described effective seating as mixing students strategically based on their level or behaviour. 27.02% focused on making sure all students can see the board, and 16.21% said the arrangement should change according to the activity. These answers show that teachers think of seating as a thoughtful decision, not just a matter of filling the room.

Table 3.21. *Key Distinctions Between Novice and Experienced Teachers*

Key Distinction	N°	%
Confidence, calmness and consistency	15	40.54%
Ability to anticipate and prevent problems	12	32.43%
Wider range of strategies and flexibility	7	18.91%
Other / no difference	3	8.10%

40.54% of teachers said the main difference is confidence and calmness. 32.43% pointed to the ability to see problems coming before they happen, and 18.91% mentioned having more strategies to choose from. These responses suggest that experience in classroom management is not just about knowledge, but also about developing a certain attitude and readiness over time.

3.3.2 The Observation Results

The classroom observation took place in the same secondary school classes. Two teachers were observed, teacher A, a beginner teacher with less experience and teacher B, an experienced teacher. Each observation focused on the same three dimensions: time management, seating arrangement and activity transitions using a rating scale from 1 to 4, where 1 means Ineffective, 2 means Partially Effective, 3 means Effective and 4 means Highly Effective. The observer also made specific comments for each indicator when necessary.

3.3.2.1 Teacher A / Novice Teacher

Table 3.22. *Time Management of the teacher A*

Indicator	1	2	3	4	Notes
Lesson begins on time			✓		
Clear time allocation per activity			✓		
Minimal idle time		✓			<i>No gaps between activities noted, but pace was uneven.</i>
Activities completed as planned	✓				
Effective lesson closure	✓				

Teacher A started on time and demonstrated some awareness of time allocation, both scored as Effective (3). Idle time was only Partially Effective (2) due to inconsistent pacing. The two most worrisome results were the last two indicators which are activities were not fully completed as planned and no effective lesson closure was observed. These gaps suggest that while the novice teacher can start a lesson well, managing the full arc of the lesson from beginning to end is still a challenge.

Table 3.23. *Seating Arrangement of the teacher A*

Indicator	1	2	3	4	Notes
Arrangement suits activity type				✓	<i>Students worked in pairs.</i>
Teacher moves strategically in classroom				✓	<i>She tried to explain individually to students.</i>
Teacher uses proximity to manage behaviour			✓		
Students remain engaged in seating setup		✓			<i>A small number of students kept talking.</i>

The seating arrangement results for Teacher A were mixed. On a positive note, she scored Highly Effective (4) for adapting the arrangement to the activity, and for moving around the

class to help students individually. However, she did not use proximity as a behaviour management tool, which left some students off-tasks. The use of seating arrangements to engage students was only Partially Effective (2) with a small group continuing to talk throughout the lesson.

Table 3.24. *Transition Between Activities of the teacher A*

Indicator	1	2	3	4	Notes
Clear transition instructions given			✓		
Use of verbal signals		✓			
Use of non-verbal signals		✓			
Transition duration controlled			✓		
Noise level controlled during transition			✓		

Teacher A scored 3 (Effective) across all three indicators in the transitions dimension, suggesting that a basic level of transition management was observable during the lesson. The teacher gave reasonably clear instructions between activities, maintained some control over transition duration, and kept noise at an acceptable level. However, the transitions lacked the fluency and consistency associated with experienced teachers, such as the use of established routines and non-verbal signals. This gap between Effective and Highly Effective represents one of the key differences between novice and experienced teachers in regard to classroom management.

3.3.2.2 Teacher B / Experienced Teacher

Table 3.25. *Time Management of the teacher B*

Indicator	1	2	3	4	Notes
Lesson begins on time				✓	
Clear time allocation per activity				✓	<i>She gave a specific timing for each task.</i>
Minimal idle time				✓	

Activities completed as planned			✓		
Effective lesson closure	✓				

Overall, Teacher B showed good time management skills. She began the lesson on time and provided clear timing to students for each task, with minimal idle time: all rated Highly Effective (4). Activities were mostly carried out as planned, rated Effective (3). The sole weak point was in the lesson closure, rated Ineffective (1), indicating that even an experienced teacher can sometimes run out of time at the end of a lesson, probably due to the time spent in managing the class during the session.

Table 3.26. *Seating Arrangement for the teacher B*

Indicator	1	2	3	4	Notes
Arrangement suits activity type				✓	
Teacher moves strategically in classroom				✓	
Teacher uses proximity to manage behaviour				✓	<i>She listened to one student while paying attention to a disruptive student.</i>
Students remain engaged in seating setup		✓			

Teacher B scored Highly Effective (4) on three out of four seating indicators. The arrangement suited the activity, she moved around the room strategically, and she used proximity very effectively — at one point managing two students at the same time by listening to one while monitoring a disruptive student nearby. The only lower score was student engagement in the seating setup, rated Partially Effective (2), which may reflect the difficulty of keeping all students engaged in a large class regardless of the arrangement used.

Table 3.27. *Transitioning for the teacher B*

Indicator	1	2	3	4	Notes
Clear transition instructions given				✓	<i>She asked students to focus repeatedly.</i>
Use of verbal signals				✓	
Use of non-verbal signals				✓	

Transition duration controlled				✓	
Noise level controlled during transition				✓	

Teacher B received the highest possible score on all five transition indicators. All scored as Highly Effective (4). She provided clear instructions before each change of activity, used verbal and non-verbal cues confidently, managed transitions efficiently and effectively and kept a calm noise level throughout. The results are a clear reflection of how experience counts in managing transitions. Unlike Teacher A, Teacher B had a full set of strategies to keep the class moving smoothly from one task to the next.

3.4 Discussion

The mixed-methods data directly answer the primary research question by showing an obvious qualitative difference between a reactive, rule-based management style of novice teachers and a proactive, routine-based one of experienced teachers. In terms of the first sub-question, the results show that novice EFL teachers struggle to multitask, which is a continuous challenge for them. The national survey and the observation of Teacher A show that early-career teachers experience uneven lesson pacing, lack of formal lesson closures, defensive reliance on traditional row seating and static physical positioning that restrict their ability to monitor the whole classroom. In addition, their transitions between activities are unstructured, as they need to repeat their verbal directions, which increases the classroom noise and prolongs the transition time.

In contrast, addressing the second sub-question, the strategies of experienced instructors are defined by preventative environmental control. The empirical evidence from Teacher B's observation shows that veteran educators utilize explicit time limits for tasks, maintain strategic physical mobility, and rely on automated routines. By using a fluid combination of brief verbal signals and non-verbal cues, experienced teachers make shifts between activities nearly

invisible, keep student noise controlled, and successfully suppress disruptive behaviors silently through proximity control.

The empirical results provide strong support for all three directional hypotheses posited at the outset of this dissertation. The first hypothesis that experienced teachers are better able to manage instructional time is supported. Teacher A exhibited uneven pacing that resulted in an incomplete arc of the lesson, while Teacher B maintained tight control over the duration of tasks and minimized idle time. This difference provides direct support for Berliner's (1988) model of pedagogical expertise, in which expert teachers have fluid cognitive schemata that allow them to monitor and adjust the timing of lessons intuitively, while novices are bound to a rigid timeline that is easily shattered by classroom pressures.

The second hypothesis that experienced teachers organize classroom seating more strategically and flexibly is also confirmed. The novice teacher remained physically static near the blackboard and failed to engage off-task students whereas Teacher B maximized the utility of the room through constant mobility. Teacher B's ability to monitor an executing student while simultaneously utilizing physical proximity to manage a disruptive student nearby provides a direct empirical validation of Kounin's (1970) constructs of "with-it-ness" and overlappingness.

Finally, the third hypothesis is confirmed, proving that experienced instructors demonstrate smoother and more efficient activity transitions. Teacher B achieved maximum effectiveness scores across all transition indicators because her students moved between tasks with minimal administrative friction using established non-verbal routines. Teacher A, however, suffered from what Doyle (1986) terms systemic administrative leakage, relying on loud verbal remediation that disrupted the lesson flow. This outcome directly aligns with Scrivener's (2012) principles of classroom efficiency, which emphasize that minimizing

explicit teacher talk time during transitions prevents behavioral breakdowns and preserves learning momentum.

3.5 Conclusion

Chapter Three has empirically investigated the classroom management practices of novice and experienced EFL teachers through a comparative analysis of quantitative survey data and qualitative classroom observations. The analysis indicated that the main differences between the two groups lie in the execution of temporal pacing, strategic use of physical space and fluidity of procedural transitions. In general, the contrast between novice and experienced teachers is in the way each group moves from a reactive, script-dependent approach to a proactive, routine-driven orchestration of the classroom environment, confirming that professional expertise is basically defined by the successful automation of management strategies.

General Conclusion

General Conclusion

This study was conducted to examine and compare the classroom management strategies of both novice and experienced EFL teachers in the context of secondary schools. It mainly targeted three operational key aspects; time management, seating arrangements and activity transitions, to shed light on the influence of professional experience on a teacher's ability to establish an orderly, seamless and supportive learning environment. A mixed-methods design was used in order to provide a comprehensive and triangulated understanding of the phenomenon, which consisted of a wide-ranging national survey and in-depth real-time classroom observations of two different practitioners at Boudjema Secondary School in Ghardaia.

The empirical findings gathered from this investigation successfully validate the three central hypotheses proposed at the outset of the study. Regarding the first hypothesis, the data confirm that a significant disparity exists in how both groups manage instructional time. While novice teachers frequently operate under the pressure of strictly completing their lesson scripts—often leading to awkward, dead time or mechanical gaps between tasks—experienced educators demonstrate a more flexible approach to pacing. Interestingly, the field observations revealed that veteran practitioners may occasionally sacrifice formal lesson closures to accommodate deep communicative student interactions, indicating that experience shifts a teacher's priority from mere plan fulfillment to genuine learning realization.

With regard to the second hypothesis, the results reveal that experienced teachers deploy the physical geography of the classroom in a much more dynamic and strategic fashion than their novice peers. The quantitative feedback of 37 EFL instructors in Al-Karma Boudjema Secondary School in Ghardaia highlighted that the majority of early-career teachers resort to traditional row seating as a defensive mechanism to maintain basic disciplinary control.

Conversely, the observational data demonstrated that the physical mobility and expert use of proximity of a veteran teacher are silent but powerful management tools. An experienced instructor can navigate effortlessly around an ongoing task and use physical presence to suppress disruptive behavior without uttering a word, whereas a novice instructor tends to remain static near the board and use repetitive verbal reprimands.

The biggest difference between the two groups of teachers was found in the third dimension, thus supporting the hypothesis that experienced teachers have a smoother and more efficient transition between activities. The field study showed that the veteran practitioner obtained the highest efficiency scores in all transition indicators by using an elaborate mix of explicit verbal cues and well-established non-verbal signals. As these procedural changes are considered as deeply embedded daily routines, the transition process becomes practically invisible, keeping the students' noise away and preserving valuable learning momentum. On the contrary, the novice teacher was unable to control the boundaries between different tasks, which resulted in irregular transition lengths and increased noise in the classroom that disrupted the flow of the lesson.

Ultimately, this study underscores that the transition from a novice to an experienced practitioner is not merely an automatic accumulation of years in service, but a profound qualitative evolution in professional vision and emotional composure. Classroom management is fundamentally a human journey of professional growth, moving away from reactive, verbal-heavy disciplinary actions toward proactive, routine-driven environmental orchestration. While novice teachers possess solid theoretical knowledge, they require targeted, hands-on support to develop the fluid multitasking abilities that characterize expert teachers.

Based on the insights derived from this study, it is highly recommended that Algerian teacher training institutions (such as the ENS and university didactics tracks) reshape their

preparatory curricula. To effectively bridge the experiential gap and empower new teachers as they step into the secondary education sector, three core structural shifts must be implemented:

- 1. Shift to Micro-Teaching:** Teacher training programs must move beyond theoretical lectures and actively include structured micro-teaching modules. These sessions should simulate real human dynamics and unpredictable classroom behaviors, allowing novice teachers to practice managing group dynamics in a controlled environment before their live classroom entry.
- 2. Structured Mentorship:** Educational authorities should establish formal, long-term pedagogical mentorship programs. Within these frameworks, novice educators must be systematically guided by veteran teachers through regular peer-observations and constructive feedback loops, facilitating the safe transference of implicit classroom wisdom.
- 3. Focus on Fluidity:** Training initiatives must explicitly train novice instructors in spatial mobility, classroom geography navigation, and the execution of non-verbal transition routines. Practical training should prioritize building active, fluid classroom habits over a rigid reliance on purely theoretical lesson-script planning.

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Appendices

[illegible]

Dimension	Indicator	Teacher A (Novice)				Teacher B (Experienced)				Notes / Comments
		1	2	3	4	1	2	3	4	
Seating Arrangement	Teacher moves strategically in classroom									
	Teacher uses proximity to manage behaviour									
	Students remain engaged in seating setup									
Transition Between Activities	Clear transition instructions given									
	Use of verbal signals									
	Use of non-verbal signals									
	Transition duration controlled									
	Noise level controlled during transition									

General Remarks:

Appendix B: Questionnaire for Novice and Experienced EFL Teachers on Classroom Management

Dear Teacher,

This questionnaire is part of a research study conducted at the University of Ghardaia for the completion of a Master's degree in Didactics. It aims to investigate classroom management practices among EFL teachers at the secondary school level, focusing on time management, seating arrangements, and activity transitions. Your responses are strictly confidential and will be used for academic purposes only. Please answer all items honestly. Thank you for your valuable contribution.

Section 1: Personal Information

1. Gender: Male ☐ Female ☐

2. Years of teaching experience:

☐ Less than 3 years ☐ 3–6 years ☐ 6–10 years ☐ More than 10 years

3. Employment status:

☐ Permanent ☐ Contractual ☐ Trainee

4. Average class size:

☐ Under 25 ☐ 25–35 ☐ 35–45 ☐ Over 45

Section 2: Classroom Management Practices

Please indicate your level of agreement with each statement by ticking the appropriate box.

Part A: Time Management

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I plan time allocation for each classroom activity before the lesson.					
2. I manage to complete all planned content before the bell rings.					
3. I manage student disruptions without stopping the lesson completely.					
4. I slow down to help struggling students even if it affects lesson timing.					
5. I start and finish my lessons on time.					
6. I remain calm and in control during unexpected classroom situations.					

Part B: Seating Arrangements

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. I organize seating arrangements according to activity type.					
8. I change seating positions to minimize disruptive behaviour.					
9. I use group seating arrangements to encourage student collaboration.					
10. I prefer traditional row seating when I need more classroom control.					
11. I consider student behaviour and personality when assigning seats.					
12. I move around the classroom regularly to supervise students.					

Part C: Transitioning Between Activities

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13. I set clear instructions before starting a new activity.					
14. My transitions between activities are generally smooth.					
15. I use verbal cues (e.g. countdown, key phrases) during transitions.					
16. I use non-verbal cues (e.g. eye contact, gestures) to get students' attention.					
17. The noise level in my classroom increases during activity transitions.					

Section 3: Open-Ended Questions

Please answer the following questions briefly in your own words.

18. What strategies do you use to manage transitions between activities?

19. What do you find most challenging about classroom management?

20. How would you describe an effective seating arrangement?

21. In your opinion, what is the key distinction between novice and experienced teachers in terms of classroom management?

Thank you for your participation.

المخلص

تهدف هذه الدراسة إلى دراسة ومقارنة استراتيجيات إدارة الفصول الدراسية لمدرسي اللغة الإنجليزية كلغة أجنبية، مع التركيز بشكل خاص على الاختلافات المهنية بين المعلمين المبتدئين وذوي الخبرة في مستوى المدارس الثانوية. يسعى البحث إلى فهم كيفية تأثير الخبرة المهنية على المهارات في إدارة الوقت، وتنظيم الترتيبات المكانية المادية، وتنفيذ التحولات بين الأنشطة التعليمية. تتبنى الدراسة التصميم الوصفي المقارن باستخدام منهج الأساليب المختلطة. تم توزيع استبيان عبر الإنترنت على 37 معلمًا للغة الإنجليزية كلغة أجنبية في ثانوية القرمة بجمعة في بوهراوة في غرداية، إلى جانب الملاحظات المباشرة للفصول الدراسية التي أجريت في فصلين للغة الإنجليزية كلغة أجنبية. كشفت النتائج عن وجود اختلاف جوهري بين المعلمين المبتدئين وذوي الخبرة؛ في حين يعتمد المعلمون المبتدئون في كثير من الأحيان على استراتيجيات رد الفعل والالتزام الصارم بنصوص الدروس، يمتلك المعلمون ذوو الخبرة قدرة أعلى على التنظيم الاستباقي، والقدرة على التكيف مع المواقف غير المتوقعة، والاستخدام المرن لإجراءات الفصل الدراسي لضمان سيولة الدرس. وخلصت الدراسة إلى أن الخبرة المهنية ليست مجرد تراكم لسنوات، بل هي تحول نوعي في الرؤية التربوية والقدرة على التحكم في الصف. وبناء على هذه النتائج توصي الدراسة بتعزيز برامج تدريب المعلمين للمعلمين المبتدئين من خلال جلسات التدريس المصغر والإرشاد التربوي المنظم لسد الفجوة المهنية وضمان جودة الأداء التعليمي.

الكلمات المفتاحية: إدارة الصف، اللغة الإنجليزية كلغة أجنبية، المعلمين المبتدئين، المعلمين ذوي الخبرة، النمو المهني.