

## Novice vs. Experienced Teachers: A Study of English Language Teaching Strategies

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### ABSTRACT

The strategies employed by teachers in teaching English as a foreign language play a crucial role in determining students' success in mastering the language. Prior research has consistently indicated that teachers' instructional strategies are influenced by their learning experiences, formal education, and length of teaching experience. Studies in language pedagogy suggest that experienced teachers tend to demonstrate greater flexibility and pedagogical awareness in selecting and implementing teaching strategies, while novice teachers often rely more heavily on prescribed frameworks. Grounded in this literature, the present study aims to examine the differences in strategy selection and implementation between novice and experienced English teachers. This study adopted a mixed-methods approach involving self-rating questionnaires, classroom observations, and semi-structured interviews. The participants consisted of novice and experienced English teachers teaching at the secondary school level. Quantitative data from the questionnaires were supported and elaborated by qualitative data obtained from observations and interviews. The findings reveal both similarities and clear differences in the strategies used by novice and experienced teachers. Novice teachers tended to follow structured and predefined strategies aligned with their personal teaching standards, whereas experienced teachers demonstrated greater adaptability by modifying, combining, and contextualizing strategies to meet students' needs and classroom dynamics. These findings highlight the importance of pedagogical flexibility in effective English language teaching.

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In conclusion, this study underscores the need for teacher education programs to emphasize reflective practice, differentiated strategy training, and mentorship to better prepare novice teachers for diverse instructional contexts.

**Keywords:** English; Experienced; Novice, Pedagogy; Teacher

## INTRODUCTION

English language skills in this era of globalization have become a very valuable skill in various fields of life, and therefore this foreign language is one of the important subjects at all levels of education. Learning English is not only aimed at teaching the four language skills (speaking, listening, reading, and writing), but also to develop cultural understanding and intercultural communication (Douglas & Rosvold, 2018; Gashi, 2021). This is because English now has an increasingly strong role as a lingua franca in communication between countries. In Indonesia, English has the status of the first and most widely studied foreign language for several reasons, including: Indonesian currently cannot be used to communicate with foreigners in the context of international politics, and to build partnership with other countries (Muttaqin et al., 2025; Setiawati, 2024). In reality, English is currently the language of international communication, the language of science, modern technology, trade, politics, and is used in almost all fields.

Although the challenges faced in Indonesia are important, similar problems are also reported in other countries. Japan, for example, continue to face difficulties in improving student's communicative competence even though English has been taught for many years in formal education and used as medium of instruction (Aizawa et al., 2020). In China, English plays a significant role in economic growth and international mobility. However, there is still a wide gap in English proficiency between students in urban schools and students in rural schools, which remains a major challenge for national education policy (Hu et al., 2024). This situation has encouraged both countries to revise their national curriculum and to focus more on communicative approaches in the classroom.

Teachers play an important role in the English teaching and learning process, because the role of teaching strategies applied by teachers can affect the quality of student learning (Alfian, 2021; Baskara, 2023). Delivering effective learning strategy is essential to create a learning experience that motivates and supports to help students to become skilled in the language and which will then also have an impact on their career development in the future. Learning strategies are the methods chosen to deliver learning materials in a learning environment (Gerlach & Ely, 1980). This strategy includes the types, scope, and sequence of activities that can be given to students as a learning experience. These strategies are also encouraged to also create the learning process more dynamic and interactive. The teacher plays

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a role as a formal authority, namely someone who has formal power to determine the appropriate strategy or steps to achieve maximum learning outcomes (Madsen et al., 2024). The teacher also becomes a facilitator to support effective learning (Russell, 2017; Scherer & Rolka, 2024). A teacher's ability to make decisions about what is targeted to be achieved and how learning should be implemented greatly determines success in carrying out duties as an educator.

English teachers can be most effective when they possess a strong understanding of their students' initial English language proficiency, individual characteristics, learning styles, and learning behaviors (Huang et al., 2018). Recognizing that some learners succeed easily while others require more time to achieve learning objectives is crucial in the teaching and learning process (Nurkhamidah et al., 2024). In this context, English teachers must be able to identify and address individual differences by applying appropriate differentiated learning strategies to facilitate learning for all students (Ma'rifah et al., 2021; Mahayoni et al., 2024; Tajik et al., 2023). Basically, all teachers in Indonesia have the same academic qualifications to meet the requirements to be appointed as a teacher. English teachers can be sure to learn the same things and carry out more or less the same learning and training activities when studying in preparation to become a teacher. The existence of a standard curriculum in English teacher education makes prospective English teachers have almost the same learning experience (Malaikosa & Taopan, 2020). So it can be expected that English teachers already have the four basic competencies to become a teacher, namely: (1) professional competency (mastery of the field of science or subject being taught); (2) pedagogical competency (the ability to organize learning effectively by implementing various appropriate learning strategies); (3) social competency (the ability to communicate, interact effectively with students, colleagues, and the community), and (4) personal competency (the ability to manage emotions, self-integrity, responsibility, and have a personality that creates a healthy and productive work atmosphere).

Competencies gained through formal education will be further honed from the teacher's experience in teaching. It is only right that experienced teachers have competencies that are more in line with the needs of their profession and have higher adaptive skills (Shkedi, 1996). What is meant by adaptive skills here is the ability to adjust strategies, actions, and actions taken to deal with problems or to achieve maximum learning outcomes. Adaptive skills are formed from real problems faced by a teacher in organizing learning, so the more experienced a teacher is, the more skilled they are in choosing, determining, and implementing the right learning strategies. Experienced teachers certainly have different learning strategies in teaching English to their students compared to novice teachers. This has been expressed by Nazari et al., (2019) who stated that novice teachers and experienced teachers have differences in terms of the knowledge, skills, and beliefs they have about the need for professional development. With a short teaching experience,

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novice teachers must be able to adapt their knowledge and abilities to their classroom (Akcan, 2016). In addition, novice teachers need guidance to improve their teaching skills (Ben-Amram & Davidovitch, 2024). In contrast, experienced teachers have gone through a long development process in the teaching profession and may be better able to adjust their teaching approaches to the needs of each student. Experienced teachers also need to 'update' their knowledge and teaching experience for better teaching performance (Florida & Mbato, 2020).

Currently, research on the specific teaching strategies employed by novice versus experienced English-as-a-Foreign-Language (EFL) teachers at the high-school level in Bali is virtually non-existent. This void is especially consequential because novice teachers frequently confront distinct challenges in classroom management, lesson planning, and the translation of pedagogical theory into practice, whereas experienced teachers draw on years of reflective practice to refine and adapt their instructional approaches. Without a systematic comparison of these two cohorts, professional-development programs, mentorship initiatives, and teacher-training curricula cannot be precisely calibrated to address the real-world needs of educators. Consequently, this study aims to fill this critical gap by (1) identifying and categorizing the instructional strategies of novice and veteran high-school EFL teachers across Bali, (2) analyzing the underlying reasons for strategic differences, and (3) offering evidence-based recommendations for targeted professional development and mentorship models. By elucidating how teaching efficacy varies with experience, the research will inform policy-makers, teacher-education institutions, and school administrators, ultimately enhancing the quality of EFL instruction, improving student outcomes, and fostering a more robust educational environment throughout the region.

## METHOD

This study employs a qualitative research design aimed at comparing the teaching strategies utilized by novice and experienced teachers in the context of teaching English as a Foreign Language (EFL) across [three high schools in Bali](#). This study used purposive sampling technique. Purposive sampling allows the researcher to concentrate on participants who are most informative for the research question (Tongco, 2007). By choosing teachers at opposite ends of the experience continuum, the design maximizes contrast and facilitates a deep exploration of the impact of teaching experience on adaptive instructional skills. The participants in this study include three novice teachers, each with less than one year of teaching experience, and three experienced teachers, each with over ten years of teaching experience. This selection allows for a meaningful comparison of teaching strategies and practices between the two groups.

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The researcher supplies a clear information sheet that outlines the purpose, procedures, potential risks, benefits, confidentiality measures and the voluntary nature of participation. Participants signed [a consent form](#) before any interview, observation or recording takes place. Participants are explicitly told that they may discontinue involvement at any moment without penalty or impact on employment.

To gather comprehensive data, the research instruments utilized in this study include [observation sheets](#), and [structured interview guidelines](#). The questionnaire was meticulously developed based on nine distinct groups of teaching strategies, each accompanied by specific indicators. Teachers were asked to evaluate each indicator, identifying those that align with their actual practices and needs in the classroom. This approach ensures that the data collected reflects the real-world application of teaching strategies. Observations were conducted in all participating schools during English lessons, [with each teacher being observed five times](#). This repeated observation method was designed to achieve data saturation, ensuring that the learning activities and strategies employed by the teachers were thoroughly documented. The decision to conduct five observations was based on preliminary findings indicating that the strategies used were consistent across sessions, with no new patterns emerging after this point. In addition to the quantitative data collected through questionnaires and observations, semi-structured interviews were conducted with each teacher. These interviews aimed to delve deeper into the findings from the questionnaires and observations, providing qualitative insights that enhance the overall trustworthiness and validity of the research results. By [triangulating data using external triangulator](#) this study aims to present a comprehensive understanding of the teaching strategies employed by novice and experienced EFL teachers in Bali.

In analyzing the interview data, this study followed interactive model analysis framework as proposed by Miles et al., (2014). First, the researcher collected the data. After data collection, the researchers discarded irrelevant information, then coded, categorized, and organized the remaining data into meaningful units that directly address the research questions. The next process conducted was creating data display. This process arranged the data into a simple table. The last step was drawing conclusion of the data analysis to answer the research questions.

## FINDINGS AND DISCUSSION

The main question answered in this study is how the similarities and differences of novice and experienced English teachers in choosing and implementing learning strategies in English classes. To answer this question, the data are classified into 9 groups of strategies, namely: (1) Learning Strategy Training (learning strategies that aim to train students to develop learning

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skills); (2) project-based learning strategies (learning strategies that aim to train students to coordinate with each other and think at a high level to create or create joint projects); (3) Problem-based learning strategies (learning strategies that aim to train students to have the skills to analyze problems and find solutions); (4) Discovery-based learning strategies (learning strategies that encourage students to actively seek and find information and build their own knowledge); (5) Cooperative learning strategies (learning strategies that aim to develop skills in working together in a team to achieve the same goal); (6) Active student learning strategies (learning strategies that aim to empower students to play an active role in learning activities); (7) Integrated learning strategies (learning strategies that combine all language skills so that students develop language skills naturally); (8) Inductive learning strategy (a learning strategy that begins with practice activities and completing assignments and finally concludes with the concepts learned); (9) Competency-based learning strategy (a learning strategy that aims to strengthen knowledge, skills and positive attitudes in learning).

This training strategy aims to develop students' learning skills so that they are accustomed to determining their learning style choices without having to be told by the teacher. This strategy is very important to support self-directed learning (learning with one's own goals) which is the basis of lifelong learning skills. This training strategy can be divided into three categories, namely: Metacognitive strategies (to enable students to think about their own learning); Cognitive strategies (strategies that are more targeted at the ability to remember and reason, and Social/Affective strategies, namely strategies to foster a sense of enjoyment of learning. The following are the differences in the choice of strategies from novice teachers and experienced teachers

Table 1:  
*Training Strategies for Novice and Experienced Teachers*

N	Metacognitive Strategy Indicators	Novice Teachers	Experienced Teachers
1	Teachers provide activities for students to plan their learning, monitor their progress, and evaluate their learning outcomes.	11 (61%)	14 (77.8%)
2	Teachers assign students to look for main ideas, practice language (such as pronunciation), and pre-select parts of the text to focus on.	8 (44.4%)	12 (66.7%)
3	Teachers assess what is known, the appropriateness and accuracy of the English learning material.	6 (33.3%)	11 (61%)
4	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure students' overall understanding of the material.	7 (38,9%)	13 (72.2%)
5	Teachers help students take control of their learning.	6 (33.3%)	12 (66.7%)
6	Teachers help students plan and change their learning strategies if they are not appropriate.	5 (27.8%)	11 (61%)

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7	Teachers evaluate previously discussed content and pre-select what needs attention.	8 (44.4%)	13 (72.2%)
<b>Average</b>		<b>40.44%</b>	<b>59.77%</b>
Cognitive Strategy			
1	The teacher draws attention to tasks that students do not understand or cannot complete at that time.	13 (72.2%)	14 (77.8%)
2	The teacher helps students manipulate the target language by providing activities such as reasoning, analyzing, and drawing conclusions.	11 (61%)	14 (77.8%)
3	The teacher allows students to use a dictionary to help them improve their language skills.	9 (50%)	13 (72.2%)
4	The teacher helps students by giving hints, reminding them of special instructions, pointing out things they missed, and offering ideas on how to improve something.	12 (66.7%)	13 (72.2%)
<b>Average</b>		<b>62.48%</b>	<b>75%</b>
Social/Affective Strategy			
1	Teachers help students manage their attitudes, values, emotions, and motives.	10 (55.6%)	14 (77.8%)
2	Teachers support students through praise and laughter as a way for them to relax and appreciate what they have accomplished.	10 (55.6%)	15 (83.3%)
3	Teachers help students with exposure to environments that allow for practice.	11 (61%)	12 (66.7%)
4	Teachers assign students to collaborate with classmates or native speakers of the language to improve students' language skills.	14 (77.8%)	14 (77.8%)
<b>Average</b>		<b>62.5%</b>	<b>76.4%</b>

The descriptive analysis highlights clear differences between experienced and novice teachers in the use of learning strategies aimed at developing students' learning skills. Overall, the data show that experienced teachers consistently apply metacognitive, cognitive, and social/affective strategies more frequently and more purposefully than novice teachers. In the area of metacognitive strategies, experienced teachers reported a higher level of use (60%) compared to novice teachers (40%). This finding suggests that experienced teachers pay greater attention to students' ability to plan, monitor, and evaluate their own learning processes. They guide students in organizing their work, ensuring that assignments align with learning objectives, and encouraging students to approach tasks systematically. Such practices demonstrate their stronger sensitivity to the importance of training students not only in language content but also in how to learn effectively.

For cognitive learning strategies, novice teachers reported using these strategies at 62%, while experienced teachers reported a higher frequency at 75%. Although both groups commonly repeat explanations when students do not understand and offer help when students face difficulties, experienced teachers demonstrate a more refined approach. They encourage students to

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use dictionaries, assist them in selecting appropriate language forms, and guide them through the process of completing tasks accurately. This indicates that experienced teachers focus not merely on correcting errors but on fostering students' deeper understanding and independent problem-solving skills. Similarly, in social/affective learning strategies, experienced teachers report more frequent use (76%) compared to novice teachers (62.5%). Experienced teachers tend to emphasize character-building by ensuring students behave in accordance with classroom rules and expectations. They also provide more praise and positive reinforcement, which contributes to increased student motivation and enjoyment of the learning process. Furthermore, experienced teachers maintain explicit grade records and update them during student participation or presentations. This practice creates a sense of accountability and encourages students to perform at their best.

Despite these differences, both groups share some similarities in strategy use. Both novice and experienced teachers frequently employ collaborative learning strategies, such as grouping students and assigning tasks that require teamwork. They also implement project-based learning, which encourages students to think critically and creatively while designing projects collaboratively. These shared strategies highlight the general recognition across teacher groups of the importance of interactive and student-centered learning environments. Taken together, the descriptive analysis illustrates that experienced teachers employ learning strategies in a more structured, intentional, and student-focused manner, resulting in more comprehensive support for learners. Novice teachers, while showing some similar practices, tend to apply strategies more reactively and with less emphasis on students' long-term development as autonomous learners. The differences between novice teachers and experienced teachers can be seen as in Table 2.

Table 2:  
*Project Based Learning Strategy for Novice and Experienced Teachers*

N	Indicator of Project-Based Learning Strategy	Novice Teachers	Experienced Teachers
1	Teachers assign projects that are real and relevant to life, not just isolated academic assignments.	13 (72.2%)	10 (55.6%)
2	Teachers ask students to solve complex problems that reflect the multidisciplinary realities of the world.	8 (44.4%)	6 (33.3%)
3	Teachers focus more on the learning process than just the end result.	9 (50%)	8 (44.4%)
4	Students are invited to understand each step in the project.	10 (55.6%)	8 (44.4%)
5	Students work in groups that involve collaboration, effective communication, and shared decision-making.	12 (66,7%)	12 (66,7%)
6	Students are encouraged to use critical, analytical, and evaluative thinking skills to solve problems.	11 (61%)	10 (55.6%)

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7	Teachers provide feedback that helps students improve their work.	12 (66.7%)	13 (72.2%)
8	Teachers use the process and end product to assess students' ability to apply knowledge and skills in practice.	13 (72.2%)	12 (66.7%)
9	Teachers motivate students to be active in decision-making related to the project, including determining the goals, methods, and desired outcomes.	14 (77.8%)	13 (72.2%)
10	Teachers assign students to present their projects to their classmates.	14 (77.8%)	15 (83.3%)
<b>Average</b>		<b>64.44%</b>	<b>59.44%</b>

The findings related to project-based learning strategies show a pattern that differs from the general trend observed in the other categories of learning strategies. In metacognitive, cognitive, and social or affective strategies, experienced teachers consistently show higher levels of strategy use. However, in project-based learning, the results indicate that novice teachers report a slightly higher frequency of use with a percentage of 64.44 percent, while experienced teachers report 59.44 percent. Although the difference is not large, this finding is noteworthy. Novice teachers appear to be more detailed and systematic in applying project-based learning procedures. They often guide students in making decisions about the project, use both the process and the final product when conducting assessments, and relate the project to real life situations. These practices suggest that novice teachers may be more familiar with current approaches to project-based instruction, which are strongly emphasized in recent teacher education programs.

A similar pattern can be seen in the use of problem-based learning strategies. The frequency and the way novice and experienced teachers apply this strategy are almost the same, as shown in Table 3. This similarity indicates that both groups have a comparable level of understanding in applying the principles of problem-based learning. This may be influenced by the fact that problem-based learning is widely introduced in curriculum guidelines and professional development activities, giving both novice and experienced teachers a shared foundation in its implementation.

Table 3:  
*Problem Based Learning Strategy for Novice and Experienced Teachers*

N	Problem Based Learning Strategy Indicators	Novice Teachers	Experienced Teachers
1	The teacher explains the learning objectives	14 (77.8%)	15 (83.3%)
2	The teacher motivates students to engage in problem-solving activities in English	14 (77.8%)	13 (72.2%)
3	The teacher helps students organize learning tasks related to the problem	13 (72.2%)	12 (66.7%)
4	The teacher encourages students to ask questions and gather information related to the problem	13 (72.2%)	14 (77.8%)

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5	The teacher encourages students to seek explanations and solutions to the problem	12 (66.7%)	11 (61%)
6	The teacher assists students in planning and preparing their written or video reports	10 (55.6%)	7 (38.9%)
7	The teacher assists students in sharing their work with others	9 (50%)	10 (55.6%)
8	The teacher helps students to reflect on their problem-solving tasks.	1 (5.6%)	1 (5.6%)
<b>Average</b>		<b>59.74%</b>	<b>57.64%</b>

The average intensity of using this strategy was 59.74 percent for novice teachers and 57.64 percent for experienced teachers. Both groups of teachers generally applied similar strategies such as explaining the learning objectives, motivating students to participate actively in problem solving activities, and encouraging students to ask questions. Despite these similarities, novice teachers showed a preference for using videos to support instruction, and they often assisted students in preparing reports based on the content of the videos. This suggests that novice teachers tend to integrate multimedia resources more frequently and provide additional support in guiding students to process information obtained from visual materials.

Table 4:  
*Inquiry-Based Learning for Novice and Experienced Teachers*

N	Inquiry-based Learning Strategy Indicators	Novice Teachers	Experienced Teachers
1	The teacher uses learning media that are relevant to the material, such as pictures, videos, and others.	14 (77.8%)	11 (61%)
2	The teacher discusses the learning material with students.	12 (66.7%)	12 (66.7%)
3	The teacher directs students to work on worksheets individually or in groups.	12 (66.7%)	13 (72.2%)
4	The teacher gives students time to answer questions on the worksheets either individually or in groups.	11 (61%)	14 (77.8%)
5	The teacher guides students to prepare presentations.	5 (27.8%)	9 (50%)
6	The teacher directs students to do presentations in front of the class.	8 (44.4%)	10 (55.6%)
<b>Average</b>		<b>57.4%</b>	<b>63.88%</b>

In inquiry-based learning, experienced teachers again show more intensity than novice teachers. Experienced teachers are more attentive in determining the time needed by students to work, and the direction given by experienced teachers is more detailed than novice teachers in directing students in completing assignments and preparing presentations. Novice and experienced teachers both provide time to discuss with students about the material being taught.

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Table 5:  
*Cooperative Learning for Novice and Experienced Teachers*

N	Cooperative Learning Strategy Indicators	Novice Teachers	Experienced Teachers
1	The teacher divides students into small heterogeneous groups.	2 (11.1%)	5 (27.8%)
2	The teacher gives group assignments or projects.	8 (44.4%)	10 (55.6%)
3	The teacher directs students to discuss in groups about the material that has been studied.	12 (66.7%)	13 (72.2%)
4	The teacher facilitates students to exchange information and teach and learn from each other, so that their understanding of the material becomes deeper.	8 (44.4%)	8 (44.4%)
5	The teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.	10 (55.6%)	12 (66.7%)
6	After the assignment or project is completed, the teacher guides group reflection and evaluation.	11 (61%)	12 (66.7%)
7	The teacher swaps roles within the group to ensure that each student has the opportunity to participate.	6 (33.3%)	5 (27.8%)
<b>Average</b>		<b>45.2%</b>	<b>51.6%</b>

Cooperative learning is a learning that underlies many learning methods that emphasize interaction and collaboration that trains students to communicate effectively, work as a team, and develop logical, objective and critical thinking skills. Cooperative learning strategies are strategies that are similar in the context of English learning. Based on data analysis, both novice and experienced teachers use this strategy quite a lot in learning, where novice teachers use 45.2% and experienced teachers use 51.6%. Experienced teachers seem to be more careful in grouping students by ensuring they are in heterogeneous groups and are responsible for their learning levels.

Table 6.  
*Student Active Learning Strategy for Novice Teachers and Experienced Teachers*

N	Student Active Learning Strategy Indicators	Novice Teachers	Experienced Teachers
1	The teacher asks students to form small groups of 2-14 people	10 (55.6%)	11 (61%)
2	The teacher gives students questions related to the concept and avoids trivial questions	9 (50%)	10 (55.6%)
3	The teacher gives students the opportunity to ask questions and make reasonable progress for 15 seconds to 3 minutes.	11 (61%)	12 (66.7%)
4	The teacher calls on several individuals or groups to share responses and asks for several	9 (50%)	11 (61%)

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	volunteers to respond if the answers are incomplete.		
5	The teacher provides interesting feedback on the learning of all students.	10 (55.6%)	13 (72.2%)
<b>Average</b>		<b>54.44%</b>	<b>63.3%</b>

To ensure that students remain active during classroom activities, teachers need to apply strategies that encourage consistent participation. In the use of the Student Active Learning strategy, experienced teachers demonstrate a higher level of strategy use with a percentage of 63.3 percent compared to novice teachers who report 54.44 percent. Experienced teachers ask more questions and provide students with greater opportunities to ask their own questions. They also create a more interactive classroom environment by encouraging students to give responses and to engage in discussions with their classmates. These practices show that experienced teachers place stronger emphasis on involving students actively in the learning process.

Table 7:  
*Integrated Learning Strategies for Novice and Experienced Teachers*

N	Integrated Learning Strategy Indicators	Novice Teachers	Experienced Teachers
1	Teachers prioritize students as active participants in their learning process.	13 (72.2%)	11 (61%)
2	Students are encouraged to explore, discover, and develop concepts and principles independently.	12 (66.7%)	10 (55.6%)
3	Teachers guide students to see topics from multiple perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real-life situations.	4 (22.2%)	2 (11%)
4	Teachers facilitate students in collecting data, drawing insights, and achieving learning objectives through experiential learning.	5 (27.8%)	4 (22.2%)
5	Teachers engage students in planning, conducting, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.	4 (22.2%)	3 (16.7%)
6	Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.	1 (5.6%)	1 (5.6%)
7	Teachers help students apply their learning in practical, real-world contexts.	5 (27.8%)	6 (33.3%)
<b>Average</b>		<b>34.93%</b>	<b>29.34%</b>

In organizing effective learning, teachers also need to be able to combine various strategies. The implementation of integrated learning strategies in this study was not detected much. From the data shown by the seven indicators of integrated learning, only two indicators were often carried

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out by both novice and experienced teachers, namely: prioritizing students to be active during the learning process and encouraging students to explore and discover new things. Strategies that connect ideas across subjects that encourage critical thinking and problem-solving skills are almost never carried out by novice and experienced teachers.

Table 8:  
*Inductive Learning Strategies for Novice and Experienced Teachers*

N	Inductive Learning Strategy Indicators	Novice Teachers	Experienced Teachers
1	The teacher guides students on how to access, watch, and interact with learning videos.	10 (55.6%)	6 (33.3%)
2	The teacher directs students to watch videos related to the material that will be discussed in the next meeting.	12 (66.7%)	8 (44.4%)
3	The teacher encourages students to formulate interesting questions for class discussions.	8 (44.4%)	9 (50%)
4	The teacher gives assignments both individually and in groups, and the teacher acts as a facilitator, providing support for those who are having difficulties.	14 (77.8%)	14 (77.8%)
<b>Average</b>		61.13%	51.38%

Inductive learning is learning that empowers students to be responsible for their learning by carrying out activities that make students build their knowledge and then be able to conclude what has been learned. Based on data analysis, inductive learning strategies are widely used by teachers. 61% of novice teachers use this strategy while 51% of experienced teachers use this strategy. What is interesting about this data is that novice teachers use more videos to introduce students to the material that will be studied in the next meeting. Novice teachers also guide students so that they can access, use, and learn using videos. Experienced teachers also do the same thing but with a lower intensity than novice teachers. However, novice and experienced teachers have the same intensity in assigning assignments to students and acting as facilitators who are ready to help students when needed.

Table 9:  
*Competency-Based Learning Strategies for Novice and Experienced Teachers*

N	Competency-Based Learning Strategy Indicators	Novice Teachers	Experienced Teachers
1	Teachers use the strategy of connecting/associating new concepts with something students already know.	6 (33.3%)	4 (22.2%)
2	Teachers connect new information with previous experiences or knowledge of the new information.	3 (16.7%)	3 (16.7%)
3	Teachers can motivate students by providing realistic and relevant exercises, with students	9 (50%)	6 (33.3%)

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applying concepts in their problem-solving learning activities.	33%	24.1%
<b>Average</b>		

The last strategy is Competency-based Learning Strategy. This strategy includes all teacher actions aimed at ensuring that students have knowledge, skills and positive attitudes towards what they are learning. To achieve this, teachers need to implement competency-based learning strategies. In teaching, teachers facilitate students to build their competencies by linking new concepts taught to students' background knowledge, connecting new things with things that students already know, and providing realistic and relevant tasks to be able to use newly learned concepts to solve problems. In this case, the data shows that novice teachers are slightly more attentive than experienced teachers. Where novice teachers use 33% while experienced teachers use 24%.

The data presentation and explanation above illustrate that novice teachers and experienced teachers share many similarities in choosing learning strategies, as well as notable differences. Novice teachers tend to use strategies that emphasize video utilization, including guiding students on how to access and effectively use these videos, as well as what they should learn from them. In contrast, experienced teachers are generally more careful and attentive to strategies that foster metacognitive skills, enhance cognitive understanding, and create a positive learning environment. Additionally, novice teachers show a tendency to adopt the latest methodologies, such as project-based learning and problem-based learning, which align closely with standard indicators, leading to their more frequent use of these strategies. For instance, novice teachers might implement a project-based learning activity where students create a video presentation on a specific topic, allowing them to engage with the material actively.

As is known, novice teachers are generally still in the early stages of their careers. They are in the process of gathering pedagogical knowledge to effectively deliver teaching in their classes (Tanore & Listyani, 2023). This explains why the strategies used by novice teachers often adhere to clear procedural standards, such as project-based learning or problem-based learning (Gatbonton, 2008). These structured approaches facilitate student engagement and understanding (Utami & Rismadewi, 2024). Meanwhile, experienced teachers typically have the opportunity to participate in various professional development programs, such as workshops, seminars, and collaborative learning communities (Yang, 2022). These experiences enable them to adopt a wider range of teaching strategies and adapt to diverse classroom dynamics. Overall, the differences in experience and training between novice and experienced teachers significantly influence their choice of teaching strategies, ultimately impacting student learning outcomes

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From interviews conducted with novice and experienced teachers, it was found that both groups have attended training on innovative learning strategies with varying intensities. Experienced teachers have participated in more professional development sessions, which equips them with diverse experiences and abilities in selecting and implementing various learning strategies. For instance, while novice teachers may engage in introductory workshops focused on classroom management and basic instructional techniques, experienced teachers often attend advanced training on data-driven instruction and technology integration. As stated by Mohan (2016) experienced teachers possess a heightened sensitivity to the professional development programs that are necessary for enhancing their teaching effectiveness. This difference in training not only influences their instructional choices but also significantly impacts student engagement and learning outcomes, as experienced teachers are typically better prepared to create dynamic and responsive learning environments (Kholifah et al., 2024; Lazarides et al., 2019).

In this study, experienced teachers took a greater role in learning activities that required students to interact with each other. They possess advanced skills in facilitating discussions, managing group dynamics, and employing collaborative learning strategies, which enable them to guide students toward effective learning outcomes (Nurteteng et al., 2025). This is supported by Jin et al., (2021), who stated that experienced teachers understand the importance of implementing appropriate strategies to enhance student interaction in the classroom. For instance, they often utilize techniques such as think-pair-share, small group discussions, and peer feedback sessions to foster a collaborative learning environment. In contrast, novice teachers may struggle to create such interactive learning experiences due to their limited experience and familiarity with classroom management techniques (Stewart & Jansky, 2022). They might rely more heavily on direct instruction and may not yet have developed the confidence or skills to facilitate student-led discussions effectively (Chichekian et al., 2016). This difference in approach can impact the teaching and learning process, highlighting the need for targeted professional development that equips novice teachers with the necessary tools to promote interaction and collaboration among students.

## CONCLUSION

The study identified clear differences in instructional practices between novice and experienced English teachers. Novice teachers tended to follow rigid, prescriptive procedures such as adhering strictly to a preset project-based learning sequence or offering uniform video-resource guidance whereas experienced teachers employed a more flexible, adaptive approach, adjusting time allocation, forming heterogeneous groups, and providing real-time scaffolding to enhance student interaction. This gap in strategic

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flexibility suggests a need for targeted interventions. Teacher-training programs should therefore embed modules on strategic adaptability, requiring trainees to revise core instructional designs across varied classroom contexts, keep reflective journals that contrast procedural fidelity with adaptive decision-making, and be assessed with rubrics that value both procedural knowledge and diagnostic responsiveness. In-service professional development should pair novices with seasoned mentors for collaborative lesson planning focused on strategy adaptation, introduce micro-coaching cycles that deliver immediate formative feedback, and offer workshops on rapid, data-driven decision-making to foster responsive pedagogy. Given the study's methodological limits, future research should employ more robust designs such as longitudinal mixed-methods studies to evaluate the long-term impact of these strategic differences on student achievement. At the policy level, agencies should mandate evaluation criteria that reward adaptive instructional practices, fund professional learning communities that enable novice-expert collaboration in curriculum co-design, and provide incentives for schools that demonstrably narrow the novice-experienced strategy gap, as reflected in improved student engagement and performance. Implementing coordinated curricular, professional, and policy measures will equip novice teachers with the flexibility needed for effective instruction while encouraging experienced educators to sustain innovative practices.

#### CREDIT AUTHOR CONTRIBUTION STATEMENT

**Luh Putu Artini:** Conceptualization, Methodology, Instrument development, Data collection, Writing the original draft. **Ni Nyoman Padmadewi:** Data analysis, Validation, Writing the original draft. **Ni Made Ratminingsih:** Literature review, Data analysis, reviewing and editing. **I Gede Yoga Permana:** Literature review, Data interpretation, revising and editing.

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