

REFERENCES

- Ababneh, Sana'. (2012). *Towards a Better English Classroom: Implementing Effective Classroom Management Strategies*.
- Allen, R. M., & Casbergue, R. M. (2000). *Impact of teachers' recall on their effectiveness in mentoring novice teachers: The unexpected prowess of the transitional stage in the continuum from novice to expert*. Presented at the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED441782.)
- Ansari, Ph. D Urusa. (2013). *Image of An Effective Teacher in 21st Century Classroom*.
- Ary, Donald et al. 2010. *Introduction to Research in Education*. Canada: Wadsworth.
- Brown, H. D. (2001). *Teaching by Principles: An interactive Approach to Language Pedagogy* (2nd ed). White Plains, NY: Longman.
- Camphire, G. (2001). Are our teachers good enough? *SEDLetter*, 13(2). Retrieved November 12, 2001, from <http://www.sedl.org/pubs/sedletter/v13n02/1.html>.
- Collinson, V., Killeavy, M., & Stephenson, H. J. (1999). Exemplary teachers: Practicing a ethic of care in England, Ireland, and the United States. *Journal for a Just and Caring Education*, 5(4), 349-366.
- Covino, E. A., & Iwanicki, E. (1996). Experienced teachers: Their constructs on effective teaching. *Journal of Personnel Evaluation in Education*, 11, 325–363.

- Cresswel, W.J. 2009. *Research Design: Qualitative & Quantitative Approaches*. California: Sage Publications Inc.
- Cruickshank, D. R., & Haefele, D. (2001). Good teachers, plural. *Educational Leadership*, 58 (5), 26–30.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Educational Policy Analysis Archives*, 8 (1). Retrieved from <http://epaa.asu.edu/epaa/v8n1>.
- Deiro, J. A. (2003). Do your students know you care? *Educational Leadership*, 60(6), 60–62.
- Denzin, N.K, and Lincoln, Y.S. 2005. *Handbook of Qualitative Research*. California: Sage Publications Inc.
- Durall, P. C. (1995). *Years of experience and professional development: A correlation with higher reading scores*. Unpublished doctoral dissertation from Murray State University. (ERIC Document Reproduction Service No. ED386681.)
- Evertson, C. M. & Weinstein, C. S. (Eds.) (2006). *Handbook of classroom management. Research, practice, and contemporary issues*. Mahwah, NJ: Larence Erlbaum Associates, Inc.
- Ferguson, P., & Womack, S. T. (1993). *The impact of subject matter and education coursework on teaching performance*. *Journal of Teacher Education*, 44(1), 55–63.

- Fetler, M. (1999). High school staff characteristics and mathematics test results. *Educational Policy Analysis Archives*, 7(9). Retrieved from <http://olam.ed.asu.edu/v7n9>.
- Ford, D. Y., & Trotman, M. F. (2001). Teachers of gifted students: Suggested multicultural characteristics and competencies. *Roper Review*, 23(4), 235–239.
- Glass, C. S. (2001). Factors influencing teaching strategies used with children who display attention deficit hyperactivity disorder characteristics. *Education*, 122(1), 70–80.
- Glass, G. V. (2002). Teacher characteristics. In A. Molnar (Ed.), *School reform proposals: The research evidence*. Retrieved November 4, 2003, from http://www.asu.edu/educ/eps1/EPRU/epru_Research_Writing.htm.
- Ingwalson, G., & Thompson, J., Jr. (2007). *A tale of two first-year teachers: One likely to continue, one likely to drop out*. *Middle School Journal*, 39(2), 43-49.
- Johnson, B. L. (1997). An organizational analysis of multiple perspectives of effective teaching: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 69–87.
- Korpershoek, Hanke., Harms, Truus., de Boer, Hester., van Kuijk, Mechteld., & Doolaard, Simone. (2014). *Effective classroom management strategies and classroom management programs for educational practice*.
- Krippendorff, Klaus. 1991. *Case Studies Research. An Introduction of Its Methodology*. Thousand Oaks: Sage.

- Langer, J. (2001). *Beating the odds: Teaching middle and high school students to read and write well. American Educational Research Journal.*
- Malik Sufiana K. (2012). *Prospective teachers' awareness about Interpersonal skills-a comparative study.* (ijcrb, vol 3).
- Mehrak Rahimi & Fatemeh Hosseini Karkami. (2015). *The role of teachers' classroom discipline in their teaching effectiveness and students' language learning motivation and achievement: A path method.*
- Mercer, N. (1995) *The Guided Construction of Knowledge.* Clevedon: Multilingual Matters.
- Miles, B. M & Huberman, A. M. 1994. *Qualitative Data Analysis.* London: international Education and Professional Publisher Sage Thousand Oaks.
- Muijs, D. and Reynolds, D. (2005) *Effective Teaching: Evidence and Practice.* London: Paul Chapman Publishing.
- Peart, N. A., & Campbell, F. A. (1999). At-risk students' perceptions of teacher effectiveness. *Journal for a Just and Caring Education*, 5(3), 269–284.
- Reynolds, A. (1992). What is competent beginning teaching? A review of the literature. *Review of Educational Research*, 62(1), 1–35.
- Richards, Jack C., Platt, John & Platt, Heidi. (1992). *Language Teaching and Applied Linguistics.* London: Longman.
- Sanders, W. L. (2001, January). *The effect of teachers on student achievement.* Keynote address at the Project STARS Institute, Williamsburg, VA.

- Thomas, J. A., & Montgomery, P. (1998). On becoming a good teacher: Reflective practice with regard to children's voices. *Journal of Teacher Education*, 49(5), 372–380.
- Underwood, M. (1987). *Effective Class Management*. New York: Longman.
- Van Lier, L. (1996) *Interaction in the Language Curriculum*. Harlow: Longman.
- Wayne, A. J., & Youngs, P. (2003). Teacher characteristics and student achievement gains: A review. *Review of Educational Research*, 73(1), 89–122.
- Wenger, E. (1998) *Communities of Practice*. Cambridge: Cambridge University Press.
- Wenglinsky, H. (2000). *How teaching matters: Bringing the classroom back into discussions of teacher quality* Princeton, NJ: Millikan Family Foundation and Educational Testing Service.
- Wenglinsky, H. (2002). How schools matter: The link between teacher classroom practices and student academic performance. *Educational Policy Analysis Archives*, 10 (12). Retrieved February 28, 2002, from <http://epaa.asu.edu/epaa/v10n12/>.
- Wright, Tony. (2005). *Classroom Management in Language Education*. New York: PALGRAVE MACMILLAN.
- Wubbels, T., Brekelmans, M., Van Tartwijk, J., & Admiraal, W. (1999). Interpersonal relationships between teachers and students in the classroom. In H.C. Waxman & H.J. Walberg (Eds.), *New directions for*

teaching practice and research (pp. 151-170). Berkeley, CA:
McCutchan.

Yin, Robert K. 2003. *Applications of Case Study Research*. Thousand Oaks: Sage.