A Comparative Study of Classroom Management Techniques Employed by Novice and Experienced Teachers at Preparatory Level

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Abstract

Classroom management techniques are a set of methods ,procedures and activities that the teacher performs within the classroom among students to maintain the progress of the educational process in a positive way, which deals to improve students' educational skills and academic achievement. Here the teacher's role and the extent of his experience in applying classroom management are clear, as the chaotic and disorganized classroom are evidence of teacher's incompetence and lack of experience in classroom management. The current study aimed to identify those techniques and to determine the differences in applying those techniques by novice and experienced teachers. As a comparative study, the sample of the research divided into 15 teachers of novice teachers and 15 teachers of experienced teachers. The study used a questionnaire consisting of 50 items characterized by comprehensiveness and validity. The results showed that most of the items are purposeful and fruitful as they applied by both experienced and novice teachers. However, there is a clear discrepancy in the sequence of application of these items by both teachers, as the results showed that the difference in age experience had a clear effect on the application of the items. In light of the research results, the researcher recommended groups of

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suggestions and studies that can be benefited from and applied on the ground to rise to the required level in classroom management and raise the academic level of students.

* The problem of the Study

Classroom management is considered as the basic rule in the educational process. It has a vital role in teaching and learning in language class. Bhattrai assures that "if the teacher properly manages the language class, the learning turns to be meaningful. Quite specifically properly managed English language teaching class helps to motivate and fascinate the learners in the classroom" (Bhattrai, 2021). Beside that Gebhart confirms that the main goal of classroom management is to maintain an environment in the classroom which supportive for interacting in English during the classroom activities (Gebhart, 2006).

Classroom management simply includes all the activities and techniques that the teacher, utilizes in the classroom to achieve simultaneously the goals of teaching effectively and learning productively without any disruptive behavior of students. Prodromou (1992) shows that classroom management can be epitomized all the activities and strategies that teachers employ during the classroom in order to effectively teach the lesson and ensure maximum learning. In addition, The Glossary of Education Reform (2014) clarifies that "classroom management refers to the wide variety of skills and techniques that the teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during class".

In general, classroom management includes all those tools and techniques that teachers utilize and adopt during their stay in the classroom (Ahmed;Ambreen&Hussain,2018;& Kenndy,2011).

Those techniques and strategies can help teachers in their tasks inside the classroom and facilitate the process of learning to the students. Budding & Zamarro point out that different techniques help students by providing them with ways that benefit their learning abilities. In teaching and classroom control, teachers face many problems so they apply strategies for good classroom management (Budding & Zamora, 2009). In applying those class-room management techniques in teaching foreign language, a teacher faces some knotties and difficulties that will kinder him/her from teaching efficaciously. Fowler & Sarapli assert that managing classroom becomes even more difficult when it involves

components of foreign or second Language (Fowler & Sarapli, 2010). The level of difficulty is different between novice and experienced teachers according to their knowledge skills, beliefs and their professional development needs. Regarding novice teachers, this is due to many problems and situations that novice teachers face and have not expected in their first years of teaching. Lacy and Couirguis clarify such problems by indicating that a first-year teacher may feel stress, lack appropriate support, and may feel unprepared to handle behavioral and academic issues among their students (Lacy and Guirguis, 2017: 265). On the contrary experienced teachers feel more affirmative toward their classroom abilities (Melnick & Meister, 2008). A full comparison between novice and experienced teachers will be established in Chapter Two (2.2).

Those difficulties will affect on the methods, strategies, and techniques that both teachers apply in teaching especially novice teachers. Hence, the researcher is keen to search on this problem deeply in order to identify those techniques that are used by novice and experienced teachers and to be acquainted with the level of applying those techniques by both teachers taking into consideration their age and experience levels and find some techniques that will be helpful for both teachers especially for novice teachers as they lack experience in their first years of teaching. Oliva & Pawlas (2000:100) assure that it is essential for the new teacher to acquire enough amount of the skills of classroom management to be able to configure an environment for teaching. Frieberg (2002) also stated that organizational strategies were the most difficult for new teachers to master. So, to create well designed rules, a new teacher must first become organized and confident in the instructional strategies used in the classroom.

* Hypotheses

1- There are no significant differences in the classroom management techniques used by novice and experienced English language teachers.

2- There is no significant difference in the classroom management techniques used by novice and experienced English language teachers based on their age levels.

3- There is no significant difference in the classroom management techniques used by novice and experienced English language teachers based on their experience levels.

* The Purposes of the Study

The purposes of the study are to:-

1- identity classroom management techniques used by novice and experienced teachers, and.

2- determine the differences in applying those techniques by novice and experienced teachers.

* Basic Study Limits

1- Time limits: The study has conducted in the year 2021.

2- Spatial boundaries: The study was conducted in(10)preparatory schools in Wasit/Saouira.

3- Human borders: The human field is represented by novice and experienced teachers in Wasit Governorate/Saouira District.

* Definition of the Basic Terms

* Definition of the Novice Teacher

The researcher noticed that there is an agreement between the researchers and specialists in the field of teaching English as a foreign language to link the definition of the novice teacher according to the criterion of the duration of appointment. Cakmak (2019: 80) defines novice teachers as " those who had finished less than two years of teaching " Gatbonton (2008) also defines novice teachers as those will little or no mastery experience. They are often student teachers or teachers who have less than 2 years of teaching. Freeman (2001) defines novice teachers as the ones who have been working for less than three years.

In the present study, the novice teacher is defined as the teacher who takes the profession of education and has not been appointed only a school year and he/she is still under appointment.

* The Definition of Experienced Teacher

Most commonly studies define Experienced teachers according to the number of years they have taught. Freeman (2001) defines Experienced teachers as those who work for five or more years. Cakmak (2019: 80) defines Experienced teachers as " those who had completed six years of teaching ". Gatbonton (2008) also defines Experienced teachers as those who have approximately five years or more of classroom experience.

In the present study, Experienced teachers are defined as those who overcome of novice teacher in their experience and the number of years of teaching in classroom.

* Theoretical Background

* Classroom Management Techniques

Classroom management includes the wide variety of skills and techniques that teachers use to ensure

that their Classroom runs smoothly, without disruptive behavior from students (Mulvahill 2018). Those techniques may appear deceptively simple but successfully and seamlessly integrating them into the instruction of students typically requires a variety of sophisticated techniques and a significant number of skills and experience (Great School Partnership, 2014).

As it is known, the ultimate goal of teaching for any teacher is an academically productive Classroom. Good teachers are always looking for ways to develop new skills and techniques. Hence, effective teachers tend to display strong Classroom management skills and techniques. It is necessary to say that techniques used to manage Classroom and Facilitate learning.

These techniques can be classified into five groups according to their appearance and importance in the classroom: determining lesson objectives, collecting and selecting cognitive materials, choosing educational methods determining the lesson strategy, and choosing evaluation methods. These techniques can be explained thoroughly as follow:-

First: Determining Lesson Objectives

1- Enter the classroom.

2- Create a list of norms with students to the beginning of the school year.

3- Set the goals of the lesson and keep them in mind as a teacher does his/her daily plan.

4- Be serious about getting work accomplished.

5- Make things clearer for every student.

6- Create the climate he/she wants for classroom.

7- Tell students how he/she feels about classroom climate.

8- Let students know that he/she expects them to success.

Second: Collecting and Selecting Cognitive Materials

1- Prepare learning materials.

2- Give more time for teaching and learning.

3- Don't introduce too many topics simultaneously.

4- Be consistent in what he /she says and what he/she does.

Third: Choosing Educational Methods

1- Vary the teaching strategies during the week.

2- Strive to create authentic curriculum.

3- Avoid speaking too fast or in a high tone.

4- Use a voice level that can be easily heard at the back of the room.

5- Use facial expressions and body language that can be very effective in teaching.

6- Don't stand or sit too long in one place.

7- Don't stretch out the time for any activity.

8- Avoid using poorly words, and ambiguous questions.

9- Add some humor and fan to class every day.

Fourth: Determining the Lesson Strategies

* Preparation

1- Prepare student for instruction.

2- Do a brief physical "warm up" activity.

3- Gain student's attention before beginning a new activity.

4- Don't interrupt students while they are in task.

5- Talk to all students not just the favorite students.

* Display

1- Model classroom in front of the students.

2- Establish eye contact or make gestures that let students know they are not misbehaving.

3- Show students what good discussion looks like.

4- Do group work.

5- Let a group of students know what they should be doing.

6- Encourage students sign off on the agreements.

7- Balance the time he/she spends with one student or group.

8- Don't permit students to be inattentive to an educationally useful media presentation.

* Conclusion

1- Check out the appropriate understanding.

2- Read students' papers for correct answers.

3- Record their thoughts on a poster board to become rules and standards for them.

4- Avoid using threats to control the class.

5- Interven quickly when students act inappropriately.

Fifth: Choosing Evaluation Methods.

1- Evaluate students' performance.

2- Ask students to do the task again when they do not perform a basic task correctly.

3- Praise students appropriately especially students who have done something good.

4- Give students their next assignment before he/she collects or returns papers.

5- Get something for students to work on at least once a month.

[See Zanber, 2003; Great School Partnership, 2014; & Muir, 2017).

* Comparison Between Experienced and Novice Teachers

Experienced Teachers		Novice Teachers
1)	Experienced teachers are sensitive in dealing with complex routine problems in classroom. They spend more time in check such problems and simultaneously are effective in finding vital solution for them without effort.	a. Novice teachers are attractive to the easy and simple routine problems. They are trying to find practical and soft adjustment that may resolve quickly such problems.
2)	Through their experience, Experienced teachers maintain their understanding about the quality and quantity of knowledge of teaching.	2) They need time to develop their knowledge about the act of teaching and the style of teaching.
3)	They success in achieving the goals for their students and themselves.	3) Novice teachers set goals for themselves ,but they do not achieve these goals.
4)	They react and response to students' questions or comment with leniency and never mind if this interruption will change the direction of a lesson as they believe that this will definitely increase expressive communication in the class.	4) They are not welcome of students' questions or comments as they believe that this will cause deflection from what they have planned in their lesson plan. They are keen on following their lesson plan.
5)	They prefer use their functional knowledge as they depend on the techniques and procedures that are easy and well work.	5) They depend on demonstrative knowledge as they rely on steps and techniques that have contracted from teacher training programs.
6)	They have the ability to prepare types of planes, which include unit planning, daily planning, weekly planning, term planning, and yearly planning that will cover the entire curriculum. Though their planning, they can given sequence to the curriculum components, balance between the time allotted for each activity, and link between the decisions that have taken recently with what had happened in the previous year.	6) They are limited to prepare a short class plan because they are busy thinking about what to teach for the next day and this, of course, takes a lot of time and energy from them which will negatively affect his plan.
7)	They have been described as independent in their planning since they depend on their own judgment when planning and responsible for their own activities. Besides, they have their own goals to achieve and the needs of their students to meet. They also know the variables that happened inside the classroom, i.e., they know what works and what does not work in the classroom.	7) They lose confidence in using modern and alternative teaching methods in planning improof proofing is preferable. They follow the methods, rules and instructions that have been set by authorities and people who worked in special positions related to teaching.
8)	They are flexible in planning. They are able to change their plans according to the responses to contextual cues.	8) They are restricted themselves in following an implementing a set of procedures of the lesson plan. They take context as something negligent and exterior.
9)	They are more effectual in lesson planning. Because of their previous experience, they have full controlled routines for the classroom activities they have designed and easily to recall how the lesson was taught in the post.	9) They have little or no previous experience about the knowledge of their students as well as the teaching materials. This will make them spend a lot of time and effort to think of designing activities and put a set of techniques to be followed in their teaching.
10)	They used to plan their lesson rationally and not in detail. They write their plan in the form of metal dialogs that contain practicing a lesson and remembering what taught and happened in the same lesson.	10) They used to write their lesson in detail. They write down everything that will take place in lesson. For instance, they write what they are going to teach, what they are going to write on the whiteboard, ... etc.
11)	They have fluidity in presenting the lesson. They use students' questions and answers method to conduct extensive discussions. At the same time, they have the ability to preserve compatibility between student centeredness and content centricity.	11) Novice teachers lack of fluidity in the presentation of the lesson. They have problems or difficulties with students' questions as they consider them obstructions in the direction of the lesson. Besides, these problems are not included in their planning so they are very strange and unfamiliar to them.
12)	They are competent in handling information in the classroom. They have the ability to transmit a huge amount of information to students in a short time.	12) They characterize with selectivity in handling information. They give students' learning the priority in their selection.
13)	When planning a lesson, they give priority to the following points, students' learning, students' performance, students' abilities, students' competencies, and difficulties of individual students. According to these points, they will make their strategic decision.	13) Besides his concentrating on the quality of lesson plan, they show their interest about controlling the students.
14)	They have many responsibilities and new roles that will promote his professional development which will meet their needs and desires. They are always ready to teach a new subject or a new learner level. They can also observe new teachers. In addition, effective professional development gives them opportunities to apply theory to practice. It shows them up new information in their field.	14) Novice teachers' professional development is very restricted. Their roles are very limited in teaching are level.
15)	They show their interest in gaining actual and significance communication rather than in enhancing learners' acquisition of certain language items.	15) They devote most classroom time concentrating on teaching one language item. This will make their communication with their students somewhat weak.
16)	They are good administrators of learning. They do not waste their time and effort in organizing and monitoring instruction, but they immediately use their experience in facilitating learning.	16) Because of their little experience, novice teachers suffer from wasting time and effort in monitoring and managing instruction.
17)	When preparing for lesson plan, they used to explain instructional activities in logical direction. They always connect between what they have taught previously and the instructional activities of the present lesson. They are keen to make practice and work of the activities over a period of time.	17) On the contrary, novice teachers lack the abilities to link between instructional activities and what they have of little experience in the prepared of lesson.

See [Carter & Doyle,1987 ;Strahan, 1989; Westerman, 1999; Cole, 1993; Jajdose, 2015; & Altun, 2010]

* Some Needful Orientations for Novice Teachers

There are many orientations that should be taken into consideration to help and direct a novice teacher in managing his/her class very appropriately and effectively. They can be summed as follows:-

1- Reading a lot about everything that has to do with his/her new teaching position. The more that he/she reads, the more he/she will learn and make him/her feel comfortable in his/her new teaching position. They are the first step to develop and widen his/her knowledge about the classroom management and ultimately the educational process.

2- Trying to find a mentor to share some of his/her wisdom. The mentor will help a novice teacher to improve his/her standard and add the necessary things to his/her educational philosophy.

3- Thinking and writing down of what has happened how he/she is feeling and how things are going (if they are good or bad). This step will help the teacher feels better now.

4- Making a mistake is one of the hardest the for-Novice teachers. But they should put in their mind that best lesson will come from these mistakes. Hence, they need to pick themselves up and stand all over again.

5- Communicating with students' parents is another essential step. It can be done by using many effective tools the phone calls, new letters, email and classroom website.

6- keeping the lesson in time. A novice teacher should take enough time to begin the work in. It is better to go to school early and stay late. By doing so, it will get easier as the years go on.

7- Taking the time to know every student. They will take few minutes a day. The more that a novice teacher knows students, the better the chance that they will not be interested and engaged in the lessons that he/she teaches but also engaged them in active learning. This way makes him/her very closely to them and also helps them get to know their follow students. This builds mutual respect and demonstrates to his/her students that he/she values them as active partner in maintaining a functioning learning environment.

8- Having fun and laugh with students. A novice teacher is advised to live in the moment, and to be very relax with his/her students. Although he/she in very engaged in trying to be the axquisite teacher, the novice teacher should not forget to have amusement and laugh. This way makes him/her a lovely person.

9- Preparing lesson in advance. Lessons should be well planned and engaged his/her student at their learning level. Ultimately this will be reflected on the classroom where things run smoothly .

10- Praising students as a reward. Praising is considered the most powerful reward that a student can receive from his/her teacher. Praising encourages students to do their best and to work towards things that earn points for food and positive behavior.

11- Controlling misbehaving of some students will not be by scolding or threatening them in front of the students inside the class, but by lurking them outside the class ano by one, talking to them and alerting them to their behavior, then directing them to appropriate behavior.

[See Zanber, 2003; Salisbury,2017; Mulvahill,2018;&Cox,2019].

* Previous Studies

This part deals with an analytical presentation of previous studies that dealt with the subject of classroom management techniques by English language teachers. The fact is that viewing these studies is necessary, as it reflects to the researcher the extent of interest in this subject that she personally cares about, and on the other hand, it helps her know the curricula that she is interested in and the results they have reached.

The researcher conducted a comprehensive survey in libraries for the purpose of identifying students similar to the subject of her research. So, she dealt with educational references, psychological and educational periodicals, and university theses that studied topics similar to her subject trying to benefit from them .It is not necessary for the researcher to

mention the studies that she has seen and summarized all of them. Rather, she will refer to some of them that are close to her topic.

Abdessamad & Meryem conducted a study entitled "Teachers Professional Development and Classroom Management: Case of Novice and Experienced EFL Teachers at Tlemcen University " in 2017. This study aimed at identifying the differences and similarities between experienced and novice teachers in their teaching process. It has taken the place of the department of English in Tlemcen University. There experienced and three novice teachers besides to 45 students were observed in action. Two research tools are used. They are questionnaire for teachers and students and observation for teachers. The results of the study showed that:1- there are a significant difference and similarities between novice and experienced teachers and, 2- the difficulties that novice teachers they face in becoming experienced teachers.

A study conducted by Abdullah in 2020 in Lahore City. They tittle of this study is "Comparative Study of Classroom Management Strategies Employed by Public and Private School English Language Teachers". The aim of this study was to identify the strategies used by the English language teachers. A total number of a sample was 200 teachers: 100 teachers from public sector and 100 teachers from private sector schools. To collect data from the respondents, the researcher deigned a close-ended questionnaire. The results of the study indicated that: 1. " Two strategies like specific teaching strategies and planning and support were commonly used by the respondents" 2. " Significant differences were found in the strategies used by public sector and private sector ELTs".

Another study conducted in Nepal by Bhattrai in 2021 titled as " Classroom Management Techniques. A comparative Study". The goal of this study is to find out classroom management techniques used by English teachers working in private and government schools at the secondary level. Sir teachers of both types of school were selected to be the sample of the study. To achieve the aim of the study, the researcher used a questionnaire to be the tool of the study. The study has reached to the result that both teachers of two kinds of schools used different types of techniques. Government school teachers used teaching materials, motivational strategies, lesson plan, and group divisions. Whilst, private school teachers used interaction with

the students, use of gestures, use of group work and pair work.

* Research Procedures

This Chapter comprises a presentation of the procedures carried out by the researcher to determine the research population and its sample prepare an instrument characterized by objectivity, validity and reliability, and then use the appropriate statistical means to analyze and process the data.

* The population of the Study

The population of the present study includes teachers of English for both experienced and Novice teachers in Al-Saouira / Wasit/Iraq Country. The total number of experienced teachers is (90) teachers while novice teachers is (20) teachers. So, the total number of the population of the study is (110) teachers.

* The Sample of the Study

To achieve the aims of the present study, the researcher chooses only (15) experienced teachers of English to be equal to the number of novice teachers which is (15) teachers. Hence the total number of the sample of the present study is (30) teachers and excluded the others (See Table 1).

Table 1 Number of Teachers

No.	Types of Teachers	Number
1.	Experienced Teachers	15
2.	Novice Teachers	15
Total		30

* Designing of Research Instrument

Simply ,a checklist is considered one of the most common methods of collecting research data. It is defined as "a list of items, facts names etc. to be checked or referred to for comparison, identification, or verification "(Collins English Dictionary, 2014). Hence, the researcher adopts the checklist as a main instrument in her research for this purpose.

In order to design the checklist in its initial form, the researcher depends on several sources including reviewing some of the educational literature could be obtained related to the subject of the research, reviewing previous studies that the researcher referred to in chapter Two, which dealt with classroom management techniques in various aspects and reviewed checklist mentioned in them and their design methods.

In the light of the content of the referenced sources, the researcher was able to formulate the items of the research instrument (the checklist)in its initial form including (50) items representing classroom management techniques categorized into (5) major domains (See Table 2).

Table 2 (The Names of the Domains).

Section	The Names of the Domains	The Items Number
A.	Planning Management Techniques to Start the Lesson.	10
B.	System Management Techniques in the Lesson.	9
C.	Techniques for Managing Classroom Activities and their Interaction.	17
D.	Student Performance Managing Techniques	10
E.	Techniques of Managing Teacher Guide to his Students.	4
Total		50

* The Validity and Reliability of the Checklist

An instrument validity is a reflection of how well it measures what it is designed to measure (Bergman, 1981: 150). According to that and to verify the validity of the instrument and the validity of items in terms of its formulation, the comprehensiveness of research and the possibility of its measurement, the checklist is presented to a jury member of experts in the field of teaching English as a foreign language (See Table 3). According to experts' opinions and their recommendation, some items were deleted and added. Then the checklist is ready for application in its final from (See Appendix 1).

Table 3 (Names of the Jury Members)

No.	Names	Workplace
1.	Prof. Sabah Al.Rawi, Ph.D.	University of Baghdad / College of Languages.
2.	Prof. Shamaa Al-Bakri, Ph.D.	University of Baghdad / College of Education.
3.	Prof. Istiqlal Al-Marsomi, Ph.D.	AL-Mustansria University / College of Art.
4.	Prof. Salam Hamid, Ph.D.	University of Baghdad / College of Education.
5.	Assist Prof. Bushra Sadoon Al-Noori, Ph.D.	University of Baghdad / College of Education.
6.	Assist Prof. Hasouni Hashim Abass, Ph.D.	College of AL-Kut Al.Jamaa.

Then, the researcher is keen to check its reliability. A sample of ten teachers: 5 are experienced teachers and 5 are novice teachers, were chosen randomly to check the reliability of the checklist. They were observed by the researcher and another observer*. This sample of teachers was excluded later when choosing the main sample of the study.

* Distribution and Collection of the Checklist.

After achieving the validity and reliability of the instrument, the checklist was distributed to the main sample of the study. It took two weeks to distribute and collect the checklist, as (30) checklists were distributed and all of them were retrieved. The researcher was keen to discriminate between the respondents of novice and experienced teachers for achieving some statistical processes.

* Nuha Hamad (TEFL)

* Statistical Means

To get accurate results for the current study, the following Statistical means are used:-

Chi-Square: It is used to find out the validity of the Checklist according to experts' recommendations.

$$X^2 = \sum \frac{(O - E)}{E}$$

Where:

O = Observation Frequency.

E = Expected Frequency.

(Issac & Michael, 1977:138)

1. Pearson Correlation Coefficient: It is used to compute the reliability of the Checklist.

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[NX \sum X^2 - (\sum X)^2] - [NX \sum y^2 - (\sum y)^2]}}$$

Where:

R = Pearson Correlation Coefficient.

N = Number of the Sample.

X = High Degree.

Y = Low Degree.

(Runyon & Andrey, 1967: 82.)

The weighted Average: It is used to find out the item's degree of power of the checklist.

$$WA = \frac{F_1 X_2 + F_2 X_1 + F_3 X_0}{N}$$

Where:

WA = the Weighted Average.

F_1 = Frequency of the First Alternative (Agree).

F_2 = Frequency of the Second Alternative (Disagree).

F_3 = Frequency of the Third Alternative (Neutral).

N = Total Frequency.

(Al-Fatlawi, 1987, 86)

2. Centennial Weight: It is used to calculate the items and their relative values in interpretation of the results.

$$CW = \frac{WA}{MS} * 100$$

Where:

CW = Centennial Weight.

WA = Weighted Average.

MS = Maximum Score*.

(Adams: 1966:76)

*The Maximum score: It is the highest degree in the score which is (2).

(Siegal: 1956:109-110)

* Results Details

The results of the present study can be presented according to its objectives, as follow:-

The first aim is to identify classroom management techniques used by novice and experienced teachers

This goal is achieved through the application of the research tool, the questionnaire, which included (50) items of techniques applied on the total research sample of (30) teachers of English language equally between experienced and novice teachers. After putting the responses of both kind of teachers on a table and performing some stastical means on them to show the severity of each item of the questionnaire (See Appendix,1 and 2), the research has found that the items that have gained thecentennial weight ranged from (100) to (53) and the weighted average ranged from (2) to (1.06) by experienced teachers are (49) items out of (50) items which are (1,2,3,4,6,7,8,9,10,11,12,13,14,15,16, 17,18,19,20,21,22,23,24,25,26,27,28,2 9,30,31,32,33,34,35,36,37,38,39,40,41 ,42,43,44,45,46,47,48,49, and 50) respectively. They are considered

achieved items. Only one item has gained the centennial weight (43) and the weighted average (0.86) which is "Providing other learning resources besides curriculum to achieve teaching". This item is considered unachieved item. In this sense experienced teachers believe that they are obligated to complete the textbook. In respect to the novice teachers, the items that have gained the centennial weight ranged from (93) to (50) and the weighted average ranged from (1.86) to (1) are (47) out of(50) items which are (1,2,3,4,5,6,7,8,9,10,11,13,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,32,33,34,35,36,37,38,39,40,41,42,43, 44,45,46,47,48,49, and 50) respectively. Those items are considered achieved items whilst only three items have gained the centennial weight (46.5) and (43.5) and the weighted average (0.93) and (0.87) respectively are considered unachieved items. They are "using the dialogue and discussion method to develop critical thinking among students", " Creating and maintaining an enjoyable and orderly classroom environment by establishing relationships with students and organizing students' relationships with each other" and "Balancing between the scientific material and the time allocated to the lesson".

From this detailed analysis, the researcher concluded that there is a clear agreement in the use of the specialized items of classroom management techniques with a slight difference in few items that do not exceed more than four items only. This indicates that the items of the questionnaire are purposeful and fruitful items if teachers use them properly to achieve the goals of teaching English as a foreign language. In this respect, the first hypothesis of the study is achieved.

The second aim is to determine the differences in applying those techniques by novice and experienced teachers

To achieve this goal, the researcher tries to find the differences in applying those techniques by novice and experienced teachers by using the weighted average and centennial weight for each domain in the questionnaire which are:-
1- "Planning Management Techniques to Start the Lesson ".
2- "System Management Techniques in the Lesson".
3- "Techniques for Managing Classroom Activities and their Interaction."
4- "Student Performance Management Techniques."

5- "Techniques of Managing Teacher Guidance to his Student".

Hence, the researcher makes an accurate comparison in the results of the fifth domains for both teachers. It is appeared that there is a clear and great discrepancy in the sequence of using those domains for both teachers. "System Management Techniques in the Lesson" has gained the first rank. It has got (1.82) of the weighted average and (91.16) of the centennial weight for experienced teachers while it has gained the fourth rank with (1.23) of the weighted average and (61.94) of the centennial weight for novice teachers. "Student Performance Management Techniques" has gained the second rank with (1.73) of the weighted average and (86.65) of the centennial weight for experienced teachers while it has gained the first rank with (1.45) of the weighted average and (72.97) of the centennial weight for novice teachers. "Techniques for Management Classroom Activities and their Interaction" has gained the third rank with (1.68) of the weighted average and (84.47) of the centennial weight for experienced teachers while it has gained the second rank with (1.45) of the weighted average and (72.97) of the centennial weight for the novice teachers. "Planning Management

Techniques to Start the Lesson" has gained the fourth rank with (1.66) of the weighted average and(83.35) of the centennial weight for the experienced teachers whilst it has gained the fifth rank with (1.20) of the weighted average and (60.05) of the centennial weight for the novice teachers. "Techniques of Managing Teacher Guidance to his Students" has gained the fifth rank with (1.63) of the weighted average and (81.62) of the centennial weight for the experienced teachers whereas this domain has gained the third rank with (1.41) of the weighted average and (70.75) of the centennial weight for the novice teacher (See Appendix 5).

This discrepancy may be due to several reasons foremost of which is the age of teacher, which has a positive impact on the extent of control over classroom management. Martin & Shoho (2000: 11) confirm this fact by declaring that as teachers increase in age, their beliefs and attitudes towards this dimension of classroom management become more controlling. In this respect, the second hypothesis of the study is achieved. The second reason may be due to the experience of the teacher. Experience is one of the most important vital factors that is positively reflect on the teacher's control in classroom management,

where a teacher with a comprehensive and purposeful educational experience can perform the required level in creating an effective and purposeful learning environment in following the appropriate methods and procedures in teaching students. Foxworthy's study (2006) advocated the notion that experience is a major contributor to the development of classroom management beliefs. Moreover, Og's (2003) study added another fact that years of experience in the teaching profession alone influence the extent to which a teacher exercise influence over classroom procedures. So, the third hypothesis is an also achieved.

* Conclusions

1- One of the most important results of the research is that the sample members, including experienced and novice teachers, have a high level of knowledge and application of classroom management techniques that were included in the questionnaire. So, they gave more importance to these techniques, out of their sense of their need for them in the field of professional work.

2- The second outcome relates to the experience the teacher has during his teaching career. The results have proven that experienced teachers have strong experience that distinguishes them from novice teachers in teaching,

as this experience has its place and importance in the learning process, and it has its role and impact on distinguishing between students and distinguishes them from their peers. Ultimately experience in teaching is required for fruitful production and successful and effective teaching at all levels of teaching.

* Recommendations

In the light of the results reached by the researcher, it is recommended the following:-

1- Continuous follow-up by the specialized English Language supervisors to the novice teacher on a regular basis. This certainly has effect on increasing the motivation of teachers, gaining experience and directing them toward the best in teaching.

2- Establishing mutual visits with experienced teachers to gain experience, benefit from their knowledge, and follow appropriate teaching methods.

3- Getting benefit from the list of techniques reached by the researcher in designing programs to prepare English Language teachers and in planning their in-service training programs.

4- The need to train novice teachers of English on modern classroom management techniques by holding training courses, as they represent the

future teachers after experienced teachers.

* Suggestions

As a complement to the current research, the researcher suggests the following studies:-

1- Conducting a comparative study dealing with classroom management techniques for the current study on other samples of experienced primary school teachers and novice teachers.

2- A comparative study may be conducted to search the difference of using classroom management techniques between private and public sector teachers of English Language.

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