Face to Face Classes: A Picture of Joy and Pain of Novice English Teachers

Diosalette W. Francisco

Master of Arts in Teaching English
Rizal Memorial Colleges, Inc.

Abstract: This study dives into the heartfelt journeys of new English teachers as they begin their teaching careers, embracing both the joys and challenges of connecting with students in face-to-face classrooms. Eight dedicated teachers from Cabantian National High School in Davao City graciously shared their experiences, offering us a genuine glimpse into what it truly means to be a novice educator. Through engaging interviews, we uncovered their individual stories, revealing the rich tapestry of their classroom lives. A common thread among many of them was the immense joy they felt when connecting with their students. These teachers cherished those special moments of interaction, even as they faced challenges like helping students who struggled with reading or managing the everyday demands of their roles. Alongside these joyful moments, they also encountered their own set of challenges. Many described the exhaustion that came with the territory. To tackle the pressures of their new responsibilities, these emerging educators adopted a variety of coping strategies. They practiced differentiated instruction to cater to the diverse needs of their students, created organized "to-do" lists to stay on top of their tasks, and relied on a supportive circle of colleagues who offered encouragement during tough times. Their reflections brought to light a vital truth about teaching: keeping students engaged is essential. They emphasized the importance of patience and suggested that incorporating peer teaching could be a game changer—many students feel more at ease learning from their classmates rather than from a teacher alone. In summary, these new teachers are truly dedicated to discovering creative ways to manage their classrooms while leaning on the wisdom of their more experienced peers. Their stories not only highlight the challenges of teaching but also showcase the incredible resilience and adaptability that demonstrate their unwavering commitment to their students.

I. INTRODUCTION

Lifelong learning thrives when new teachers truly feel supported on their paths. It's important to remember that while schools offer essential resources, teachers also need to engage actively in their own professional development. The world of teaching is always changing, bringing with it new challenges that educators must learn to navigate. Nowadays, teachers juggle various responsibilities, from being effective in the classroom to addressing the diverse needs of their students, all while adapting to a fast-paced social, cultural, economic, and technological landscape.

This study is particularly valuable because it focuses on the experiences of novice English teachers as they start their careers. These educators often encounter unique hurdles as they try to put their teaching methods into practice. They might wrestle with challenges like communicating effectively, projecting their voices in front of a classroom, planning engaging lessons, managing classroom dynamics,

and dealing with feelings of impatience and uncertainty (Bia & Mabrouki, A. 2016). Understanding the ways these new teachers confront these challenges is essential.

The insights from this study can be incredibly beneficial for both school leaders and new teachers. They shine a spotlight on the real challenges educators face, prompting important conversations about potential reforms. Moreover, these findings highlight the need for effective assessment and support strategies that can assist teachers in the early stages of their teaching journeys.

➤ Purpose of the Study

This study focuses on the real experiences of new English teachers as they transition from online learning and modular distance education into the dynamic, often demanding environment of the classroom. We're especially interested in those who are just beginning their teaching journeys—teachers who might feel a bit overwhelmed as they step into this new role, particularly in language subjects.

Through sharing their personal stories, we want to bring attention to the unique challenges these educators face. Our aim is to provide them with practical strategies that can help them navigate their new responsibilities with confidence and ease.

Ultimately, we hope this research speaks to novice English teachers and serves as a meaningful resource for school leaders and administrators. By highlighting the struggles associated with teaching language subjects, we want to stress the importance of providing support during this crucial transition in their careers.

II.   REVIEW OF RELATED LITERATURE

The literature review explores the journeys of novice English teachers, providing a detailed look at their experiences. It lays the groundwork for the study by discussing key research and important readings that highlight both the struggles and victories these educators face. This section delves into essential principles, theories, and viewpoints that mirror the real-life situations these teachers encounter. It's organized into three main themes: the everyday realities of managing a classroom, the strategies they adopt to navigate various challenges, and their personal reflections as they gradually find their footing in the early stages of their teaching careers.

➢ *Experiences of Novice English Teachers on Face to Face Classes*

Teaching is truly an incredible journey, filled with both rewarding moments and tough challenges, especially for those just starting out in the field. New teachers find themselves in vibrant classrooms, each student bringing their own unique blend of personalities and needs. Amid the lively atmosphere, there's also the weight of expectations from school administrators and parents. It can feel like trying to juggle while balancing on a unicycle—one tiny misstep can create a whirlwind of chaos! Thankfully, there are professional development programs that serve as a crucial lifeline for educators, helping them uphold high teaching standards and reigniting their passion. These programs foster a lasting commitment to their classrooms.

Research from Brannan and Bleisten in 2012 highlighted that many new teachers are eager for support, craving practical teaching tips, useful resources, and mentorship from their more experienced colleagues. Feeling understood and validated can significantly change the game, giving them the confidence to tackle the daily challenges in their classrooms.

Interestingly, a study by Bia and Mabrouki in 2016 found that around 93% of teachers reported no conflicts with students' parents. Many educators appreciate when parents are involved, as it enhances their ability to teach effectively. However, some teachers do express frustration over a perceived lack of engagement from parents regarding their children's education. Only about 7% reported frequent disagreements with parents about academic performance and

behavior, which often arise from a disconnect in understanding the situation.

Teaching demands a tremendous amount of patience, a quality that can be especially hard for newcomers to cultivate. They encounter a range of classroom obstacles that can lead to stress, anxiety, and even depression. The pressure can feel overwhelming at times, and some teachers consider leaving the profession altogether. Acknowledging patience as an essential skill can be a beacon for these new educators as they navigate the tougher moments.

Another pressing issue is the lack of support and resources for lesson planning. A comprehensive study revealed that 41% of over 8,000 American teachers felt their school districts provided little assistance in this area. Many reported that the resources they did receive were inadequate, with only 15% finding them genuinely helpful. New teachers often juggle lesson planning, grading assignments, attending meetings, and participating in extracurricular activities, leading to grueling workdays that stretch from 10 to 12 hours. This relentless balancing act creates a "sink-or-swim" environment, leaving inexperienced teachers feeling overwhelmed and sometimes unsupported by their more seasoned peers.

Onafowona (2014) encourages us to see new teachers as empowered individuals rather than just novices. By taking part in professional learning communities, these educators can collaborate, share experiences, and grow together, always keeping the needs of their students at the heart of their work.

When teachers are confronted with poorly designed or unclear curricula, it places them in a challenging position, ultimately affecting their students' learning experiences. This reality underscores the critical need for curriculum designers to create clear objectives and engaging, relevant materials.

In her work, Bozack (2013) sheds light on the common challenges that new teachers encounter, such as managing classroom discipline, inspiring students, meeting diverse learning needs, grading assignments, building relationships with parents, organizing homework, coping with insufficient resources, and addressing specific student issues. Juggling these responsibilities is no easy task, and for many educators, this journey is a continuous challenge as they strive to refine their skills and provide the best education possible for their students.

➢ *Coping Mechanisms of Novice English Teachers*

It's not uncommon for students to act out in surprising ways just to grab some attention. Sometimes, kids discover that they can get noticed more easily through misbehavior than by participating positively in class. As highlighted by Yuan and Che (2012), these behavior issues often stem from struggles with learning. It's unfortunate, but research by Kyriacou shows that a lot of misbehavior is connected to learning difficulties, which can take a toll on a child's self-esteem. When lessons are either too dull or hard to grasp, kids might misbehave as a way to cope.

It's also worth noting that how teachers interact with their students can significantly impact behavior. For example, if a teacher is unengaging, has trouble maintaining order, or makes unfair comparisons, it can push students to act out even more.

There are many ways teachers' actions can contribute to misbehavior. Key aspects include the authority they project, their ability to keep discipline in the classroom, and their overall personality (Yuan & Che, 2012). The connection that students build with their teachers plays a vital role in either preventing or triggering misbehavior.

Moreover, research conducted by Mann and Tang (2012) highlights the importance of interactions among staff, especially for new educators. It's interesting to think that something as simple as the layout of the staffroom—in terms of furniture arrangement—can affect how teachers relate to one another. For instance, one new teacher faced difficulty bonding with her experienced colleagues, partly because the seating arrangement made it hard for her to seek out guidance.

Brannan and Bleistein (2012) found that new teachers really appreciate the support they get from their peers. They noticed two main kinds of help: practical and emotional. On the practical side, new teachers love sharing teaching methods, classroom management techniques, and insights on school policies. On the emotional side, having the opportunity to connect and share experiences with colleagues is invaluable. Many of them expressed a need for more emotional support but often feel hesitant to ask for it directly.

To bridge the gap between teacher training and ongoing professional development, researchers stress the importance of what's known as "novice-service language teacher development" (Farrell, 2012). Farrell suggests several strategies to improve this aspect. For example, teacher preparation programs could establish clearer connections between pre-service education and the challenges that come up in the first year of teaching. This could include reflective exercises and assignments that get future teachers thinking about their experiences. Another idea is to offer a course titled "Teaching in the First Years," where novice teachers can reflect on their hurdles in a hands-on way. Such a course could help them build skills for reflective practice, giving them tools to handle potential challenges more effectively. Additionally, it would allow them to observe various school types before jumping into their roles, helping them brainstorm ideas instead of merely learning on the job.

Furthermore, Farrell advocates for fostering discussions among new teachers about their struggles and experiences. He believes that language educators could gather these stories to create a resource for current pre-service teachers to learn from and analyze. Sharing these narratives wouldn't just help new teachers navigate challenges; it could also encourage reflection on their teaching journeys. In fact, insights from Shin's (2012) research reveal the power of storytelling in education, showing that sharing experiences can enhance growth and understanding within the teaching community.

➤ *Insights of Novice English Teachers*

The role of teachers, particularly those teaching English, has evolved significantly in recent years. It's no longer just about conveying information; today's educators need to connect with the world around them and incorporate meaningful societal changes into their classrooms. For English teachers, this often means exploring literature that intersects with various disciplines, including psychology, sociology, and education. This broader perspective is crucial for crafting lessons that truly resonate with and engage students.

For new teachers stepping into this changing landscape, the transition can feel like a daunting challenge. Many face a whirlwind of difficulties as they adapt to their new responsibilities and the pressures that accompany them. This essay will explore the obstacles novice English teachers encounter and the support systems that can help ease their journey. We'll also take a look at recent research related to their classroom experiences.

To better align what new teachers learn during their training with the everyday realities of teaching, experts have introduced the idea of "novice-service English teacher development." This approach aims to implement various strategies to help new educators feel more equipped for their roles. Teacher preparation programs have a significant opportunity to improve by bridging the gap between training and the actual dynamics of teaching, especially in that crucial first year. One way to strengthen this connection is through reflective assignments that prompt new teachers to critically evaluate their experiences.

An interesting concept is the introduction of a course called "Teaching in the First Years." This course would give aspiring teachers a chance to delve into the early stages of their careers and reflect on their teaching journeys. It could empower future educators by helping them develop the essential skills needed to tackle challenges effectively. Moreover, it would allow preservice teachers to explore the types of schools they might want to work in and observe classrooms before they start teaching. This approach would enable them to gather valuable insights and ideas about their future teaching environments.

Research indicates that many beginning teachers feel prepared for their jobs, but their confidence tends to grow as they gain more experience. However, their sense of self-efficacy can be heavily swayed by various factors, such as the atmosphere at their school, the nature of their roles, and their experiences in the classroom. It's been noted that a new teacher's perception of their ability to succeed in the classroom is closely tied to their experiences during their training and how they adjust to the realities of teaching. Supportive school environments are vital for enhancing a novice teacher's confidence and sense of identity. Clearly, the workplace environment has a profound impact on their experiences, and social networks play an important role in their professional development.

> *Joys and Pains of Novice English Teachers*

Personal Interaction in Education. Personal interaction is at the heart of a meaningful educational experience. It transforms students from mere recipients of information into active participants who thrive on communication and collaboration. As we navigate the evolving landscape of distance education, it's crucial to recreate those interactive moments that typically define a traditional classroom. One major obstacle in online learning is the limited chances for genuine engagement—a concern highlighted by many when discussing the challenges of remote education (Perez, 2001).

Educators working in online environments can benefit from integrating 14 learner-centered psychological principles into their teaching, as suggested by McCombs et al. (2005). These principles cover a range of topics, from how students learn to the importance of setting clear goals and fostering knowledge construction. The focus here is on promoting strategic thinking while being sensitive to each student's unique background and emotions. By understanding and catering to individual needs, teachers can empower students to build expertise as they tackle different projects and work towards their personal goals.

This approach allows students to learn at their own pace and in environments that suit them best, fostering a sense of independence and self-direction in their education. By embracing the diverse backgrounds of students, we encourage collaboration and interaction. Such an environment not only allows learners to share their interests and track their progress but also invites them to seek feedback and tailor their learning experiences. Involving students in decision-making respects their individuality, which in turn boosts motivation and achievement.

As education continues to evolve, so does the role of interaction alongside teaching methods and approaches. While traditional and online learning spaces may differ in their approach to interaction, research consistently shows that higher levels of engagement enhance students' learning. On the flip side, a lack of interaction can lead to disengagement and difficulties in grasping new concepts. Moore (2002) emphasizes that social interaction with instructors and timely feedback significantly boost student satisfaction with their courses.

Challenges in Reading Skills. Reading is fundamental to learning and language development, as noted by Ullah and Fatema (2013). It's not just an essential skill; it profoundly influences our ability to communicate effectively. Unfortunately, many students around the world face challenges with motivation in reading classes, which can impede their growth. At its core, reading involves a fascinating cognitive dance where our eyes and brains work in concert to make sense of written symbols and uncover meaning.

When students engage with text, they forge a connection with the author, enriching their understanding and broadening their knowledge. Language experts underline just how critical reading is for academic success, as it hones students' language abilities. Beyond improving comprehension, reading fuels creativity and sharpens analytical and communication skills. Those who develop a reading habit often find themselves with a richer vocabulary and a stronger grasp of sentence structures, leading to improved exam performance and a competitive edge over peers who overlook the importance of reading.

Recently, a lot of researchers have been exploring a really important question: why do so many students around the world find reading to be such a tough task? This has become a hot topic as stories from places like Gambia, California, and Malaysia highlight some common struggles kids face. Many young learners encounter issues like not getting enough phonics instruction, feeling unmotivated, or sometimes even just being a bit lazy. It's also clear that after third grade, schools often shift their focus from phonics to reading comprehension, which can leave some students feeling unprepared.

For many kids, reading can feel like a mountain that's just too steep to climb. A big part of this challenge often comes from the way primary school teachers support their students. Some educators find it difficult to give the kind of guidance that young readers really need. There are various reasons for this—some teachers may not be equipped with effective reading strategies, while others may stick to traditional methods that aren't as helpful. Plus, many primary school teachers struggle with the commitment to teaching reading effectively and may feel hesitant to try new techniques in their classrooms.

When these students finally make the leap to university, they're faced with a whole new set of challenges. The academic workload can be incredibly daunting. Research shows that many students find it tough to develop self-regulation skills—like planning, monitoring, and reflecting on their own learning—which can lead to feelings of burnout early on in their college experience. This added pressure makes it even harder for them to keep up in the fast-paced world of higher education.

Van de Cuyvers et al. (2020) highlight how important self-regulation and peer learning skills are even in the workplace. It's vital for professionals to take ownership of their learning and to reflect on their performance, while also collaborating effectively with their colleagues.

Väisänen et al. (2017) describe self-regulation of learning as a way to manage one's educational journey. They break it down into three stages: first, setting goals and planning how to approach studies; second, using various strategies while studying and keeping an eye on progress; and finally, taking time to reflect on what has been learned. Schunk and Zimmerman (2012) add that not only should students regulate their learning process, but they can also enhance their understanding by seeking out additional resources beyond just what's offered in class.

On another note, Lin and Huang (2014) talk about something called "study-related exhaustion." This feeling of emotional fatigue and tiredness often arises from the pressures of academic life. It's a state that can develop from prolonged stress, particularly when students feel they lack the necessary resources to keep up with their studies. Many might experience this as being overwhelmed with schoolwork, worrying about academic tasks during their downtime, and even facing sleep issues. Research shows that students who set high expectations for themselves are particularly prone to this kind of exhaustion, making self-care even more essential during their studies.

➤ *Coping Mechanisms of Novice English Teachers*

Differentiated instruction is essentially about adapting the learning experience to fit the unique needs of each student. Carol Ann Tomlinson, a passionate advocate for this approach, emphasizes the importance of truly understanding how each student learns and where they currently stand academically before planning lessons. Research shows that customizing education can significantly benefit a wide range of learners, whether some are facing challenges with specific concepts or others are quickly grasping new material.

In her book, "The Differentiated Classroom: Responding to the Needs of All Learners," Tomlinson encourages teachers to start with the curriculum they have in place while remaining open to changes. It's really about making necessary adjustments so that every student has the opportunity to acquire the knowledge and skills they need to move forward. This could involve altering various elements of the curriculum—be it the content, teaching methods, or even the learning environment—to engage students based on their interests and current levels of understanding.

Hall, Vue, Strangman, and Meyer stress how vital it is to acknowledge the rich diversity of backgrounds and preferences present in the classroom. Recognizing and responding to these individual needs is central to successful differentiation. Similarly, Sapon-Shevin passionately advocates for educational equity, arguing that all students deserve access to high-quality instruction, regardless of their skill levels. She believes that with the right support, students with special needs should be included in mainstream classrooms.

Moreover, Jackson and Davis point out that the modern educational landscape requires teachers to address the varied needs of students right in their regular classrooms, rather than relying on separate programs. This approach encourages educators to adapt their resources and support systems so that every student can fully engage with the curriculum.

Ultimately, a significant part of effective teaching involves having a clear vision of the overall learning experience. It's not just about creating engaging lessons; it's also essential to understand how each lesson fits into the broader context of students' educational journeys. When teachers clearly communicate the purpose behind each lesson, it helps students see the value in their work. According to the Yale Poorvu Teaching and Learning Center, successful interactions in the classroom depend on both teachers and students being well-prepared. Preparation isn't solely the responsibility of the teacher; it also involves motivating students to come ready to learn and actively participate.

Teaching is a journey that's both challenging and incredibly fulfilling. It's a chance to guide students as they embark on their educational adventures, discovering subjects that spark their interest and curiosity. To truly make a positive impact as a teacher, it's essential to prepare well before the school year kicks off. Knowing how to gear up for the academic year can arm you with the tools and strategies you need to thrive in a vibrant and ever-changing classroom environment. Thoughtful lesson planning helps create a warm and inviting space where everyone can enjoy their time together, addressing the diverse learning styles of each student.

As noted by Cox (2023), teaching can fill our minds with a lot to think about, both when students are arriving and after they leave. A successful classroom is one that exudes positivity, nurturing an atmosphere where everyone feels confident and capable. To create this supportive environment, consider how you arrange your classroom and make sure all your resources are easily accessible. A neat and organized space can make transitions smoother, allowing you and your students to easily find what you need.

The COVID-19 pandemic has significantly changed the landscape of education, as highlighted by Sümer and Yüner (2021). The crisis affected around 1.5 billion students worldwide, abruptly halting in-person classes and pushing schools and universities to shift to online learning. This unexpected change had many teachers and students scrambling to find resources and navigate remote education. While some effective distance learning systems could have been transformative, many ultimately went underutilized. During this time, crucial support came in many forms, including academic help, tech assistance, counseling, and access to library resources.

Malvik (2023) reminds us that teachers are truly the heart of any educational institution. Their role in delivering quality education and shaping student experiences is priceless. The commitment they show and their caring interactions leave a lasting impression on a school's community. However, with technology and teaching methods evolving at such a rapid pace, it's unrealistic to expect educators to keep up without adequate training. Investing in meaningful professional development is vital for empowering them to excel in their roles.

Having a robust support network of friends, family, colleagues, and peers is crucial for both emotional and practical assistance, as the Mayo Clinic (2010) points out. In the school setting, having supportive staff and classmates can greatly enhance our experiences; as we advance in our careers, our colleagues often become vital sources of motivation and encouragement. Research shows that strong, supportive relationships can improve our health, boost our well-being, and may even contribute to a longer life. In times

of challenge, friends and loved ones help us regain our balance, turning joyful moments into cherished memories.

➢ *Insights from the Experiences of Novice English Teachers*

Engaging students in the classroom can sometimes feel like climbing a steep hill for teachers. In today's fast-paced world, it's not easy to keep students interested, especially with the weight of so much material to cover. However, capturing their attention is essential because when students are engaged, they learn better. Active participation and connections with teachers and the subjects help students gain a deeper understanding and appreciation of their learning experiences. Many teachers have observed how effective engagement strategies can spark a newfound focus and enthusiasm in their students.

It's important to recognize that students are much like adults; they can quickly lose interest if they don't feel involved in what's happening in the classroom. Starting a class with a group of eager learners can be quite a challenge, and even when a lesson is underway, holding their attention requires effort. Long explanations often lead to drifting minds, and without good strategies to keep them focused, the learning experience can stagnate.

Research from the University of Washington reveals that actively engaged students tend to improve their attention, focus, and critical thinking skills. By embracing a student-centered approach, teachers can cultivate an atmosphere that nurtures engagement, helping everyone move toward their learning goals. Techniques such as discussions, interactive lectures, hands-on activities, and quick writing exercises can be quite effective. It's also essential to set clear expectations and develop assessment methods that align well with the content while providing meaningful feedback.

Patience is another crucial trait for teachers. As noted by Fernandez (2022), patience, passion, and dedication are foundational in teaching. Teachers often find themselves in lively classrooms where students may not always be inclined to pay attention. Having the patience to persist, even when students aren't fully engaged, is vital. Exceptional educators embody this patience not only with their students but also with parents, facing challenges collaboratively while constantly looking for new ways to support student success.

Borkala (2022) emphasizes that patience might be the most important quality for teachers, whether they are seasoned veterans or newcomers to the profession. Staying calm and composed in various situations is crucial. A teacher's patience can significantly influence their students' growth. Educators play a vital role in shaping tomorrow's leaders, and it's their responsibility to nurture young minds into thoughtful, responsible citizens. This patience empowers teachers to inspire and guide their students, recognizing each child as a unique individual who deserves care and support.

Lastly, research by Morris (2020) highlights that teachers who maintain their patience during challenging times often create a more supportive classroom environment. This calmness fosters a positive atmosphere that encourages

resilience, helping students confront their own challenges with confidence.

➢ *Theoretical Lens*

This study dives into Vygotsky's Sociocultural Theory, which highlights how important social and cultural interactions are in our growth and learning. The relationships we build with others and the cultures we engage with significantly shape how we think and learn. This perspective is especially valuable when we look at how new teachers find their way in the classroom and connect meaningfully with their students. It reveals the different ways these teachers navigate the challenges of teaching, the obstacles they face when trying new methods, and how these experiences ultimately impact their effectiveness in the classroom.

By viewing the situation through this lens, we gain insight into the beliefs and surroundings that influence teachers throughout their professional journeys. We can see how various elements—such as challenges, opportunities for growth, and available support—play vital roles in shaping their experiences and development.

Moreover, in 1999, Ball and Cohen introduced a practice-based approach to professional education to tackle the shortcomings in teacher development. Although their ideas sparked significant conversations, they haven't been widely embraced. They contend that meaningful progress in professional education relies on fostering rich dialogues and encouraging active participation within communities of practice. This underscores the significance of collaboration and ongoing learning in cultivating effective educators.

III. METHODS

This chapter presented the methods to describe the experiences of novice English teachers in the transition to face-to-face classes. The philosophical assumptions, qualitative assumptions, design and procedure, researcher position, research participants, data sources, data collection procedures, data analysis, trustworthiness, and ethical considerations are covered in this section.

➢ *Philosophical Assumptions of the Study*

The philosophical assumption is that a framework was utilized to gather, examine, and evaluate the evidence in a particular area of research. It created the context for the forthcoming judgments and choices. The various forms of typical philosophical premises are described here. A successful research project will choose a topic, problem, or area of interest, as well as a paradigm.

According to Stanage (2017), the word "paradigm" has Latin and Greek roots, denoting a pattern, model, or example among instances that should be followed when carrying out design operations. Denzin and Lincoln (2000), who support a research paradigm as a "fundamental set of beliefs that govern activity" and discuss first principles, "ultimates," or the researcher's worldview or philosophy, lend credence to this viewpoint.

- *Ontology.*

This part of the research pertains to how the issue relates to the nature of reality. Creswell (2013) asserted that individuals' perceptions of reality are subjective and varied. For the qualitative researcher, the ontological question concerns the nature of reality. Individuals involved in the research scenario create reality. As a result, there are various realities, such as the researcher's reality, the realities of the people being studied, and the realities of the reader or audience understanding the study. In this study, realities will look into the first-hand transition of novice English teachers from Davao City's Cluster 3 public secondary schools.

In this study, I will rely on the ideas and interpretations of the participants by using copious quotes, themes that echo their ideas, and evidence from many viewpoints. The study's participants' replies will be coded and examined to assure their validity and authenticity and to develop a sense of commonality and discreteness.

- *Epistemology.*

This pertains to the understanding of how knowledge claims were supported by maintaining close contact with study participants to get firsthand information. According to Guba and Lincoln, who was quoted by Creswell (2013), the researcher made an effort to put less of a mental space between himself or herself and the subjects. He proposed that a researcher works with others, spends time with participants in the field, and establishes an "insider" status. Davidson (2000). (2000).

The ideal method for conducting this kind of research, in my view, is phenomenology combined with thematic analysis. Individual researchers "possess explicit belief" in this regard. The goal of this study is to compile information on the good and bad experiences new English teachers had throughout their face-to-face training in Cabantian National High School, Davao City, Province of Davao del Sur.

- *Axiology.*

This speaks to how values play a part in research. Creswell (2013) asserts the importance of values in a study. According to axiology, the researcher should be upfront about the values that influence the narrative and include both their own interpretation and the interpretations of the participants.

I'll maintain the respect and worth of every piece of information I learn from the participants. The researcher is aware of how sensitive and value-laden the information gleaned from the study is. Therefore, I will maintain the validity of the participant's responses and thoughtfully interpret the responses in light of the participant's individual interpretations.

- *Rhetorics.*

This philosophical presumption emphasized the researcher's ability to write in a literary, informal style utilizing their own unique voice, employing qualitative terminology, and using a limited vocabulary. When discussing the experiences and opinions of new language teachers regarding the switch to face-to-face instruction, the researcher will speak in the first person for the purposes of the study.

➤ *Qualitative Assumptions*

The method is distinct from the methodology. While "method" refers to precise knowledge and technique, "methodology" refers to a creative and responsive way to understanding problems and subject matter (Gerodias, 2013). The experiences of new language teachers transitioning face-to-face classrooms from different public schools in Cluster 3, Davao City, province of Davao del Sur, are examined in this study. Consequently, phenomenological research is predicated on two tenets. The first is that knowledge can be gained legitimately, richly, and fruitfully from experience. Experience is a source of information and impacts one's conduct, claimed Morrissey & Higgs (2006).

According to the definition, human experience is not seen as an unreliable source of information but rather as the foundation of knowledge about human events. The second premise of phenomenological research is the idea that the everyday world is a rich and fruitful source of information and that by examining how an event occurs in our daily lives, we can gain important insights into its nature and learn a lot about ourselves (Morrissey & Higgs, 2006).

According to certain interpretations of the methodology, bracketing was employed by the researcher to record personal encounters with the subject in order to assist in detaching him or her from the procedure. This study uses phenomenology to obtain the purest, unadulterated data possible.

➤ *Design and Procedure*

This study takes a heartfelt look at the lives of individuals, exploring the unique paths each person travels and how they find meaning in their experiences. By embracing a phenomenological approach, we aim to understand the essence of being human. As Patton highlighted back in 2005, this kind of research uncovers the intricate details of daily life, helping us connect with the genuine emotions and circumstances that shape who we are.

What sets this research apart is its focus on the everyday struggles people face. It's about diving deep into the challenges individuals encounter and shining a light on the personal battles that define their journeys. As Bickman and Rog noted in 2009, to truly understand life's complexities, we need to listen to personal stories and the communities from which they arise.

At the core of our research is a heartfelt desire to reveal the authentic experiences of people. Whether we're exploring individual narratives or examining shared experiences within communities facing specific issues, our mission is to shine a light on their realities. Lester emphasized in 1999 that this approach helps us grasp the emotions tied to various contexts. Through interviews and open conversations, we prioritize the voices and stories of our participants, ensuring their experiences are the focal point.

Creswell beautifully captured the essence of phenomenological research in 2013, stating that its purpose is to unearth deeper meanings behind our experiences. This reinforces the idea that our personal journeys are shaped by the world around us and our reflections, weaving our memories and significance into a richer understanding of life. By taking this human-centered approach, we invite ourselves to appreciate the beauty found in both individual and shared experiences, giving us a fuller perspective on what it truly means to be human.

➢ *Ethical Considerations*

Informed Consent and Voluntary Participation. When conducting research, it is crucial to prioritize ethical considerations. This means ensuring that every participant understands the research process and feels secure about their involvement. I strive to make sure that participants are fully aware of what they can expect during their interviews, fostering an environment where they can be open and honest. This transparency is a key part of the informed consent process.

This research is focused on uncovering the joys and challenges faced by novice language teachers during face-to-face classes. To create a supportive atmosphere, I observed them closely online and provided a safe space where they could feel comfortable sharing their experiences with me. Adhering to ethical principles—such as respect for individuals, beneficence, and justice—was central to my approach.

The ethical guidelines that govern research involving humans apply to both in-person and online studies. These principles emphasize the importance of respecting participants' autonomy, ensuring fairness, and promoting their well-being. In an online context, this means protecting personal information and being mindful of the words used in discussions so that participants' identities and data remain secure. If sensitive information were to be disclosed, it could lead to harm, such as embarrassment or damage to their reputation (Gupta, 2017).

As a researcher, I had a responsibility to treat participants with respect and not take advantage of their vulnerabilities. I aimed to build and maintain trust and confidence between myself and the participants throughout the study.

According to the International Coach Federation (2020), it is vital for participants to understand the study's purpose, scope, and limitations before we begin. I created clear consent forms that outlined each participant's role and responsibilities. With mutual agreement, I ensured strict confidentiality and privacy standards while handling all documents, files, and communications during our interactions.

Beneficence calls for keeping potential risks associated with the study confidential, such as psychological and social impacts, while maximizing the benefits for participants (Mack et al., 2005). To protect their identities, I made sure that any details shared during conversations remained anonymous (Di Cicco-Bloom & Crabtree, 2006).

Justice, on the other hand, emphasizes fair distribution of the benefits derived from research findings. I recognized the invaluable contributions participants made to this process and aimed to compensate them fairly for their time and efforts (Di Cicco-Bloom & Crabtree, 2006).

Additionally, I adhered to the Data Privacy Act of 2012, which prohibits collecting personal information without consent. Direct attributions could easily lead to identifying individuals, so I remained committed to keeping all shared information confidential.

To begin my study, I wrote to School Heads to obtain permission to include their staff as participants. Following this, I sent out informed consent forms to ensure that each participant understood the study's focus, procedures, and any privacy or benefits involved. I also requested permission to record our virtual discussions. Throughout the research, I guaranteed that their responses would be accurately transcribed and translated, while coding their identities to maintain confidentiality during in-depth interviews and focus group discussions. After the study, all recorded materials and notes would be deleted to protect participants' privacy.

Lastly, I made sure to uphold justice by selecting participants fairly based on clear criteria relevant to the study's aims. As a gesture of appreciation, I reimbursed their expenses for transportation and other costs incurred while participating in the research.

By maintaining transparent communication and following ethical guidelines, my goal was to create a respectful and supportive environment for all participants involved in the study.

➢ *Research Participants*

The best criterion for determining the use of phenomenology, according to Creswell (2013), is when the study issue necessitates a deep understanding of human experiences shared by a community of people. Also, he suggested that the study group be made up of 5 to 25 individuals who have all experienced the phenomenon. The participants in this study are composed of eight (8) novice English teachers. The selected participants will be the English teachers of Cabantian National High School, Davao City. The participants are the new English teachers who have at least 1-3 years in service and possess experience from modular learning up to the transition of face-to-face classes. As stated by Padilla-Diaz (2015), purposive sampling is described by using particular requirements that participants must meet at the time of selection.

Qualitative sampling is described as purposive (or purposeful) when it aims to select appropriate information sources to explore meanings, and theoretical when its aim is the selection of people, situations or processes on theoretical grounds to explore emerging ideas and build theory as data analysis progresses (Fossey et al., 2015)

➢ *Data Collection*

According to Creswell (2013), an important step in the process is to find people or places to study and to gain access to and establish rapport with participants so that they will provide good data. A closely interrelated step in the process involves determining a strategy for the purposeful sampling of individuals or sites. Once the inquirer selects the sites or people, decisions need to be made about the most appropriate data collection approaches. To collect this information, the researcher developed protocols or written forms for recording the data, such as interviews or observational protocols. Also, the researcher needs to anticipate issues of data collection, called "field issues," which may be a problem, such as having inadequate data, needing to prematurely leave the field or site, or contributing to lost information. Finally, a qualitative researcher must decide how he or she will store data so that they can easily be found and protected from damage or loss.

The data of this study will be gathered through an approval request, permission request, and data analysis. First, I will ask permission from the Dean of Graduate Education of Rizal Memorial Colleges Inc. to conduct my research. Then, I will direct my paper to Research Ethics Committee to thoroughly examine the appropriateness of my study. Afterward, I will submit my permit to conduct the study, endorsement letter, and guidelines for conducting research to the Schools Division Superintendent of Davao City. After verifying such documents, I will personally send the approval letter from Superintended school principals/school heads to officially conduct my research.

Second, I will scout for novice English Teachers in the Schools in the Division of Davao City. Considering the ethical guidelines, the researcher will conduct an orientation explaining and ensure before interviewing through face to face following the health protocol resolution No. 38 series of 2020, such as temperature check, logging in, wearing a mask, and two meters of physical distancing (Inter-Agency Task Force, 2020). Participants will then ask to sign a consent online indicating that their involvement was utterly voluntary, including that they are interested in sharing any information as needed in the analysis. This study will help participants understand the nature and potential value of gathering, nature, and confidentiality limits (International Coaching Federation, 2020). The third is the forms of data; the process of collecting information involved primarily in the Face-to-Face In-Depth Interview (IDI) and Online interview with the ten (10) participants. The fourth is the recording procedures; the use of a protocol will be used in the observation and interviewing procedures. A predesigned form will be used to record information collected during an observation or interview. The fifth is the field issues; limited data collection were engaged in this study. Finally, the last or the sixth step is the storing of data; All of the data collected in the research investigation must have a database to back up the information gathered for all types of research studies.

➢ *Data Analysis*

The basic idea of data analysis is to grasp the essential meaning of something, as Creswell (2013) suggested, the following process in conducting data analysis of the study.

First, setting aside the personal experience of the phenomenon. Second, develop a list of the nonrepetitive and nonoverlapping statements. Third, taking significant statements and grouped into larger units called themes, and fourth, developing a textural description that includes verbatim examples, followed by a structural description, the researcher reflects on the setting and context in which the phenomenon was experienced. Lastly, write a composite description of the phenomenon incorporating both the textural and structural descriptions.

In this study, all of the data collected will be read and analyzed extensively in this report. The researcher has further paid careful attention to data analysis guidelines, especially when performing qualitative studies. After transcribing the different reactions from the (10) participants, I will formulate a transcription of each of the participant's experience phenomenon, with the help of my analyst and, at the same time, my adviser; responses will be sorted and organized into manageable categories according to their appropriateness to each of the research questions. Transcribing audio and translating interviews, optically scanning material, sorting and arranging data into different types based on the information sources will be part of my strategy. The data will also be analyzed and undergo a coding system to label, describe its content, and organize the data to identify its relationship and create different themes. Thus, establishing the final composite, including participants' responses, core ideas, and themes based on the focus of the study.

● *Thematic Content Analysis.*

The goal of a thematic analysis is to locate themes in the interview data. One benefit of theme analysis is that it is a flexible method that can be used for both more deductive studies, where the researcher knows exactly what he or she is interested in, as well as exploratory investigations, where the researcher does not have a clear notion of what patterns are being searched for. The most crucial factor in the analysis, regardless of the type of study being conducted or its intended use, is that the researcher respects the data and tries to accurately describe the interview's findings (Mortensen, 2020).

● *Document Analysis.*

In order to assess documentary evidence and respond to specific research questions, document analysis is a type of qualitative research. The purpose of document analysis, like other methods of analysis in qualitative research, is to gain meaning and empirical understanding of the construct being researched by repeatedly reviewing, examining, and interpreting the data. Document analysis can be carried out as a stand-alone study or as a part of a broader qualitative or mixed methodologies study. In the latter case, it is frequently used to triangulate findings obtained from another data source (e.g., interview or focus group transcripts, observation, surveys). Documents can confirm or deny, clarify or expand on findings from other data sources when utilized in triangulation, helping to prevent bias (Frey & Bruce, 2018).

- *Triangulation of Data.*

Utilizing multiple methods to gather information about a single subject is known as triangulation. Through the use of many techniques to gather data on the same subject, including various sorts of samples and data gathering techniques, this is a strategy to ensure the validity of the study. However, the goal of triangulation is to capture many aspects of the same event rather than necessarily cross-validating data (Kulkarni & Prashant, 2013).

- *Environmental Triangulation.*

Only research whose results can be affected by specific environmental conditions can make use of environmental triangulation. This method of triangulation makes use of many places, settings, and additional elements like the time of day and season that the study was conducted. The goal is to identify which of these variables affects the information received, and then those variables are altered to see if the results remain the same. Validity is proven if the results are unaffected by changing environmental conditions (Naeem & Saira, 2019). Such triangulation was employed in this study since, as stated in the requirements, it best suited the setting in which the research was being done.

IV. RESULTS AND DISCUSSIONS

In this chapter, the summary of the study is presented; from the summary of the findings, I drew the implications and future directions. The purpose of my study was to find out the joys and pains of novice English teachers during the face-to-face classes. This study was conducted in Cabantian National High School, specifically from Davao City Division.

To achieve the research objectives, I made use of a qualitative phenomenological method with the use of thematic analysis. In adherence to Cresswell's (2006) guidelines in which, open-ended questions for interviews were applied to get an authentic understanding of the novice English teachers. Furthermore, through this interview approach, I encouraged my participants to fully and openly discuss their own definition or meaning of the phenomenon being explored, which were the views of secondary novice English teachers on their joys and pains during the face-to-face classes.

Based on the results of the thematic analysis of the responses of the novice English teacher participants as to their experiences, challenges, and insights during the face-to-face classes, the following themes emerged: the joy of the teachers included the personal interaction of teachers with the students and the pains of the teachers were degraded reading skills of learners and feeling exhausted from in-classroom work. The coping mechanisms of the novice teachers were: the use of differentiated instruction, a prepared 'to-do list,' and an established faculty support system. The insights of the participants were: to keep students engaged in the classroom and apply patience as a virtue.

➤ *The Results of My Analysis Revealed the Following Significant Findings.*

The joy of the novice teachers as they went through the face-to-face encounter with their students was overwhelming. Indeed, they were very happy to be with their students since they had been isolated from their learners for the past two years of the school closures due to the pandemic. Being with their students and meeting them every day gave them the fulfillment of their teaching career. Their longing to teach English subjects to their students had been prepared and anticipated. Regardless of the outcomes of their class activities, they remained happy to be a part of the learning experiences of their students.

Other experiences of the English novice teachers were on the pains they gained upon close encounters with their students. They found out that some of their students in English classes had been observed to have degraded in their reading for the past years of no face-to-face classes. Noticeably, most of their students were slow readers, and the novice teachers accounted for this language degradation from the past years of no in-classroom activities. Since the lockdown, the students never had the chance to meet their English teachers face to face; they were just left on their own to do their tasks. Presumably, the students did not bother at all with their reading skills while doing schoolwork at home. There was no form of oral recitations in the online classes; if there had been, the students might not have been given enough time to do their reading activities.

The second identified pain, as narrated by the participants of this study, was the feeling of being exhausted from classroom work. The students seem not motivated to do their classroom performance tasks. They did not have enough drive to fully participate in their class activities. The students felt exhausted since they were no longer used to the classroom learning activities. The students were once again making some environmental adjustments for the face-to-face classes and started to regain their self-confidence in meeting their classmates and participating in reading activities in their respective classes.

The coping mechanisms of the English novice teachers revealed three themes, namely: the use of differentiated instruction, preparation of a 'to-do list,' and established faculty support system.

The use of differentiated instruction was one of the best-fit strategies that the novice teachers in English adopted. Young teachers as they were, they had a tremendous amount of energy to still sort out differences between their students in each class. The teachers spent enough time to determine the learning styles of the students so that they can prepare the right activities for each group. The student's personal motivation to learn English was the main focus of the teachers believing that the more motivated the students, the better would be their class performance.

The second coping mechanism of the novice English teachers was their way of preparing the 'to-do list' for their daily and weekly routines. The majority of the participants of this study created their line of activities for a particular day. They were guided well with their strategy. Adopting this strategy paved the way for a series of English language activities or performance tasks in their classroom. These teachers do not want to forget a single learning activity, knowing that they had to strive harder to cope with the missing learning activities in English from the past years.

The third coping mechanism of novice teachers was to establish a faculty support system. As new secondary school teachers, they were not attuned to all the learning strategies for the secondary students in their school. Most of them relied on the assistance of the more senior teachers since their experiences were already remarkable, and they already knew how to deal with the classroom problems. The faculty support system of the new teachers was very useful and fruitful in a way that they were properly guided on the activities that they had to prepare and do in their respective classrooms. They were all thankful for the all-out support of their co-teachers in their school.

The insights gained from the experiences of the novice teachers in English revealed two significant factors that would make their class at par with other classes. The first insight was on keeping the students engaged in the classroom. It is imperative that the teachers must create an environment that would encourage the students to participate in most of their English class activities. There was a contention that the more the students participate in the classroom tasks, the better they learn the basics of English language.

The second insight gained from the participants of the study was about applying patience as a virtue. It is true that waiting for a thing is boring, especially when the time elapsed is too long. We tend to leave it as is, and eventually, we don't care anymore. However, the virtue of patience is very applicable in the current situation of the English classes at the secondary level. It has been observed that there were many slow readers in the class. This cannot be addressed easily ad quickly; it takes time to really make them good readers after some time. Novice teachers need to be patient in enhancing the reading skills of their students. It is not an overnight activity; it is a longitudinal process of individual tutoring and reading activities. The novice teachers knew that at the end of their struggles in teaching English in their classes would bring satisfaction in the end.

Based on the findings of the study, it is important that the findings are properly relayed and used by the significant people whom this research was intended for.

DepEd Personnel and School Heads may take a look at the current English class policies and review the same to suit the current practices amidst the invasion of the pandemic. New language learning guidelines may be established to provide more time to the teachers and students to enhance the reading skills of the students.

Novice English teachers may be more resourceful in preparing their class performance tasks. They may encourage the students to do more peer teaching and learning since the students are more comfortable with their classmates as their tutors. The novice teachers may continue their being resourceful in managing their classes as they seek the guidance of the more senior teachers in their campus.

S*tudents* to be properly guided by their English teachers in their quest for a better reading habit and improve their English language competence through their unwavering participation in their class activities.

Future researchers may conduct similar study in other regions or divisions. The researchers may consider other stakeholders as participants. Studies on millennial reading habits and language learning styles may also be explored.

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