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**Middle school Physical Education teacher's communication skills:  
A qualitative case study on teachers experience level**

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**Abstract:**

This is a comparative study between a physical education beginner and an experienced teacher in college. Our interest was focused on the communication of the Physical Education teacher according to the years of teaching practice in front of students. We wondered about the years of experience's impact on the communication methods of the student management field of study.

Our investigation allowed us to identify the difference in communication behavior in the two cases observed.

With this case study, we want to know learn more about the communication method choice advocated by a teacher, according to his seniority. By way of communicating, we mean the verbal, by words and the non-verbal by postures and facial expressions.

Teaching experience promotes the acquisition of a rich repertoire and confidence in communication (Ehinder&Adjibade, 2000). This capacity allows for greater involvement of middle school students.

**Keywords:**P.E. teacher; Skill communication; Teaching practice.



## **1. INTRODUCTION**

### **1. Introduction, Issues, Assumptions and Goals:**

The teaching of PE, like any subject programmed by the Ministry of Education to be taught, requires method and style on the part of the teacher. The style, depending on the personality of each individual, is specific to each teacher. Each, according to his personal skills developed during his career, is taught with his personal touch.

The teaching of physical education has caused a lot of ink to flow. Many European studies have focused on the style used by the teacher and have linked the style used by the teacher to the effectiveness of the PE course. (M. Pieron, P. Senners, P. Merieu, Swallus et al....)

Canadian research has shown that years of practice in teaching physical education have a definite impact on the teaching style of experienced teachers compared to beginner teachers (M.Dussault, 1973, D., M. Toussignant and col. 1996, D. Sensevy.2014...)

It has been demonstrated that the practice of teaching allows the increase of self-confidence, the acquisition of a richer repertoire and more varied attitudes towards a group of learners. (Merieu, 2015, Pieron, 2017)

« Good communication is not only needed for the effective teaching profession but it is also very important for the effectiveness of every concern to our life » (Batenburg & Smal, 1997).

A recent study about communication drew our attention. The study does not target the teacher communication directly. Still, it addressed the very important topic of physical and verbal aggressive behavior of pupils. The author emphasizes on the practice of sport in a serene climate as a way to channel student's aggressive behaviors. (Bouachada Yacine, 2020)

Thus, our reflection is centered around the evolution of teaching style from beginner level, up to five years and more of practice of the field.

Our questioning concerns the experience of the PE teacher and the teaching style used. Indeed, our main question is:



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To what extend can years of experience influence the way teachers communicate with a class of middle school students?

We assume on one hand, that PE teacher, during the years of teaching practice, refines his knowledge about the expectations of the students and learns to meet the needs of each of them.

On the other hand, that the teacher, through the exercise of his teaching practice, improves his ability to adapt, even to improvise by moving from one style to another, during the teaching session of Physical and sportive education.

This case study has as subject of study the experienced teacher as well as the beginner facing a class of college students. Our pedagogical aim is to shed light on the achievements of an older teacher in class management, and more particularly in its pedagogical communication.

Our goal is to learn more about communication in the class group by a teacher with years of teaching practice compared to his colleague, a beginner in the profession.

Far from favoring one way of teaching over another, our wish is to exploit the knowledge and skills acquired over the years of teaching in order to promote the behaviors and management skills of teachers who can ensure effective and successful physical and sportive session.

Finally, we want to give the experience of teaching practice a human dimension, in addition the didactical prism, in order to provide judicious and practical advice to young recruits. Our ultimate ambition is that the beginner teacher can avoid the pitfalls encountered by the oldest, at the start of their career (J. M. Banner, H. C. Cannon, 1997).

### **2. Teaching practice and experience in teaching PE:**

Refers to a situated professional activity, oriented by the ends, goals and standards of a professional group. The teaching practice results in the implementation of knowledge, processes and skills in acts of a person in a professional situation. (M. Altet, 2002).

“Teaching practices cover practices within the classroom, called teaching



practices...The work and teaching practices focus on describing, understanding and explaining these. Teaching practices concern all the interactions that can occur between the teacher and the actors of the education system under the effect of a particular context...in the realization of the didactic action, the teachers will operate choices which are integrated into an information processing and decision-making process? The latter by their training, their experience, their habits, their representations, have a capital of resources. (S. Safourcade, 2011)

Teaching practice, presented by two authors as the teaching activity par excellence. This allows, among other things, the transmission of knowledge. The study made it possible to explore the didactics and the clinic of the activity. The goal being "to access the hindered part of the didactic activity, by identifying the tensions and the conflicts of the teaching practice..." This study is interested in the didactics and the clinic of the activity.

Nathalie Monnier and Chantal Amade-Escot, "Hindered didactic activity: a tool for understanding teaching practice in a difficult environment", *Revue Française de Pédagogie*, 2009.

"Experience as a practice of something, from which knowledge, knowledge, a habit derives. The experience has a formative aspect. » (dictionnaire Larousse)

P. Foulquier defines experience as knowledge acquired through intelligent and thoughtful practice. This source specifies that it is necessary to distinguish the so-called empirical experience from the experimental one. The empirical concerns the mode of knowledge based on "vulgar experience", that which makes the man of experience, while the experimental, is based on "the mode of knowledge based on experiences rationally organized in order to determine the causes and to test the hypotheses. »

### **2.1. Beginner teacher:**

Concerning beginner teachers, Bessiouni(1992), speaks of young teacher or even new in the profession. He offers the following advice:

- Self-control helps to better manage the group.
- If there is any doubt as to a pupil responsible for a row or a destabilization of the group, observe a time of silence until you are sure of the identity of the "culprit", but if the doubt persists, the silence will prove more effective than reprimand or advice.
- Avoid embarrassing situations by reviewing your educational sheet for the day's session several times.



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- Being friendly and patient, these two qualities help you get out of it.

“Young masters...Remember that in all things your lessons must be more in action than in speech; for children easily forget what they have said and what they have been told, but not what they have done and what has been done to them. (C. Roiné, 2018).

M.Pieron has studied the behavior of the expert teacher compared to the beginner (Analyze the teaching for better teaching, 1993).

P.Merieu analyzed the teaching of physical education and was interested in the experienced teacher compared to the novice. Through careful observation of the two categories of teachers, he demonstrated that the teaching experience had a positive impact on the management of the class group.

The concept of experience has been associated with that of "reflective practice" in order to bring out the idea that the professional develops his skills essentially in and from practice (J.Eujet, 1998)

While Carriero da costa found that the most effective teachers are characterized by the quality of their specific interventions (1995).

More recently, professional experience has been linked to the effectiveness of teaching which, according to L. Talbot( 2012), leads to good student performance and to the reduction of the gaps between weak and strong students.

Five phases of development over the years of teaching a PE teacher have been listed to arrive at expertise. Berliner, 1988.

- The beginner: Described as a teacher, during his 1st year of service, who behaves by following the learned rules, in a rational way and lacks "flexibility" in the face of pedagogical situations. He “survives” in an “uninviting” school and social environment.

- The advanced beginner: Teacher of 2nd and 3rd year, he recognizes "similarities in situations", records episodes in memory and links them to current experiences. Begins to develop “strategic awareness” and to “respond to the context more appropriately”.

- The competent teacher: In the 3rd and 4th year of teaching, he “conscientiously chooses what to do and can isolate the key events in the conduct of his class. »

- The effective teacher: In his 5th year of teaching practice, he is described as a teacher who has "acquired a wide range of experiences and means", his way of



teaching is "more fluid" and implements more easily educational acts.

- The expert teacher: The teacher "acts intuitively" and does not think before acting as he is sure of his choice. He is in control.
- Has difficulty understanding instructions or rules.
- Difficulties in persevering in carrying out tasks.
- Poor motor coordination ineffective by haste.

For the purposes of our study, we contented ourselves with the judgment of the teacher regarding hyperactive learners or those with an attention deficit. Unable to call on the school doctor for a diagnosis of this disorder, we assume this choice and specify that this variable is in the background compared to the years of experience of the teacher as well as his ability to manage his group.

### **2.2. Expert teacher:**

Perrenoud defines the experienced teacher as "professional", "man of the job" or even "capable of thinking in situation and in action".

As for Pieron, he speaks of "expert teacher" to differentiate him from the beginner teacher. He uses the concept "expert-beginner paradigm" to better understand the path that a beginner teacher must follow before becoming a "master of his art", "experienced teacher" or even "a master teacher".

### **3. Communication skills:**

Communication, in the context of PE teaching, is pedagogical. Pedagogical communication being defined, among other things, as "a process by which a person who knows or knows how to do, endeavors to transfer his knowledge, his aptitudes and the lessons of his experiences to other people and this, in the best possible conditions..." (P. Casse, 1990).

Teacher with poor communication skills may cause failure of students to learn and promote their academics. Student need to understand that what is right, and what is wrong while it totally depend upon the communication skills of teachers which he adopt in class-room (Sherwyn P. Morreale, Michael M. Osborn Judy c. Pearson, 2000).

#### **3.1. Skills of PE teachers:**

There are 02 types of skills in PE teachers: (ref Web. Superprofs...)

##### **1. Didactics:**

- Knowledge of APSA



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- Content Knowledge

2. Educational:

- Communicate

- Know the students.

“A skill is an identified knowledge bringing into plays one or more capacities in a given notional or disciplinary field. » (P. Merieu, 1991)

A competency is “a set of knowledge, know-how and interpersonal skills that allows the proper exercise of a role, function or activity. Properly means here that the treatment of situations will lead to the result expected by the one who treats them or to an optimal result. (From Hainaut, 1989)

The professional skills of the teacher have been summarized: (Order of the French Ministry of National Education, 2010)

Act as a civil servant and in an ethical and responsible manner

All teachers contribute to the social and civic education of students. As a public official, he demonstrates professional conscience and follows ethical principles: Establishes respect for everyone, freedom of opinion and is attentive to developing an attitude of objectivity as well as being responsible for official texts.

### Master your discipline and have a good general culture

The professor has a thorough knowledge of his discipline and a mastery of the questions included in the programs. He knows the components of the common base of knowledge and skills, the annual benchmarks for its implementation, its levels and its evaluation methods. He helps the students to acquire the skills required by ensuring the coherence of his project with that of the other courses. He also has a solid general knowledge which allows him to contribute to the construction of a common culture of the pupils.

### Design and implement your teaching

The professor masters the didactics of his discipline, and he is able to implement multidisciplinary approaches. He knows the learning processes, the obstacles that students may encounter and how to overcome them. He is able to develop programs and distribute learning over time.



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### Organize class work

The teacher knows how to help all the students in a class progress both in mastering knowledge, skills and behaviors and in respecting the rules of life in society; its requirements are related to behaviors and it ensures that students attach value to personal and collective work. It dispenses the rules of living together, encouraging tolerance and respect for others.

### Take into account the diversity of students

The teacher knows how to differentiate his teaching according to the needs and faculties of the students, so that each student progresses. It takes into account the different learning rhythms, accompanies each student, including students with special needs. It encourages each student to take a positive look at others and at differences while respecting socio-cultural values.

### Evaluate students

The teacher knows how to assess the progression of learning and the level of skills acquisition reached by the students. He uses the results of the assessments to adapt his teaching to the progress of the students. It helps students understand the principles of evaluation and develops their ability to evaluate their own productions.

### Mastering information and communication technologies

After his university training, the teacher must have acquired the skills of use and reasoned mastery of information and communication techniques in his professional practice.

### Work as a team and cooperate with parents and school partners

The teacher works with the educational teams of the school as well as with teachers of his discipline. The council of teachers at school, the pedagogical council at college or high school are privileged instruments of teamwork. The teacher cooperates with parents and school partners.

### Train and innovate

The teacher updates his disciplinary, didactic and pedagogical knowledge. He knows how to appeal to those who are likely to bring him help or advice in the exercise of his profession. They are able to analyze in an unbiased way, their work and modify their teaching practices if necessary.

### **3.2. Communicative skill:**

Communicative competence: “The set of skills allowing the speaking subject to communicate effectively in specific cultural situations” (J.Bres, 2020).

EPS requires special management skills. In addition to the motor aspect, the





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teacher must deal with affective as well as cognitive learning.

The objectives of this subject, proposed by the curriculum, are essentially aimed at the development of the child, physically and mentally, so that he becomes a respectable, balanced and healthy citizen of tomorrow. (Teacher's Guide, Directorate of Education, 2016)

“Citizenship education to build the world of tomorrow” (D. Délégnières, 2000)

### **Verbal Communication**

Communication of Physical education teachers is most likely verbal (spoken word) communication. Physical education teachers work, often in larger spaces than those of teachers who teach other subjects. For that reason, it is important that physical education teachers speak loudly. They should take care to ensure they are not yelling. It's better for physical education teachers to have a small group than a big one, in order to avoid needing to yell to students when they have to give directions for pupils who are far away.

During the lesson, physical education teachers should modulate their tone to maintain students interest and attention. About understanding, teacher should repeat important points and directions. It's is very important to repeat and be sure that every point has been heard and understood, because students can potentially get hurt if they do not hear or follow all directions.

### **Nonverbal Communication:**

Physical education teachers cannot solely rely on verbal communication. Sometimes, verbal communication may not be feasible or the teacher doesn't want to lose his or her voice from speaking loudly for several hours a day.

Fortunately, there are a number of nonverbal, it means using actions and body language, means that physical education teachers can use to communicate with their students.

Physical education teachers can use gestures and body language to communicate with their students. They can use gestures to get students attention, like waving their arms at a student who is looking at them, but too far away to hear them.

Teachers can also use body language to communicate how to do specific activities and communicate the proper technique or form for activities.

Physical education teachers can also hold up a hand while speaking to indicate to a student who is interrupting that they need to stop and, during their practice of



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teaching P.E., these teachers must be able to play with their body expression (Visioli, Petiot & Ria, 2014).

Non-verbal communications in PE sessions (CNV), such as class management, learning and teacher ergonomics have caused a lot of ink to flow. After observing a dozen teachers with more than 10 years of experience, the author deplors the "under-investment" of these CNVs, and invites professionals to become aware of the importance of CNVs in communication in PE. (M. Boizumault, 2012).

As opposed to verbal language, non-verbal implies bodily expression. The types of non-verbal communication have been listed: gestures (raise your hand, wave your hand to say no, raise your thumb to congratulate, etc.), facial expressions (smile, frown to show disapproval) or pats of approval on the shoulder... And verbal communication through explanations, details, reminders of recommendations, encouragement, calls to order, the reprimands... And the voice, by its tone, rhythm or intensity. (M. Pieron, 1993.)

The teacher communicates with words or with gestures, or both at the same time: « We are constantly communicating. We can't stop communicating. We receive and send series of signals of which we are not aware, which we do not control and which, however, have an influence on the effectiveness of communication. » (Watzlawick, 1981)

Communication can generate a certain ambiguity, as P.Casse reminds us, highlighting the perceptions that can be the source of misunderstandings. He insists on the fact that all pedagogical communication takes place within a "framework of action" from which it is difficult to escape. This framework is, according to the author, limited to:

- A natural propensity to be creative;
- A need to center pedagogical acts on the teacher's ability to "program themselves" or to update a wide variety of motor patterns.

Difficulties in pedagogical communication (Auclair D.):

- Of a cognitive nature, if the interlocutors do not use the same codes, or else, a language including insinuations, or even things left unsaid.
- Emotional, if the educational relationship is altered by prejudice, sympathy or antipathy or a difficult relationship experience...
- Of a technical nature, in the case of the incompatibility between the pedagogical situation planned by the teacher and the motor or physical capacities of the learner, or even defective equipment hindering the realization of a given motor action.



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By citing communication during the PE session, we inevitably refer to pedagogical interventions. It seems interesting to us to specify that Maccario, among the authors who have dealt with the teaching of physical education, recommends some management principles to make the learning situations the most effective and the most motivating and refers to the pedagogical culture elders in pedagogical intervention.

Thus, to the beginner teacher, he proposes:

- "...The learning situations must constitute the main part of the physical education lesson.
- The learning situations are organized to allow at any time during the lesson the simultaneous activity of at least half of the pupils.
- It is not desirable for a learning situation to turn out to be artificial or too far out of step with the learning it is supposed to serve or with the level of the students who are confronted with it. »

A French study found that "trainers", as "older" and "more experienced" teachers, have a greater capacity to adapt than trainee teachers. (Extract from the symposium: Teaching expertise. France, 2000).

This corroborates the words of Marc Durand, at the end of his analysis of the teaching of physical education. Indeed, He demonstrated that the educational interventions are thought out, planned and written in advance, particularly among novice teachers, because they cannot anticipate the reactions of the students.

On the other hand, among the experience, the session plans as well as the pedagogical interventions appropriate to each exercise.

### **Methods and materials:**

The questionnaire as an investigative tool concerned both teachers and students in order to obtain the opinions of all the actors in the communication process during physical education sessions.

Three questions were posed to the students and four questions addressed to the 2 case study teachers.

Questions for 35 pupils:



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Question 1: How would you rank qualities of your P.S teacher when it comes to communication during the session?

B : Beginner teacher      E : Expert teacher

Qualities	Strong	Patient	Right posture	Friendly
<b>Beginner</b>	30	15	05	05
<b>Pourcentage</b>	85.71%	42.85%	14.28%	14.28%
<b>Expert</b>	05	20	30	30
<b>%</b>	14.28%	57.14%	85.71%	85.7%

Pupils believe that this beginner teacher is stronger than the expert. This could be explained by the fact that the beginner is young, so he seems to be in a better shape than his older colleague (young and smart body) who is more confident and has the right posture to talk when he communicates.

The results show us that the teacher who has many years of practising his profession, is considered as an expert in communication contrary to the teacher who begins to practise. « A variety of skills are needed for good teaching and teachers ». (Ehinderó & Ajibade, (2000) « ...for effective teaching, teacher requires good communication skills such as good communication, good classroom management, updating knowledge and maintaining personality. No one can teach effectively until having these basic skills of teaching ».

A majority of pupils think that, there isn't a big difference between these two teachers, when it comes to patience. This quality is noticed by a big percentage of the pupils. We could add that it would depend on the moment of the teacher's intervention. Both of them have this quality and use it during the session.

A major part of pupils think that the expert is more friendly than the beginner. It could be related to the confidence. The young teacher is afraid of losing control of his group, that's why he seems to be distant.



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Question 2:

Teacher uses an incomprehensible vocabulary:

		B	Yes	E	B	No	E
<b>Answers of</b>	<b>35</b>	25		10	10		25
<b>pupils</b>							
<b>Percentage%</b>		71.42%		03.5%	03.5%		71.42%

These results show us that this beginner teacher uses a complicated vocabulary than his colleague. It could be due to a lack of confidence or to a difficulty of adaptation at the student’s level.

As for the experienced teacher, he is seen as a communicator who only uses language that is ready to understand according to the students. It could be explained by an effective practice which would have made it possible to learn how to address this age group. « Teachers need clear communication for the good understanding of students and avoiding the problems for students while learning from their lecture. It is also needed by the teachers to understand first himself before teaching to students » (Loss, J. 2000)

Question3:

Beginner teacher uses more verbal communication than the expert:

<b>Teachers</b>	<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
<b>Beginner</b>	30	85.71%	05	14.28%
<b>Expert</b>	05	14.28%	25	71.42%

The results show, that according to the pupils, this P.E teacher, as a beginner, speaks a lot, unlike his older colleague, who transmits instructions, makes corrections or encourages his group with gestures and facial expressions, more than with using words.

Questions for teachers :

1. Do you think that verbal communication is enough to teach



physical education?

Answers	Yes	No
Beginner	+	-
Expert	-	+

The results show that this expert teacher uses both of N.V. and verbal communication, and years of practice of this expert teacher would have contributed to the acquisition of greater self-confidence, conciseness in verbal communication and more fulfilled body expression.

2. Do you think that practicing teaching helps you to enrich bodylanguage?

Answers	Yes	No
Beginner	+	-
Expert	+	-

Both of these two teachers think that experience helps gain a rich vocabulary (verbal and non verbal). In other words, teacher is able to communicate easily with few words and also with his body, after many years of teaching physical education.

Example of N.V communication: It could be in raising a hand to encourage or correct a movement, or the ways to look at the pupils. Emotion would be expressed without word (agreement, disapproval...)

3. Do you think that P.E. teacher has to master how to use both of verbal and non verbal of communication during lessons?

Beginner	No
Expert	Yes

This beginning teacher does not give enough importance to non-verbal language. To combine the gesture with the verb seems to him inappropriate to the session of EPS, however physical.

4. How does the beginner and the expert teacher rank 3 of the essential qualities required to be a good communicator?



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Teachers	Qualities : Good listener, right posture and patience		
Beginner	1.Right posture	2.Patience	3.Good listener
Expert	1.Good listener	2.Patience	3.Right posture

This beginner teacher attaches great importance to appearance, to an elocution adapted to the subject taught as well as to camaraderie with his students to establish an educational relationship to his advantage.

On the other hand, the expert attributes great importance to listening as a criterion of good communication, to patience, as an ideal pedagogical attitude and to the correct posture for communicating. Both of them think that teacher need to be patient during the session.

### Results and Discussion:

To communicate in class, teachers use their bodies through their positions, movements, looks, facial expressions, gestures which are used to transmit various informations. Some non-verbal communications are sometimes redundant and make it possible to optimize assembly times, handing over of instructions in order to save time for the teacher or even to learn. These are routines, repetitive gestures that come up regularly and are specific to an expert teacher. These redundant gestures refer to a staging of the teacher's body, who, through his action, will mean something specific, such as bringing the students together with a whistle, or crossing his arms to show that he is waiting for silence.

The interviews highlight that teachers are not very aware of their NVCs and that they attach little importance to their benefits, such as class management and the goal of gaining efficiency. Regarding the question that aimed at trying to know if teacher had specific, repetitive behaviors, none came to the panel's mind spontaneously.

It is only in the self-confrontation interview, when we showed them specific gestures of particular behaviors that they were able to justify them and explain the interest of these singular actions. (M. Boizumault, G. Cogérino, Staps 2012, n°98) Specialized literature has shown that communication, especially non-verbal communication, contributes to acquiring soft skills with students (Runtz-



Christian, 2000), a quality of presence (Lisahunter, 2011), as well as an improvement in student learning (Forest, 2008). Expert teachers seem to develop skills in playing with their body expression to achieve varying effects on students (Visioli, Petiot & Ria, 2014).

On the contrary, according to Moulin (2004), a certain number of novice teachers experience communication problems, linked in particular to the relationship of authority, which they spend a large part of their time managing and which absorbs their energy. Studying the non-verbal communications (CNV) of experts, which constitute teaching action (Bucheton & Soulé, 2009), therefore appears to carry major professional challenges. (Jérôme Visioli, Oriane Petiot et Luc Ria, 2016).

#### **4. CONCLUSION:**

The present study indicates that the students questioned agree with the idea that they learn well from teachers who have good communication skills or teachers who adopt good communication skills while teaching.

This case study, could be associated with the research of Loss, J.(2000) who asserts that good communication skills strengthen the relationship among the students and teachers by improving the level of understanding among teacher and students. This case study indicates that effective teaching not only depends on the knowledge base of the teacher but also it is related with method and style of communication teaching skills.

In addition, we could link the result of our case study to the study conducted by Cohort Nominat (2016) which concluded that it is not necessary for a teacher to have good knowledge but it is also necessary for a teacher to have a good communication skill.

We would like the training in physical education to be associated with serene, rich and effective communication; whether it comes from the teacher or from the students, so that the class climate is reassuring. (Bouachada Y., 2022).

Despite the fact that this article is the result of a case study, we allow ourselves to suggest intergrating a communication module within the training program of future P.E. teachers. Teachers that have been recognized by literature as role models for the youngest.





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