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**Peer Observation As An Investigative Procedure to Better Enhance
teaching.
The Case of Teachers at the Secondary Schools of Ahmed Benzekri and
IbnSaadTlemcen.**

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Dedications

To the most precious people to my heart: to the ones who gave birth, meaning, and love to my life,

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Abstract

In an effort to enhance teachers' professional growth, institutions all across the world have welcomed innovative methods of professional development for teachers, such as peer observation (PO), professional development for teachers is frequently undertaken outside of the workplace and so is disconnected from daily classroom operations. Peer observation is an alternative professional development strategy that is contextualized in the classroom via coaching and collaboration. PO has lately gained popularity as educational and political leaders assess instructor performance. According Richards and Farrell, peer observation of teaching allows colleagues to monitor one another and obtain insights into their professional practices (Richards and Farrell, 2005). In practice, when the goal of an observation is viewed as an exploratory task intended for professional development, the observer, whether new or experienced, can broaden or shape new ways of teaching, allowing him to reset and refine his teaching practices and principles of approaching the job of teaching with greater commitment, diligence, and devotion. However, there are negatives thought to PO when it is not viewed as supportive and practical. This study sought to investigate teachers' attitudes about peer observation as a tool for professional development. It also investigates whether novice and experienced teachers have distinct perspectives on the peer observation process. The investigation was carried out by a questionnaire to teachers followed by a structured interviews which were respectively conducted with teachers at two different high schools in tlemcen. A classroom observation was also added to systematize the triangulation of investigation.

List of Abbreviations

P O Peer Observation

P R Peer Review

T E D Teacher Education Development

C P D Continuous Professional Development

E L T English Language Teaching

T P Teacher Portfolio

E F L English as a Foreign Language

I C T Information and Communications Technology

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General Introduction

General introduction

Today's classrooms are getting increasingly culturally and linguistically diverse. Because each student is regarded unique, it is necessary for teachers to provide an effective education to all students. One of the most important elements influencing students' educational success is the quality of instruction. Teachers are responsible for their students' academic growth and learning in the classroom. They can further their education by refining and enhancing their diverse teaching talents through outstanding professional development.

Professional development for teachers has been shown to improve teacher performance and student accomplishment. Peer observation has become a more common method of professional development, which is recognized as the most powerful source of insight, and when done well, it allows for instructors' self-growth, which could eventually result in improved student learning and academic accomplishment. However, in many academic settings, peer observation is used exclusively for assessment and performance monitoring, and its promise of assisting teacher professional development is not being realized. As a result, the watched teacher may experience nervousness, impairing their performance or desire to view the observation as a professional growth opportunity. The goal of this study was to look into teachers' experiences with a peer observation model and how they thought it affected their practice and sense of collegiality at school. As a result, the following research questions motivate the current work:

1-Do teachers adopt peer observation as an enhancer to better teaching?

2-Is peer observation a concept which is viewed and valued by experienced as well as novice teachers?

Besides to this, the researchers suggest the following hypotheses:

1. Because of the instructional methodology of teaching, secondary school teachers do not reflect on their teaching practices in a quest for quality teaching.

General introduction

2. Peer observation, as an investigative procedure and a way of reformulating one's teaching, is not officially undertaken by secondary school teachers.

Concerning the organization of the work, it is divided into two chapters. The first chapter is regarded as the theoretical part of the work it includes the definitions of both teaching and learning and also definitions for pre-service and in-service teacher training and the importance of both of them in the EFL context and it provide also the major differences between them. In addition to this it speaks about the notion of Teacher education development; and it reflects the importance of reflective teaching in teachers' professional development. It also clarifies the many exploratory tasks that increase reflection, such as peer observation, which is seen as a tool used to share excellent practice. At the end, it includes some aspects related to peer observation. The second chapter is the practical part in which it sheds light on the procedures used by the researchers. It explains the collection and the analysis of data through three types of instruments used in this work, and the results are discussed separately to confirm or disconfirm the proposed hypotheses. Finally, it also provides pedagogical implications and recommendations to use peer observation to better enhance teaching at high schools. This chapter, includes some tips on how to conduct peer observation.

Chapter one

Chapter One: Theoretical Overview of peer observation

1.1 Introduction:

Things have evolved over time, and teaching has become an increasingly vital job. The teacher is the most significant individual in the teaching process, as the way he or she teaches affects the learner's level. It is his/her obligation to provide the learners with the appropriate information; he/she is the class's sole manager and the most important component. In this line, teachers should reflect on their teaching methods and employ professional development tools such as peer observation. Many researchers have expressed interest in this phrase, with some attempting to provide a thorough description related to its fundamental pillars, while others attempt to apply the concepts of this term to numerous contexts and situations. to assess its efficacy. the current chapter covers general information and essential terminology in the realm of reflective teaching and teaching education development in order to enrich ongoing professional growth.

the first section of this chapter focuses on the various teaching and learning tactics and viewpoints, as well as how they interact with existing procedures. The second phase wreaks havoc on the perspectives of contemplation and inquiry, emphasizing the exploratory tasks as their most important components. The final phase reveals the concept of peer observation as an investigative technique for instructional practices and finishes with the peer review model's byways, strategies, and advocacies.

1.2 Defining Teaching:

Teaching, as referred to in the majority of dictionaries, is defined succinctly as follow:

-According to Merriam Webster Encyclopedia, teaching is the Profession of those who give instruction, especially in an elementary or secondary school or a university.

- according to the Cambridge International Dictionary of English, teaching is defined as “the process of giving knowledge, instruction or training to someone”

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The teaching profession is one of the instruments of education, it is a process of creating situations in which the learner voluntarily changes his methods in the direction of his own aims as in the words of Gage (1963), "Teaching is a form interpersonal influence aimed at changing the behavior potential another person". Like when it happened previously in people's homes where children were taught how to act and think in various life situations by their parents and elders. As Morrison says "Teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter". Morrison (1934); in the same vein, teaching is described by Edmund Amidon (1967) as an interactive activity, primarily comprising classroom discourse between instructor and learner that happens during specific predefined tasks.

The history of teaching may be traced back to Confucius (561 B.C.), the first famous private instructor. He took any enthusiastic pupil and, in addition to standard topics, gave his particular wisdoms for growing responsibility and moral character through discipline. In the Middle Ages, learning institutions such as Cambridge University were founded and teacher training became required. After that, the notion of education grew increasingly widespread as society got more industrialized and the teaching process has transformed from a simple educational function into a complex profession. Teaching may be seen of as a type of problem-solving and decision-making, the International Encyclopedia of Teaching and Teacher have divided the notion of teaching into three categories: 1. The term "teaching as success" refers to the fact that learning is a component of teaching. Teaching comprises learning and is defined as any action that has a direct impact on learning. 2. Teaching as a deliberate action implies that, while it may not logically entail learning, it may be expected to result in learning. 3. Teaching as normative behavior refers to actions performed with the goal of assisting others in learning. It refers to a group of activities, the most important of which are training and instruction, as well as indoctrination.

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Atlast, Davis et al. (1962), Gagne et al. (1974) and Gage (1978) have contributed significantly to defining this concept, and their views could be summarized as follows: Teaching is a scientific process, and its major components are content, communication and feedback. It is frequently considered an art rather than a science

1.3 Definition of learning:

In human behavior, the notion of learning is extremely important. From birth to death, humans continue to learn as Albert Einstein in one of his quotes said that

“Once you stop learning you start dying”

Learning has an impact on a child's growth. Only through the process of learning and imitation of traditions and customs does a kid acquire new habits. Learning also helps to develop intellectual abilities. Learning develops good and bad decisions, conceptions of justice and aesthetic sense, and so forth. This process continues throughout one's life. Maturity is built on the foundation of learning. Learning has an impact on our language, customs, and traditions, as well as our attitudes and beliefs, personalities, and aspirations.

In fact, it is appropriate to state that learning has an impact on all element of our lives.

The phenomena of learning are extremely crucial for human growth.

Different psychologists and educators have defined the notion and meaning of learning in their own unique ways; it is defined:

-by some as a process.

-by others as a change in performance, as mentioned by Ambrose et al learning is “a *process* that leads to *change*, which occurs as a result of *experience* and increases the potential for improved performance and future learning” (Ambrose et al, 2010, p.3).

-And yet others as the acquisition and retention of knowledge, according to G.D. Boaz (1984) “Learning is the process by which the individuals acquires

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various habits, knowledge, and attitudes that are necessary to meet the demands of life in general”

-and from a psychological point of view, learning has been explained as a stimulus response process.

As a result, the majority of textbook definitions of learning relate to learning as a change in behavior brought on by experience. This is a very simple functional definition of learning, in which it is viewed as a function that maps experience to behavior. To put it another way, learning is the influence of experience on behavior.

1.4 Modern Teaching Requirements:

Teaching has long been seen as a noble profession. Teachers must continually strive for excellence in order to obtain the competences necessary in the teaching profession. There are several requirements of the teaching profession that a teacher must meet in order to produce desired behavioral changes in students. The following are a few of them:

-Good knowledge of subject matter:

Teachers must have a thorough understanding of the subject matter that will be taught to the pupils in order to teach it to them. For example; teachers of primary schools must have a basic understanding of a variety of subjects, including language, mathematics, physics, and so on .As well as Teachers of secondary, and higher schools they must have a thorough understanding of a topic.

-Good communication skills:

A teacher's communication abilities are one of the most essential requirements for effective teaching. The instructors should be able to communicate sensitively and effectively through the use of a suitable manner. The teacher's communication in class might be both verbal and nonverbal. They must use language that is suitable for the student's age, gender, religion, race, and also psychological development. They must be capable of creating an effective and meaningful communication cycle with pupils

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-Competency of curriculum development:

The Curriculum is the totality of a child's complete experience at this institution. It encompasses all of the activities that take place at school and aids in the overall development of the kid. Teachers operate as brokers in the curricular transaction. However, when teachers are knowledgeable of the main ideas of the curriculum, the transaction will be at its finest. Teachers must be capable of designing, planning, implementing, and adapting curricula to meet the requirements of their pupils. Teachers are the only ones who have firsthand knowledge of the teaching-learning process. Teachers should be cognizant of curriculum philosophy, ideas, and emotions when they construct curriculum.

-Curriculum development competency:

The curriculum encompasses a child's whole experience at this school. It includes all of the activities that take place at school and contributes to the child's overall development. In the curricular transaction, teachers behave as brokers. The transaction, on the other hand, will be at its best when teachers are familiar with the curriculum's core themes. Teachers should be competent to create, develop, execute, and change curriculum to fit the needs of their students. The only people who have personal understanding of the teaching-learning process are teachers. When creating curriculum, teachers should be aware of curriculum philosophy, concepts, and emotions.

-Maintaining a social-cultural balance in the classroom:

Each class is made up of a wide range of students. Teachers build a learning environment that meets the needs of a diverse group of students. A teacher should be able to create a positive learning environment. He should keep in consideration the kids' social cultural background, principles such as democracy and human rights, collaboration, and teamwork while constructing the learning environment in the school curriculum. To achieve all of this, teachers must be knowledgeable in this field. A teacher should have a solid awareness of the many communities in society in order to create an environment that promotes good diversity inclusion in

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the classroom. Teachers may achieve this by using a variety of courses and resources to help students recognize stereotypes and appreciate the contributions of many members of society.

-Develop effective evaluation plan:

The instructor devises a variety of assessment strategies to assess pupils' progress toward a defined learning goal. Teachers must analyze their own teaching conduct as part of the teaching learning process. Developing a problem-solving mindset among students: Effective instructors plan the teaching-learning process such that its activities or modalities foster critical, creative, and analytical thinking abilities in their students.

-Be a reflective practitioner:

Effective instructors must be able to reflect on their experiences and outcomes during the teaching learning process in order to be good teachers. By reflecting on the student's performance, the teacher was able to examine it.

-Competency of using ICT tools:

In order to deal with 21st century learners, our teachers must have the necessary competencies. Learners in the twenty-first century have a lot of energy and access to a lot of information thanks to the internet and ICT technologies. So, teacher's in today's world should be skilled in the use of ICT tools in the teaching and learning process, technology must be integrated into the classroom in order for pupils to learn as much as possible, such as; ICT-based audio-visual aids in class.

- Competency for Research:

Teachers' professional growth is incomplete without research. Teachers confront several obstacles and concerns during their careers as educators. Teachers may do action research to discover answers to these issues. Teachers also do research for their professional growth in relation to their specialized disciplines. As a result, instructors must be capable of conducting research in order to stay current.

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Teachers must display teacher competences during the teaching learning process. A teacher's critical qualities for connecting with 21st century learners include good classroom management, selection of successful teaching practices, effective assessment, and technology skills. Teachers in today's world must organize, implement, and assess the teaching-learning process in relation to pre-determined goals. Teachers employ a variety of tactics to foster healthy relationships, teamwork, and desired learning outcomes. In today's world, teachers must engage a diverse range of students in a meaningful teaching learning process.

1.4.1 Training of teachers:

Teaching as a profession necessitates extensive training which refers to activities aiming at expanding or growing an individual's knowledge, abilities, and behavior so that the teacher may do his/her task with high efficiency and effectiveness and may reach a high degree of performance and professional progress. Through teacher training programs, future teachers gain many numerous skills required to organize an effective teaching-learning process. As Richards and Farrell (2010, p.3) state, "Training refers to activities directly focused on teachers' present responsibilities and is typically aimed at short term and immediate goals". According to this point of view, training is intended to provide answers to a set of predicted difficulties and places a premium on proving expertise.

Teacher training is usually separated into two categories: pre-service and in-service teacher preparation. Both are described below:

1.Pre-service training:

It refers to the training that new instructors get before starting any educational task. In terms of an institutional structure, curriculum areas, time allocation, and forms of practical experience for students, pre-service teacher education varies widely throughout the world.

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In Algeria, pre-service teachers learn how to use their expertise to create and design lesson plans for classroom teaching, as well as how to manage the classroom. The major focus of this educational program is on attending a school program overseen by an experienced teacher, where the trainee teacher may improve his or her talents and learn how to teach. The importance of preservice training programs is explained by Loughran and Russell as follows: “Pre-service teacher education programs are the first place of contact between beginning teachers and their profession. If they value the pedagogical knowledge that is continually being developed, refined and articulated within their profession, and if they are to understand the complex nature of teaching and learning. And if they are to be ‘teachers’ not ‘tellers. ‘trainers’ or ‘programmers’, then the first contact through pre-service programs is crucial.” (Loughran and Russel, 1997:68-69). In other words, the would-be teacher is given the opportunity to practice teaching skills during teaching practice before joining the actual world of the teaching profession. It helps instructors improve their function as educators by equipping them with the necessary skills and abilities. It also helps educators cope with problems that happen during their employment. It is vital for teacher educators to understand how to connect with the fundamental characteristics of a successful teacher and how to instill these characteristics in student teachers.

2. In service training:

An in-service training program is a program established to improve the performance of all staff currently assigned to roles in a school environment or to implement a specific innovation or program to enhance the performance of all school personnel already allocated to roles, or to adopt a specific innovation or program. The completion of pre-service training does not imply that a teacher is now trained. He remains so even when he participates in in-service training, which is especially vital throughout the periods of major reforms and transitions in any society. These changes in educational systems necessitate qualitative adjustments in their philosophy, aims, and related educational concepts, ideas, and activities. Pre-service

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training does not mean that a teacher is immediately qualified. He stays so even when taking part in in-service training, which is especially important at times of major changes and transitions in any society. These shifts in educational systems need qualitative modifications in their philosophy, goals, and instructional concepts, ideas, and activities.

The importance of in-service training may be seen from different perspectives. In this view, in-service training includes all educational and personal experiences that may assist an employee to be more productive. In-service training enhances teacher effectiveness and assessment methods, which develops classrooms and the teacher's capacity for innovation; this sort of training should provide some aspects of creativity as well as illuminating the teacher with modern techniques and enhancing his knowledge and experience in his field. It also gives continuous learning tactics to instructors by exposing them to the notion of continuous education, enable individuals to self-learn skills on a regular basis and cultivating positive attitudes toward training in order to enhance their talents It also assists people in avoiding errors in their professional activities.

Widdowson (1990:62, 65) separated pre-service and in-service teacher training as follows:

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Pre-service training	In-service training
<ol style="list-style-type: none">1. The primary focus of EFL novice teacher preparation is on pedagogical difficulties (classroom management)2. Assist them in developing self-confidence in the teaching profession, they will be able to construct their own personality in the classroom.3. Training-based pre-service programs	<ol style="list-style-type: none">1. Is an acculturation procedure that any new teacher should go through before joining the teaching team.2. Education-based in-service programs

Table1.1. Pre-Service VsIn-Service Teacher Training.

Though there are certain distinctions between the two modes of training, we must recognize that both aim to produce great instructors for a constructive teaching process. According to Saban (2002), preservice and in-service training programs can help teachers develop their professional identities and credentials. To put it another way, these training programs can assist instructors in developing their professional identities.

1.5 The need for change:

It is now vital for instructors to adjust or modify themselves in response to societal expectations or needs. It is commonly acknowledged that just disseminating information is insufficient, as what is taught is not necessarily retained. According to some research from effective schools and successful inclusive schools, there are a variety of characteristics that can aid to boost student learning. For such shift, changes in teacher training, teaching and learning materials, theoretical and

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practical elements, curriculum, professional development, evaluation and assessment, and many other factors must be considered.

The positivist viewpoint aided in the preservation of conventional classrooms in which instructors are the exclusive source of information. As a result, the P.P.P. (Presentation Production Practice) lesson loomed big in language classes where the illusion of mastery still prevailed and some instructors still refuse to accept the shift. This viewpoint is consistent with positivism as opposed to constructivism, which opposes the growth of teachers. The premise that information is not taught but learned or created by learners facilitates the transition from traditional to modern classroom settings. As a result, the role of the teacher shifts from that of a transmitter of information to that of a mediator, a facilitator or perhaps a guide. In other words, human resources (instructors) alone do not guarantee the quality of student learning.

To this point, instructors can get familiar with the changes that are occurring while attending in-service training, seminars, and other similar events, allowing them to cope with them while considering the particular characteristics of learners. Teachers must motivate themselves to evolve and adapt to the changes and innovations that will occur in the teaching-learning process. More importantly, individuals may be liberated from the practice-based profession of slavishly adopting programs, syllabuses, textbooks, and methodologies in order to take on new responsibilities by researching, examining, and reflecting on their experience in order to gain self-confidence and awareness. This includes encouraging positive and cooperative interactions between and among students, as well as encouraging pleasant interactions between teachers and students. It also entails altering methods so that students may actively participate and acquire topics and skills at their own pace. Allow pupils to participate actively and acquire topics and skills at their own pace. This transformation process is associated with enhancing the quality and features of social connections in schools when students actively participate with instructors in the teaching, learning, and decision-making processes.

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They must also be willing to witness other teachers' presentations in order to share their experiences and be prepared to be professionally observed in an individual presentation. It is commonly considered that observation leads to constructivism, in which teachers receive feedback and criticism on their teaching. In this way, they initiate a new conceptual teaching of reformulation, reconstruction, reconsideration, and refinement, and only by accepting new responsibilities, which is likely to offer happiness and improvement. Teacher Education Development is a new way of approaching teaching.

1.6 learnercenterednessperspectives:

Although the term "learner-centered" is commonly used, it is rarely defined, implying that its meaning is universally accepted and undisputed. A closer examination reveals that this statement is inaccurate. Furthermore, the debate around learner-centeredness frequently excludes teachers' perspectives, which could provide lived meanings of learner-centered teaching; five components are constant across teachers' definitions to build a lived understanding of learner-centeredness.

First of all, the teacher is preoccupied with the learner. the importance of the learner's presence in the center of classroom activity was an important component of teachers' conceptions of learner-centeredness. Recent advancements in language education have stressed a student-centered approach which is primarily concerned with the needs, desires, and situations of the learners, with an emphasis on learner autonomy and knowledge of the learner as an individual. As a result, the concept of autonomous learning has emerged. Secondly, the teacher encourages active participation. The next component of the learner-centered concept required students to be enthusiastic, invested, and active participants in their own learning. As previously said, the instructor is not the transmitter of knowledge in this type of teaching/learning setting; rather, the learner's performance is more active. Ironically, in student-centered learning, knowledge is not regarded as a property belonging to the instructor who extracts it from his bundle and distributes it among

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pupils. According to Jonasse (2000, cited in Pederson & Liu, 2003), student-centered learning requires students to set their own learning goals and to allocate the resources and activities that can help them achieve those goals. As nunan defines the learner-centered approach as "the use of information provided by and from the learner in the planning, implementation, and evaluation of language programs." This means that learners are heavily involved in the process and even have a say in the majority of the learning that occurs. On the other hand, The teacher recalled classrooms that were lively and boisterous, buzzing with student-organized energy. Nonetheless, each instructor revealed her/his own distinct method of encouraging pupils' active participation. Another more or less crucial component is the physical environment, which varies dramatically from standard regular courses in that students sit in circles, making it difficult to determine who is guiding the learning process. The duties and speaking will now be done by everyone in the circle rather than just one person standing in front of the students. However, this does not exclude the teacher from interfering from time to time in order to stimulate and explain anything to all of the students. The fourth component is that the Teacher Is A Self-Reflective Learner. The lived definition of learner-centeredness included a substantial aspect of the teacher as learner. To clarify, being a teacher does not necessary imply having complete control over the learning that occurs. A teacher cannot learn for his students. What a teacher can do is assist and create conditions favorable to good learning so the teacher learn from his students how to well transmit the information. He serves as a guide, an organizer, a counsellor, or a source of knowledge as needed. These teacher roles are essentially regarded as necessary for the current learning process.

A learner-centered approach to teaching is one that is becoming more popular in higher education. Learner-centered teachers do not use a single technique of instruction. This approach stresses a number of strategies that transform teachers' roles from information providers to facilitators and delegators of student learning. He should instill in the students a constant focus on self-awareness and self-development. This operation consists of involving people by allowing them to work quickly, avoiding lengthy explanations, and encouraging them to engage,

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communicate, chat, interact, accomplish things, and so on. . These methods aim to provide learners with opportunities to practice preselected and sequenced linguistic structures and communicative notions/functions through meaning-focused activities, with the assumption that preoccupations with form and functions will eventually lead to target language mastery (Kumaravadivelu, 2006). In spite of significant arguments that stress the cyclical character of communicative syllabus, it remains primarily linear and additive.

1.6.1 Teacher Education development:

Teachers who find it difficult to continue with their routinized teaching methods and desire to completely change their teaching practices not only enhance their own performance, but also learn more about teaching and themselves by testing new ideas or changing the ways they employ old ones. Teacher education development is a notion created exclusively for them. To put it another way, TED encourages teachers to use classroom research and self-reflection approaches to better understand themselves and what is happening in their own classrooms in order to generate a reinvigorated sense of purpose and direction. There are numerous variables that contributed to the evolution of teacher education. Rod Bolitho has identified some, First, the massive expansion of the language teaching industry, which brought a large number of instructors entering the field, as well as a lack of a professional structure that provided possibilities for variation and advancement. The second factor is that instructors are undervalued and work in poor circumstances. Many teachers experience boredom and exhaustion after years of instructing in just the same regimen as a result of these discouraging sentiments of poor morale and self-esteem. Teacher education growth requires certain inspirational inquiries from the instructor, such as

: - How can I become a better teacher?

- What can I do to increase my interest in teaching?

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- How can I feel like I'm contributing to the learning process?

It is, in reality, about the inner world of responses made by instructors to the exterior world of the students. After that, teachers discovered that personal self-awareness and reflective activities were the key to professional progress from then on. As Head and Taylor state: "...It is a self-reflective process because it is through questioning old habit that alternative ways of being and doing are able to emerge". Head and Taylor (1997:2).

1.6.2 TED defined :

Teacher education development is currently defined as a process in which teachers refine and develop their subject knowledge, improve their teaching skills, and establish a positive teaching style that can adjust as they judge changing circumstances and situations during their teaching career.

Teacher Education Development differs from Training in that the former is something articulated and created by the individual rather than something distributed by management; it instructs teachers to observe themselves, collect data on their own classrooms and roles, and use the findings to guide self-evaluation and improvement. while the latter is unequivocally offered or produced by others based on their own assessment of what growth teachers require. Teacher education development, on the other hand, is a critical strategy for instructors to recognize their own inner desires and goals and make their experiences more enjoyable. this means that the idea of TED may be taught to both prospective and experienced teachers during in-service training, and that it is not a one-time event, but continues throughout a teacher's career.

In other words, TED is a process in which teachers become more aware of the quality of the learning environment they create, which allows them to broaden their capabilities, such as skills, experience, and knowledge, and to seek inspiration to modify their teaching, as a result of which they become more capable of making the creative moment. In this context, Lange describes this pattern as "a term used...to describe of continual intellectual, experiential and attitudinal growth of

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teachers...the intent here is to suggest that teachers continue to evolve in the use, adaptation, and application of their art and craft” (1990:250))Lange sees teacher education as a continual process of change in teaching approaches that implicitly and strongly represents these instructors' professional progress. The goal of teacher development is to prepare teachers for unanticipated future teaching scenarios. It seeks to foster pedagogical growth by strengthening instructors' capacity to observe, reflect on, and adapt their own teaching routines. The objective of teacher development is organic, attitudinal, and complete progress along lines adapted to the individuals themselves.

Teachers acquire new teaching practices to increase the quality of education through teacher professional development. This enables them to transform the way they teach their pupils by introducing new teaching approaches into the classroom. Because not all students learn in the same manner, it teaches them how to deal with a range of learning styles. It also assists instructors in changing their daily teaching techniques by encouraging them to embrace new ways based on correct education research.

1.7 Reflection as a Continuous Professional Development:

When teachers practice reflection teaching, they become more aware of their work's goals and objectives, as well as their own teaching practices. This enables them to link their activities to their students' behaviors by gathering data on their teaching and assessing their attitudes, beliefs, assumptions, and teaching tactics for self-evaluation and change. They become watchdogs over their teaching methods, which they can adjust whenever a change appears to benefit their students. This allows them to develop a higher level of awareness. This participation in reflective teaching provides teachers with data and ways for shaping or structuring a variety of activities that, in turn, often lead to attainable goals. This process of learning to teach can also be said to last the entire career of a teacher. Furthermore, rather than

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being imposed from without, this technique is initiated and driven by teachers, as it requires instructors to monitor themselves and collect data for self-evaluation, improvement, and professional advancement. So, to sum up, the primary goal of reflective practice is to assist trainee teachers in their professional growth by developing a better knowledge of their own distinct teaching styles.

1.8 Investigative Procedures in Classroom Practice(exploratory tasks):

Reflective teaching is an approach for improving teaching quality. When teachers adopt the notion of reflective teaching, they typically need to use a range of data collection in order to reflect on the teaching and learning processes to adjust their teaching and become better teachers over time. They may need to record all events and data that occur before, after, and during classroom practice. As a result, the instructor may use a range of investigative procedures, including journal writing, lesson reports, and peer observation. There are many more, but this section will go through them thoroughly.

1.8.1 Keeping a Diary/Journal:

Keeping a diary may be the most commonly utilized instrument for reflective practice. As Tice (2004) defines keeping a diary as "the simplest method to begin a process of reflection since it is totally personal` The instructor keeps a diary while teaching to record all of the events that occur during that time After gathering all of this information, it is simple for the instructor to reflect on what he accomplished and on what changes in classroom procedures will occur. In other word, Journals is used by teachers to reflect on their methods and what is going on in their classrooms, it is a useful tool for instructors to investigate their teaching and classroom practices. According to Semmoud (2014:51), keeping a diary may help the teacher manage his classroom and make him aware of what happens during the teaching/learning process. As cited by bailey (1990) Maintaining a journal helps to keep a record of the major learning events that have occurred, to provide participants the chance to express their self-development in a personal and dynamic way since a diary is viewed as a tool for self-discovery, a mirror for the soul and a wonderful companion and confidant. Indeed, keeping a journal may also be

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beneficial in collaborative education since it allows instructors to meet, talk, and exchange ideas when they utilize one another's journals. According to Richards and Lockhart (1994), colleagues can share a journal and discuss it together

1.8.2 Lesson Report:

Lesson reports are more specific than keeping diaries, which are focused with the teaching experience. A lesson plan, on the other hand, provides a detailed explanation of each element of the lesson that the instructor will encounter and wherein it is anticipated. It is defined as an organized inventory in which the teacher summarizes every aspect of his session and how much time was spent on each portion of the lesson; The essential points of the lesson are usually summarized in the lesson report. The purpose of the lesson report is to establish and structure the lesson's preparation and execution in the classroom. Another element of a lesson report is its effectiveness; it is a detailed summary of what occurred from the teacher's perspective. In a lesson report, the instructor designs all of the aspects of his instruction. Furthermore, the course's content and objectives must be included in the lesson reports. The timing of each component of the lesson should be highlighted by the instructor in the lesson report because management of time is an essential factor to consider as stated by dr. SEMMOUD that the latter divides the instruction portions into three parts: before, during, and after the session. (Semmoud, 2014). In this context, Richards and Lockhart (1996) proposed four strategies for creating an excellent lesson report. First, Teachers must first establish their teaching strategy, course goals, instructional activities, and needed materials. Then, Teachers must then create a lesson report form. Third, the lesson report form must be respected and utilized on a regular basis to capture any details given in the first stage. And finally, frequent meetings must be organized to compare documented reports, reflect on them, and stimulate collaborative thinking. To sum up, Lesson report is written description that try to describe the key distinguishing elements of the lesson. It is one of the important parts of pedagogical practice.

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1.8.3 Teacher's Portfolios:

A teaching portfolio, according to Murray, is a collection of materials that represents the best of one's teaching and allows one to reflect on his or her teaching with the same passion that one devotes to scholarship or study. Muray (1994, 25). In other words, it is a set of resources created by a teacher to emphasize and explain one's knowledge, abilities, and values; these materials may differ from one instructor to another. The T.P is often characterized as a carefully chosen collection of documents and resources that exemplify the teacher's theories, growth, and accomplishments as a consequence of a constant process of reflection and self-evaluation.

It is viewed as a developmental activity and a fantastic self-evaluation tool for teachers. For that, Portfolios should primarily be introduced in the pre-service and in-service periods. It is critical for a growing teacher to examine their portfolio on a regular basis in order to update, add to, substitute, edit, or just get rid of unnecessary instructional material since it is not a one-time collection of materials, but rather a representation of representative content across time. As a consequence, the TP gives teachers the chance to become reflective practitioners. Many instructors in Algeria have never undertaken this analytical approach and, as a result, have never enjoyed the satisfaction of being a reflective teacher.

1.8.4 Peer Observation:

Peer observation is considered as the most powerful source of insight as an exploratory and investigative process. In a broader sense, this process is seen as collaborative since it necessitates the participation of colleagues to do such observations who benefit mutually from the exchanges made in dialogues. In other words, teachers will work together to monitor and gather data on a range of different areas of their courses. Furthermore, they gain a lot of insights about their own teaching through the observations of their colleagues, such as arguing methods, approaches, and concepts among themselves. So, peer observation, in this opinion, tends to bring instructors together and gives them the opportunity to engage and exchange their teaching ideas and knowledge, it gives educators a new perspective

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on how other professors teach and encourages collegiality in any educational setting, colleagues of instructors may be a source of inspiration, and teachers should make an attempt to network with one another. In higher education, peer observation is currently viewed as far more vital and engaging than any other sort of professional development course. In truth, it is the means through which academic staff may analyze the quality of all department teachers' teaching by encouraging them to engage in reflective practice. Finally, we may argue that peer observation allows novice and experienced instructors to learn from one another while also being introspective and critical of their professional behavior. One downside of peer observation is that not all teachers believe it is important and necessary for enhancing one's teaching. In reality, it is a full rejection of the concept of peer observation since they see it as a threat when they are to be assessed because, observation is linked to supervision and evaluation. As a result, it is generally seen as a terrifying experience.

It refers to the ongoing process of developing, changing, and growing one's professionalism during one's career. In this regard, the instructor must understand everything that stands in the way of the process's progress, so that they may use what they've learned in a real-world setting, allowing for both personal and professional improvement. The greatest approach to develop them is for them to take up their own classroom teaching and strive to improve on it, or to seek feedback from students or colleagues about their classroom teaching. "Teachers may best learn from their own experience, following course book rules, experimenting with new curricula, taking on a new job, changing course books, and experimenting with alternative concepts in classroom practice." writes James (2001). He also claims that cooperation in teaching, such as team teaching, joint work, peer observation, supervision, support, and debate, is critical to teacher growth.

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1.9 Benefits of Doing Peer Observation:

There are several benefits of peer observation mentioned in the literature, and they are growing in number and variety. They are basically as follows: it increases teacher confidence (confidence to teach and learn more about teaching) and hence improves teaching practice. Peer observation improved collegiality, discussion encouragement, best practice distribution, and integration of tutors into the department, but most importantly, it improved teacher-student interactions significantly. On the other hand, it has become common that peer observation provides novice educators with the opportunity to profit from the great teaching performance of experienced teachers. Peer observation of teaching provides a platform for exchanging teaching approaches rather than keeping them secret, promoting reflection on teaching and debate and distribution of excellent practices.

These are some benefits for each of the observer and the observed instructors:

For the observed	For the observer
<ul style="list-style-type: none">• Receive feedback on areas of your teaching• Self-reflection• Improves teaching effectiveness• Encourages collegiality and peer support• Provides a professional development plan	<ul style="list-style-type: none">• Peer support/collegiality• Learning something new• Different teaching method• Increased confidence• Encourages debate and distribution of best practices

Table 1.2. the benefits of PO on the observed and the observer teacher.

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1.9.1 Models of Peer Observation:

There are different and diverse methods of observation of teaching; we distinguish three unique POT models - a 'evaluative model,' a 'development model,' and a 'peer review model.' They differ depending on how pairs or groups of teachers are formed. The number of observers in these models also varies (two, three, or groups of instructors). A distinction is also established on the purpose for which the observation is presented. Apprenticeship approaches are stated to be comparable to the evaluation or craft model. In this technique, the student teacher learns through observing a master teacher at work or a senior faculty member who, when teaching, tends to go deep into pedagogy with the beginner teacher. and offer him with feedback on high-quality instruction. As a result, evaluative observation is not the only model used to seek teaching effectiveness; there are other models that assist change and progress in the teaching profession. The developmental model, on the other hand, is a model led by experienced instructors and intended for development. In this paradigm, the observer is a teacher who has achieved technical mastery in teaching and is an educational developer. Officials designate these instructors to ensure continued professional growth. In Algeria The developmental approach is generally standardized and used in secondary schools, where inspectors issue instructions to already appointed instructors who periodically evaluate potential teaching personnel as needed. To sum up, (Gosling 2002) provides some brief definitions for each model; The evaluation model is used to measure performance (eg. for promotion). Upper staff is usually in charge of this. Second, the developmental model is used to demonstrate expertise and enhance teaching skills, it is done for development by educational developers or experienced teachers. And peer review model is intended to engage instructors in dialogue about teaching while also providing a chance for self and mutual reflection. It is carried out by instructors themselves.

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Characteristics	Evaluative model	Developmental model	Peer review model
Who does it & to whom?	Senior management keeps an eye on their personnel.	Educational developers observe practitioners, whereas expert instructors observe colleagues in the department.	Teachers observe one another.
Purpose	Determine underperformance, confirm probation, appraisal, promotion, quality, assurance, and evaluation	Demonstrate competency Improve teaching competencies and assessment	Participation in a debate about teaching; self and mutual reflection
Outcome	Report/judgement	Report/action plan; success/failure PGCert Analysis,	Analysis discussion of larger teaching techniques experience
Status of evidence	Authority	Expert diagnosis	Peer shared perception
Relationship of the observer to the observed	Power	Expertise	Equality/mutuality
Confidentiality	Between the management, the observer, and the personnel who were observed	Examiner stands between the observer and the observed	Within the learning set, the observer and the observed shared
Inclusion	Selected staff	Selected/ sample	All
Judgement	Pass/fail, score, quality evaluation, worthy/unworthy	Pass/fail; how to improve	Non-judgemental, \constructive\feedback
What is observed?	Teaching\performance	Class, learning materials, and teaching	Institution
Who benefits ?	Institution	The observed	Mutual between peers
Conditions for	Embedded	Effective central unit	teaching is valued

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success	management processes		discussed
Risks	Lack of acceptance, alienation cooperation, opposition	There is no shared ownership, absence of impact	Complacency, conservatism, unfocused

Table 1.3. Models of peer observation

1.9.2 The Peer Review Model:

The peer review model, is highlighted as a clear model supported by transparency and mutual understanding among academics who find it eloquent and unthreatening when witnessed. According to Blackwell and McLean (1996), the peer review approach of teaching allows academic professionals to critically reflect on their teaching, ultimately leading to greater performance. It is regarded as a method of improving teaching quality through the exchange of best practices among academic personnel. Many teachers are hesitant to be observed and have their teaching practices made public, but when it comes to peer review, all teachers agree to participate after the important issues are correctly presented and written down. This agreement is based on the fact that they are not assessed or evaluated, and what is most amazing is that all of this occurs without the presence of any substantial power ties (Ewens& Orr 2002). Experts have often stated that peer review should not be unidirectional and authoritarian, but rather a collaborative process in which all members are trusting and respectful of one another, in other words, Peer review of teaching is described as the deliberate process of observation in which an experienced teacher attends a colleague's teaching session with the purpose of providing comments as a "critical friend.". In this context, (Richards,1998) agreed that peer review is viewed as a non-threatening procedure that is primarily welcomed by instructors who embrace it as a way of professional growth. Many teachers have expressed excitement after beginning the process of peer observation. Evidence suggests that instructors regain passion after engaging in collaborative peer observation to improve teaching and learning quality. However, academic level

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should not be a key barrier in the selection process. This needs a strong bond between coworkers from the same department or colleagues visiting from other departments, because any bad conduct or unintended statement might actually cause the process to collapse. Peer review model is also expected to be effective in the teacher's self-assessment and improvement of teaching abilities. It is now evident that peer observation is crucial since its beneficial influence directly benefits the student, who eventually benefits much from it. This implies that, in a well-rounded developmental paradigm, peer observation is intimately tied to student learning. In the same vein, It provides instructors with feedback, support, and help from their colleagues, allowing them to see their instruction through the eyes of their pupils.

1.9.3 The Three Essential Stages of the Peer Observation:

Peer observation typically consists of three stages of varied lengths and types: the briefing meeting or pre-observation stage, the observation of teaching, and the post-observation meeting. Each of these is discussed further below.

1) **pre-observation meeting:**

pre-observation meeting should be held as the initial stage of peer observation. This discussion provides a chance for the two colleagues to establish how the observation will be organized and what type of input is desired. At this point, a number of issues must be addressed, including: where and when the observation will take place; who the learners are – what level and how well the instructor knows the group; and the session's goals and intended learning outcomes. It is about achieving an agreement on the importance of the observation, the type of observation evidence, and the means of acquiring evidence. What is obtained and discussed during the pre-observation phase is primarily a complete comprehension of the session to be watched and a precise characterization of the course's emphasis. Finally, the purpose of the pre-observation chat is not to influence the observation focus or to pass judgment.

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2) The observation:

The second element is the actual observation of learning and instruction using the instruments of which represent the criteria and methodologies. The observer should arrive early and arrange themselves as discreetly as possible. The observer usually does not participate in class, but their presence should be communicated to the students so that they understand that their performance is not being judged. Students should be given the option of opting out of the observation. The instructor then begins the class, striving to behave as they would if they were not being observed. Unless the instructor has requested particular remarks on the subject and substance, the observer should focus on the technique of learning facilitation rather than the session content. It may be advantageous for the observer to take detailed notes or fill out an appropriate form in order to make remarks later on.

2) Post-observation:

The post-observation dialogue is a chance for instructors to share and reflect on the parts of instructional practice agreed upon as the subject of the observation, It is a factual, evidence-based discussion. Colleagues regularly agree to meet for 30 minutes to an hour right after a teaching session. Before attending this seminar, some observers choose to take notes. However, the post-observation meeting should be scheduled as soon as possible after the observation. This increase remembering of session specifics and, as a result, encourages both the observer and the observed to reflect. If the meeting does not take place immediately after the session, the instructor should think on what worked well, what did not work so well, and any special areas of interest or concern. The observer should prepare a summary of the major themes from their observation – especially in areas where input was requested – to provide to the instructor at the meeting. The discussion promotes practice sharing and raises understanding regarding the influence of teaching styles on student learning outcomes. Teachers can learn from one another during the post-observation discussion.

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The post-observation discourse is not judgmental, emotional, unstructured, shallow, or devoid of proof rather than thoughts that are enriched by feedback from the observer

1.9.3.1. Providing Feedback:

First of all, some of the following are suggestions for more specific inquiries on learning and teaching:

Are the session's desired learning outcomes clear?

How effectively does the instruction correspond to the desired learning outcomes?

Is the information appropriately researched and up to date?

How does the instructor encourage pupils to take ownership of their own learning?

How attentive were the pupils during the session?

Were students invited to take part? In which ways? How was this made possible?

Do the pupils get feedback? What type of feedback?

How far has the instructor gone to incorporate all of the students?

Is the teacher encouraging the pupils' personal development?

Does the teacher encourage pupils to reflect critically on their own learning?

Upon the completion of these inquiries, the observer analyses and comments on them. He should at least strive to provide some positive comments, pointing out what went well about the teaching and mention any special strengths of the teaching technique used as well as what went less well, and making ideas for improvement where applicable. Critical feedback might be tough to give, but it is necessary if the instructor is to gain from the POT process. Observing someone else's teaching is a very subjective experience, but the observers' perspectives on what they see may be quite helpful to the instructor. If the observer and instructor agree at the meeting that there are any inaccuracies in the report, these can be highlighted and the report rectified. Many POT systems recommend considering some of the following topics as a good place to start when selecting particular areas for feedback:

- Organization
- Structure
- Methods/approach
- Content
- Enthusiasm
- Clarity

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- Interaction
- Use of visual aids
- Use of resources
- Teaching style
- Voice
- Delivery and pace
- Use of environment / accommodation
- Body language
- Student participation

If the post-observation meeting involves formulating a fast plan of action based on the subjects discussed, the teacher should consider how they might alter their teaching practice in light of the POT process and outcomes. The observer may also opt to reflect on the observation process, specifically what they have learned from the encounter. Colleagues may decide to continue meeting in order to generate critical thought on the teaching session and its implications.

1.10 Conclusion:

Teachers must collaborate and employ a range of tactics to better understand their students' abilities and limitations in order to be more successful educators. Thus, language instructors have become more aware of the need to examine their teaching methods and take steps to improve pedagogical and learning outcomes. Peer observation, which is regarded the most effective source of insight and may be of significant importance for both novice and experienced instructors, it enables teachers to benefit from each other's experiences and, perhaps, improve their attitudes and perspectives on teaching. It encourages them all around the world to experiment with innovative processes and ideas and use them in their classrooms.

The goal of this chapter was to go over the research literature and show how it relates to and informs the research. The current study's basic concepts and structures are defined in this chapter. This chapter focused on the techniques that assist instructors in changing and updating their teaching practices, beginning with recognizing the meaning of learning and teaching as well as the professional development of reflective practice teachers. It also describes pre-service and in-

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service training, which are believed to be the fundamental foundations that a teacher should go through in order to gain experience from both theory and practice.

This chapter concluded with various investigative processes that teachers who are reflective and seeking professional growth can employ, such as a teacher portfolio, lesson report, journaling, and peer observation. These approaches have been shown to be beneficial in enhancing teacher professional development. The researcher then concentrated on the advantages of peer observation and its models, among other things. The chapter aided the researcher in the development of the various research tools employed in the current study (i.e., the questionnaire, the classroom observation and the structured interview), which will be explored in further detail in the following chapter. In the following chapter, which will be devoted to data analysis and interpretation, the researcher will attempt to answer the research questions by either confirming or disconfirming the stated hypotheses.

Chapter two

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2 Chapter two: practical view on peer observation

2.1 Introduction:

The preceding chapter discussed the theoretical framework used in conducting the study. The present chapter deals with the experimental part of the study; it provides an outline of the research design and methodology. The research procedure and techniques adopted in the study techniques aimed to address the research questions mentioned in the first chapter. It aims at investigating and gaining a better understanding about teachers' perception of peer observation. This chapter included information about the study's research approach and design, the study area and sample, data collection devices and processes, and data analysis process. As a result, the researcher used three research tools: questionnaires for teachers, classroom observation, and interviews. The collected data is analyzed quantitatively as well as qualitatively.

2.2 Methodology of the Research work:

One of the most important aspects in performing any research study is selecting a research technique. The researcher used a case study technique in this paper. The case study methodology allows the researcher to collect data in a natural context, use several methods for data collection, apply reasoning to look for themes, and evaluate the people and locations being investigated. As a result, the case study technique is useful in illuminating the many parts of the phenomenon under research. The researchers used a combination of data analysis methodologies, including quantitative and qualitative approaches, to analyze the questionnaire, the interview and the classroom observation

2.3 The Sample population:

The respondents that were taken in this research were teachers of two different high schools at tlemcen(motkenibnsaad high school and ahmedbenzekri high school).

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Teachers were required to answer the questions. Thus, the researcher has chosen a sample of twenty teachers. The sample has been taken randomly in order to take accurate and reliable data, and to generalize the results. Out of twenty participants, 9 were identified as novice teachers and 11 were identified as experienced teachers. This is a table that shows how many people participated in each research instrument.

Research instruments	Number of respondents
Questionnaire	20
Interview	04
Classroom observation	02

Table 2.1. Number of participants

2.3.1 Teachers' Profile:

The questionnaire was addressed to 20 teachers from two different high schools in Tlemcen city (MotkenIbnSaad high school and Ahmed Benzekri high school). They are in charge of the first, second, and third years. They are all full-time educators. their teaching experience ranged from 03 to 17 years, and they are specialized in TEFL, linguistics, and literature and civilization. They were picked at random to participate in the research.

2.4 The Research Instrument:

This research is based on triangulation which are: the questionnaire, structured interview and classroom observation. The researcher could rely on when it was full. The questionnaire is a written tool used to extract the same sample's experiences or viewpoints. It is usually a short sequence of questions aimed to elicit knowledge about a certain issue (James, 1997). An interaction between the researcher and the informants is referred to as an interview. There are three different

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sorts of interviews: organized, semi-structured, and unstructured (James, 1997). In this study, the structured interview was employed; it takes the form of an oral questionnaire and requires all respondents to answer the same questions with the same phrasing. The third tool is classroom observation, which involves It gives direct information rather than self-reported claims, as opposed to questioning. Case studies are popular in education because they allow for an analysis of a single, bounded unit providing a holistic account that explores the needs of participants (Merriam, 2009). The researcher used a triangulation technique of both qualitative and quantitative data.

2.4.1 The Questionnaires

The questionnaire is used to obtain research data by collecting a series of written questions. Dorneyei (2007:101) states in this context that the majority of researchers prefer to use questionnaires because they consume less energy and allow the researcher to collect a large amount of data in a short period of time. The researcher employed three sorts of questions in this setting; close-ended, multiple-choice items and open-ended questions.

- Close-ended questions:

Closed-ended inquiries require informants to choose one of the proposal possibilities without debate.

For example: Did your academic experience improve your mastery of the English language?

Yes No

- Multiple-choice items:

It Request that the respondents should choose one or more options. For example: .
What sources did you use to develop your teaching strategies?

Pre-service Training

In-service Training

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□ Personal Teaching Experience

- Open-ended question:

The informants freely express themselves by providing a lengthy response. such as; was peer observation used as professional development reasons or evaluation purposes?

2.4.1.1 Teachers' Questionnaire:

The questionnaire was addressed to teachers chosen at random by the researcher. The goal of this questionnaire is to learn about the teacher's thoughts on peer observation in order to improve teaching. Twenty teachers were graciously asked to respond to the following questions. (see appendix A)

2.4.2 Classroom Observation:

Classroom observation differs from questioning in that it provides direct information rather than self-report accounts. It is also considered as a reliable approach for reviewing and validating data obtained throughout the research. As a result, it is one of three key data sources for empirical research. On the bright side, classroom observation allows the observed teacher to provide knowledge in a real-life teaching environment in which students govern their actions in a very natural and correlative manner. The researcher chose two teachers to whom he will attend the class. The first one is likewise an accomplished one, with 16 years of experience at IbnSaadTlemcen. And the second teacher has approximately 6 years of experience. Both lecturers are tenured and are believed to have tremendous potential in teaching and pedagogical approaches. One of them have undergone in-service training. And the other had no training before teaching. In summary, the researcher used an observation approach from Gosling and Guskey 2002. (2002). This classroom observation did, in fact, last a month. During this time, one of the

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teachers was teaching first and second year of high school, and the other was teaching third bachelor's student. Teachers were observed while thinking about numerous practical educational objectives on which the field work is based. In addition, the purpose of this classroom observation was to collect data from instructors' teaching practices in order to improve them. Classroom observation allows the researcher to observe, take notes, and make observations on what is going on in the classrooms of both students and teachers.

2.4.3 Interview:

The researcher performed a structured interview to teachers to confirm the data gathered from the questionnaire and classroom observation. During the interview, the participants answered questions regarding their experiences with peer observations and as observers. All interviews were done by the researcher in a comfortable environment selected by each participant. In this study, data is gathered and interviews are done. The researcher described the nature and objective of the study to the participants before initiating the interview. He informed them of their rights to secrecy and promised them that the information they gave would be kept private and that their identities would not be attached with their remarks. He spoke to each of them individually to encourage them to express their own views. In accordance with the interview method, I reviewed their responses. Despite the fact that the interviews were audio recorded and transcribed, I took notes during the process. The researcher asked the following questions to the instructors:

1. How many years you been teaching?
2. Did you feel well prepared to adjust to any requirements that occurred during your first year of teaching?
3. How do you qualify your experience?
4. According to you, what is reflective teaching?
5. Have you ever tried to reflect on your teaching?
6. What techniques do you use to identify your own flaws?
7. Have you ever asked a colleague to observe you while you're teaching?
8. What does the term peer observation mean to you?

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9. According to you, what is the main differences between PO and supervisor observation? which do you prefer?

10. Do you believe having the opportunity to choose who watches you helps the process of peer observation? Please expand on your response.

11. What are the factors if any that may prevent you from engaging in peer observation?

12. do you recommend PO as a form of professional development? why or why not?

2.5 Data Analysis and Interpretation:

This title is concerned with evaluating and interpreting data obtained earlier from instructor. Data will be assessed statistically and qualitatively, with the results discussed in order to assist link the key findings to the previously defined hypotheses. Each question will be investigated independently. In one hand, quantitative data relies on the application of statistical techniques to information. The examination of the questionnaires, classroom observations and the interview lead the researchers to the most relevant observations that would aid them in their research. Qualitative data, on the other hand, is dependent on textual procedures.

2.5.1 Data analysis:

This section contains an analysis of the data gathered from the mentioned research instruments.

2.5.1.1 Teachers' Questionnaire Results Analysis:

This section will present the findings of the teacher's questionnaire.

demographic characteristics of participants

The demographic table was created by the researcher based on age, gender, and years of teaching experience. Furthermore, gender combined with years of experience might indicate how well instructors collaborate. Teachers, whether novice or experienced, cannot all show the same potential in their work.

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Participants	Age	Gender	Years Of Experience
1	30	Female	06
2	41	Male	13
3	47	Male	09
4	37	Male	09
5	41	Female	12
6	50	Female	17
7	32	Female	06
8	49	Female	15
9	38	Male	10
10	43	Male	13
11	30	Female	05
12	42	Female	12
13	47	Female	16
14	35	Female	11
15	39	Female	10
16	42	Male	11
17	35	Female	06
18	29	Female	03
19	43	Male	12
20	45	Female	13

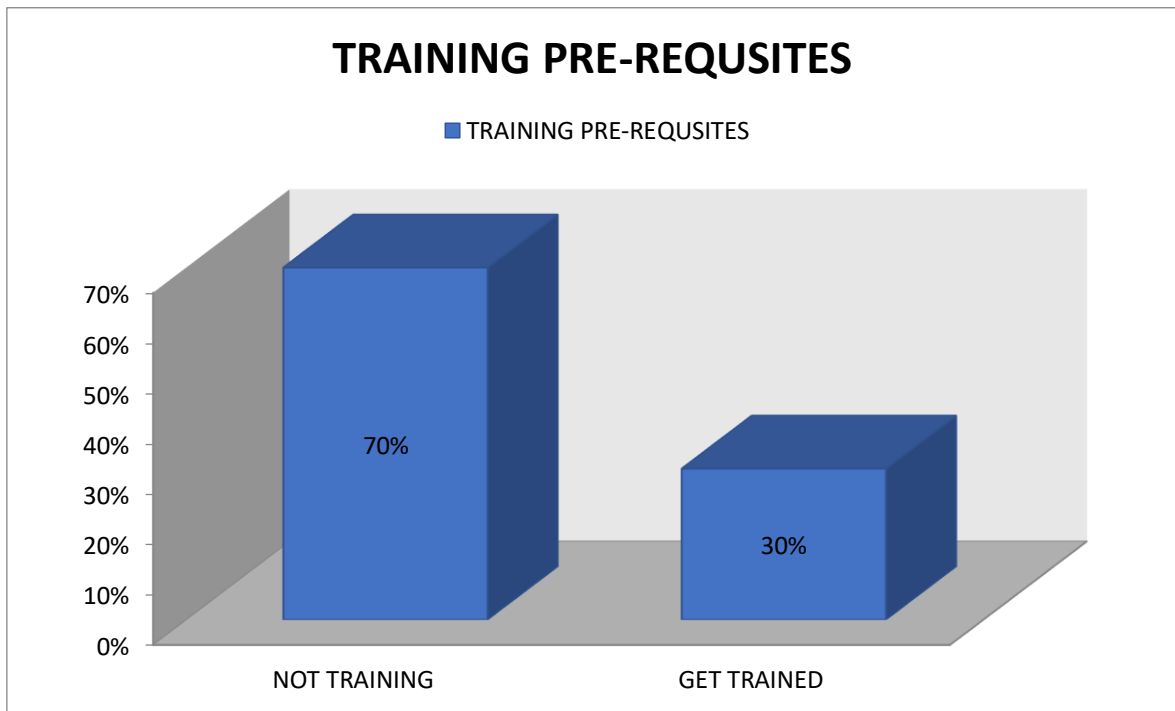
Table 2.2.demographic characteristics of participants

The statistics table of age, gender and experience show that our participants are constitute of 20 EFL teachers, thirteen females and seven males, and the experience of the sampling varies between four and seventeen years with which means that we cover a huge number of teachers with a wide range of experiences. Based on the statistics, we may argue that the sample is representative of the full population of EFL teachers in Tlemcen high schools, which will have a substantial influence on the reliability of our subsequent generalizations.

Question n°1: Have you ever had any training before beginning to teach?

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The first question tried to ascertain if teachers had had any form of training. The goal of this question was to see if novice instructors were receiving any training. The findings are provided below:



Graph n°01. Training pre-requisites

Unfortunately, practically all teachers (70%) did not have any training, which implies they did not practice teaching or were not permitted to engage in this type of procedure. The remaining instructors, representing 30%, were given the opportunity to observe or teach one of the four language skills.

Question n°2: Did your academic experience improve your mastery of the English language?

The goal of this inquiry was to see if their academic background helped them enhance their language skills.

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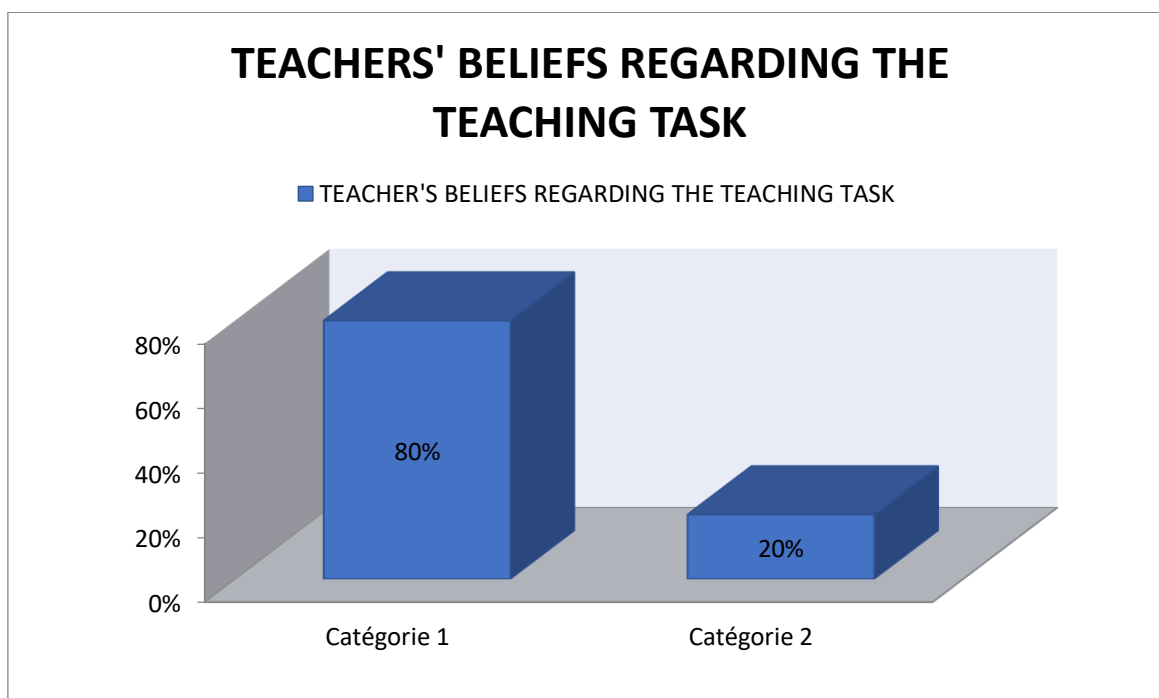
Answers	A.F	R.F
YES	14	70%
NO	06	30%

Table 2.3. Teachers' opinion about academic experience.

According to the findings, fourteen out of twenty instructors replied positively, while the rest did not.

Question n°3: Do you believe that teaching is a simple task? Or should the instructor employ techniques and methods?

The goal of this question is to know teachers' perspectives and assumptions regarding the teaching task. According to Schommer (1994), these teachers have either naive or sophisticated views.

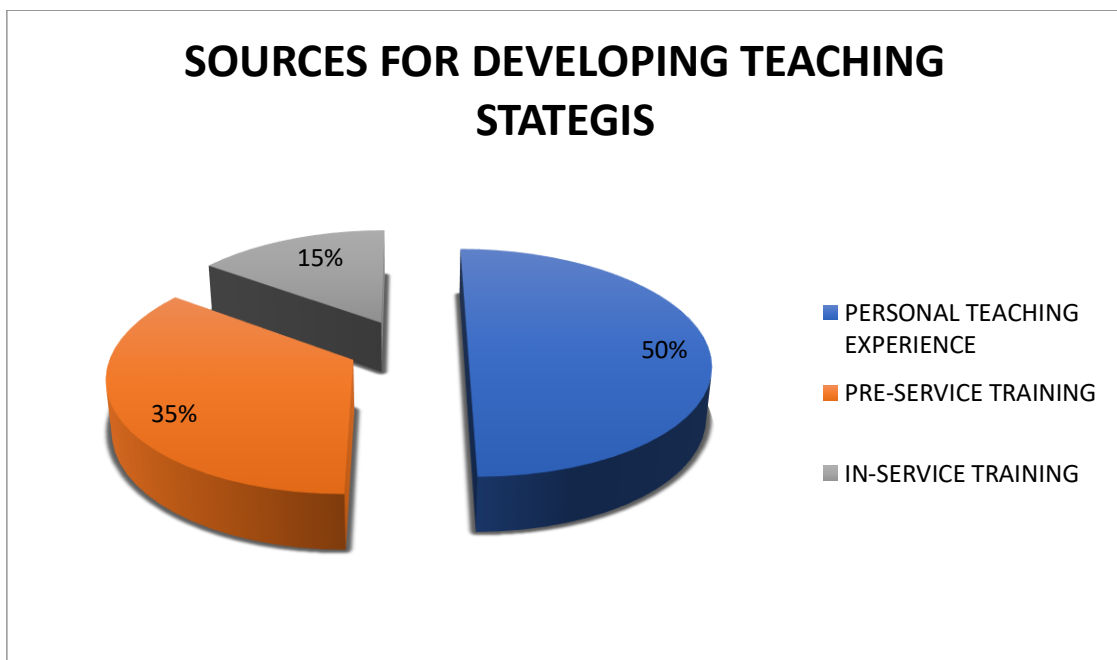


Graph n°02. Teachers' Beliefs Regarding the teaching task.

Eighteen teachers reacted affirmatively. The rest of teachers disagreed and stated that no information can be easily communicated unless it is launched by techniques and procedures that lessen its complexities.

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Question n°4: What sources did you use to develop your teaching strategies?
the researcher wanted to collect information about the sources used by teachers to develop their own teaching strategies, three propositions were suggested to the participants. Here it is the results



Pie-Chart n°01. Sources for Developing Teaching Strategies.

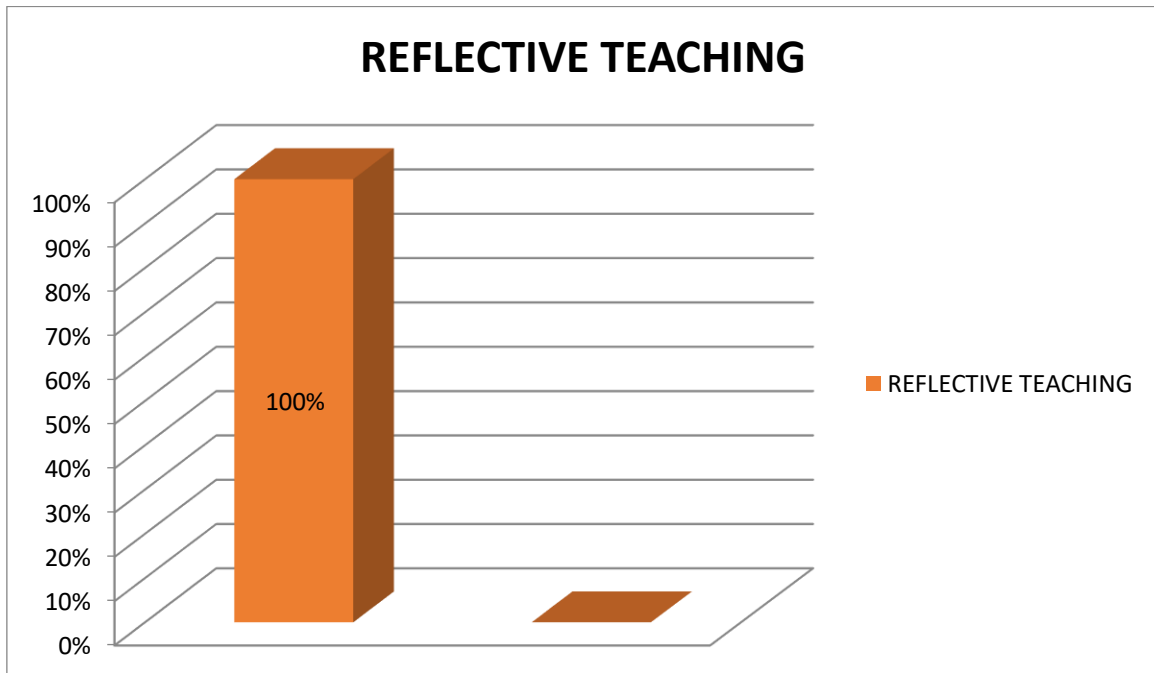
- Pre-service Training
- In-service Training
- Personal Teaching Experience

The responses to this question were varied and different. As expected, Personal teaching experience was mentioned in half of the participants' replies. Seven participants indicated that their practices are shaped relatively to the pre-service trainings they attended and the rest their responses was in-service training.

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Question n°5: Do you reflect on your way of teaching? if so, how?

The purpose of this question was to determine if EFL instructors at Tlemcen high schools reflect on their teaching practices in order to meet the requirements of their pupils.



Graph n°03. Reflective Teaching.

What is interesting is that all of the instructors answered favorably and noted that they regularly reflect on their work in order to meet the requirements of their pupils by implementing new methods which motivate students and let them involved within the lecture such as audio-visual lectures.

Question n°6: Do you change your teaching practices?

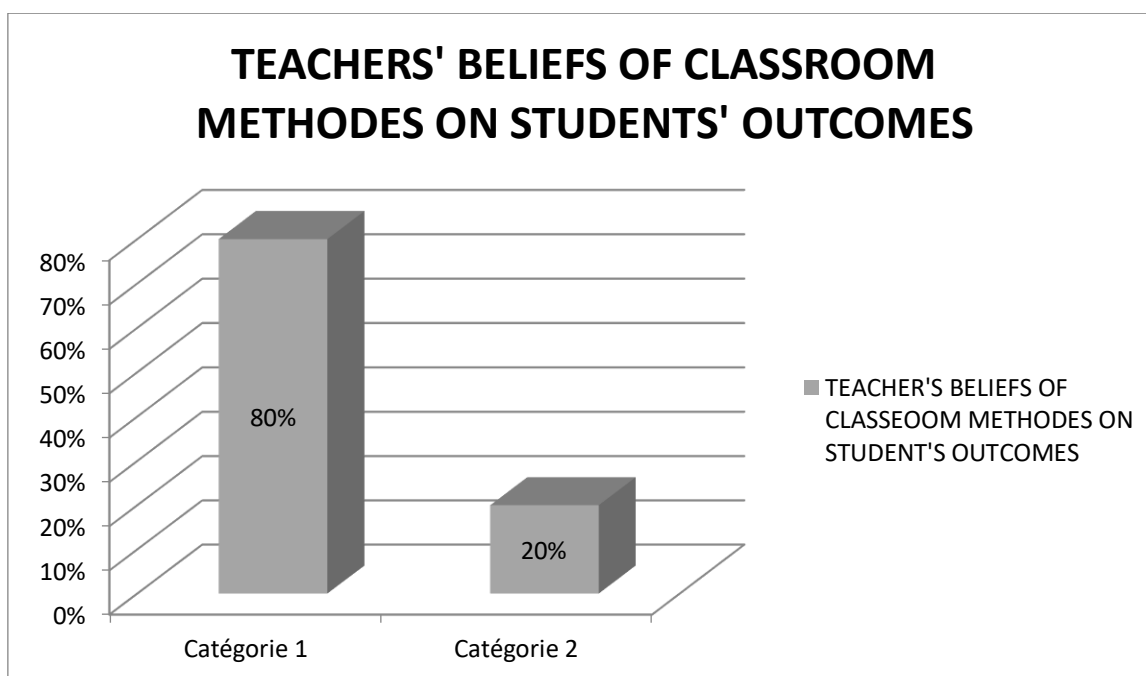
The current inquiry is intended to discover if instructors change their teaching practices, and the response is, of course, "Yes."

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Answers	Absolute Frequency	Relative Frequency
YES	20	100%
No	0	0%

Table 2.4. change in teaching practices

Question n°7: Do you believe that changes in instructors' classroom methods may significantly contribute in students' learning outcomes? If so, how?



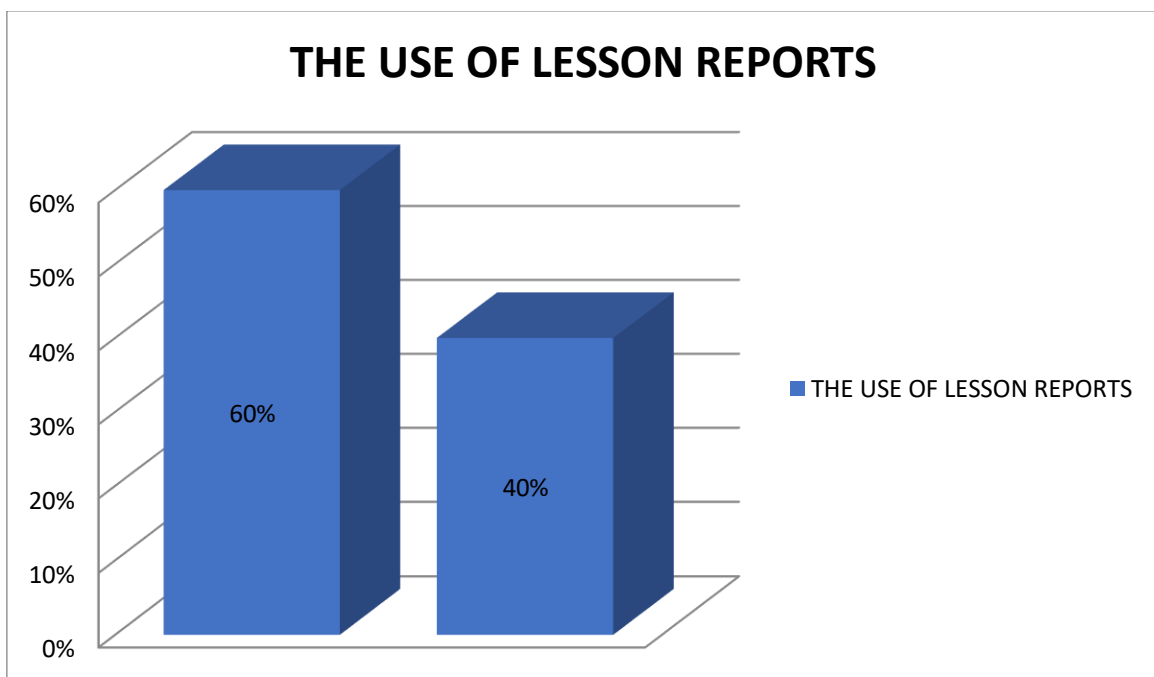
Graph n°04. Teachers' Beliefs of Classroom Methods on students' outcomes.

The point from this question is to know the beliefs of teachers towards the effect of instructors' classroom methods on student's outcomes. The results obtained showed that the majority of EFL teachers strongly agree that classroom methods have an impact on students. Some of Participant justify his responses by saying that each lesson has an aim so he should change the method to well transmitted the message. The rest of the participants claimed that classroom methods do not contribute in students' outcomes.

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Question n°8: Do you use lesson reports in your daily teaching?

With this question, we hoped to gather information about teachers' use of lesson reports, which are regarded as one of the most effective exploratory tasks for reflection they frequently serve as a useful record of many important features of the lesson and can thus be used to help monitor the teacher's teaching. Just 40% of instructors in this study acknowledged using lesson plans in their daily instruction.



Graph n°05. The Use of lesson Reports.

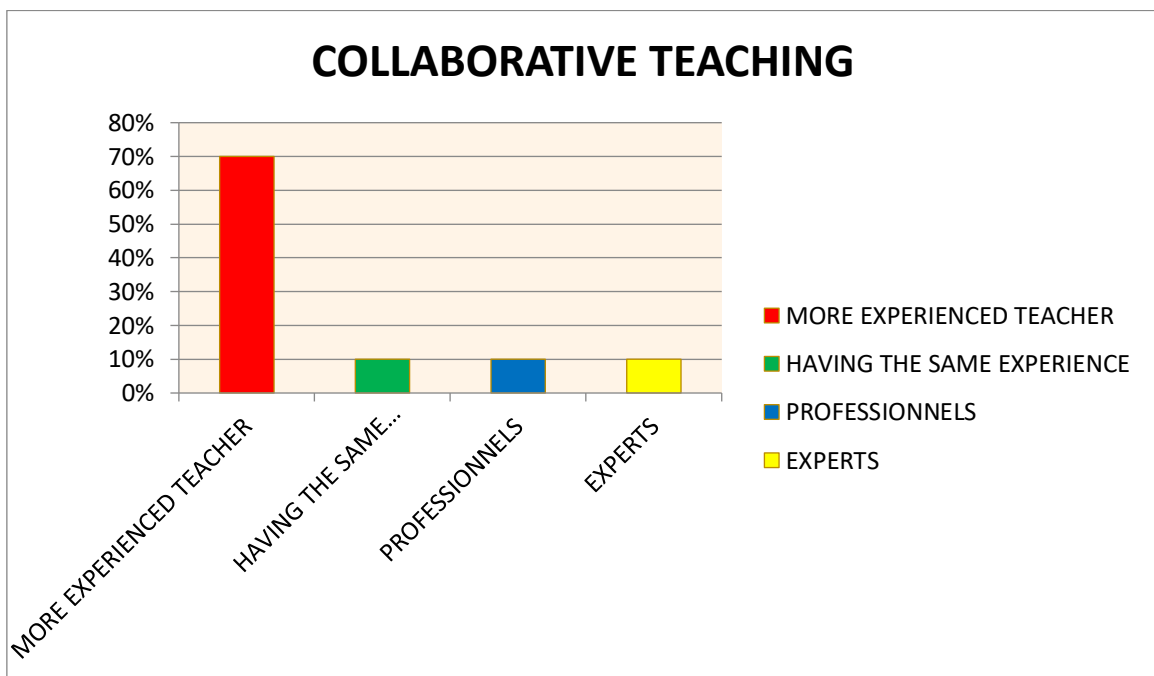
Question n°9: Have you ever asked to a teacher supply you with his pre-made lesson plans? If so who are these teachers?

- More experienced than you
- Having the same experience
- Less experienced than you
- Professionals
- Experts

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- Others

the present question was meant to check whether teachers asked for premade lesson plans from other teacher, in other words, asking for help. What stands out is that all the informants said yes. Participants were given some recommendations; so that he will select more information. As expected, the majority of them sought advices from more experienced teacher than them



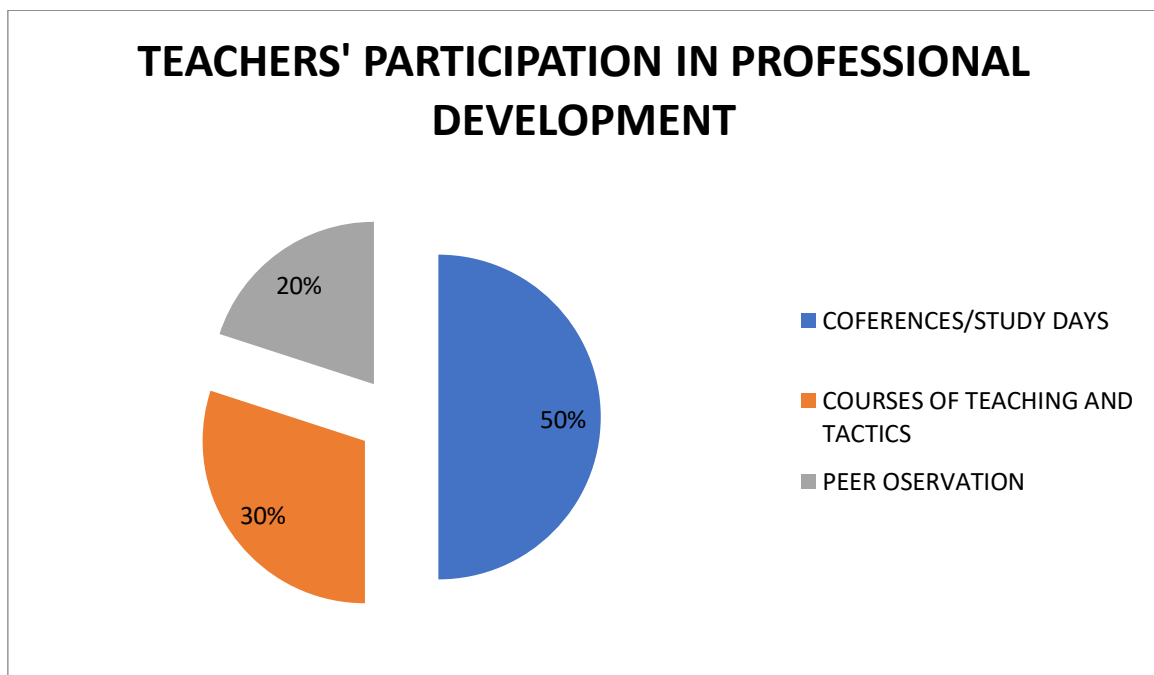
Graph n°06. Collaborative Teaching.

Question n°10: Have you ever participated in any of the following professional development opportunities?

- Conferences/ study days
- Courses on teaching practices and or strategies
- Participation in a teacher network for professional development
- peer observation that your department has formally arranged
- Interest-based collaborative research on professional development

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Actually, before proceeding with any investigation, it is necessary to determine whether the respondents have benefitted from any of the various options provided alternatively inside the question.



Pie-chart n°02. Teachers' Participation in professionalDevelopment.

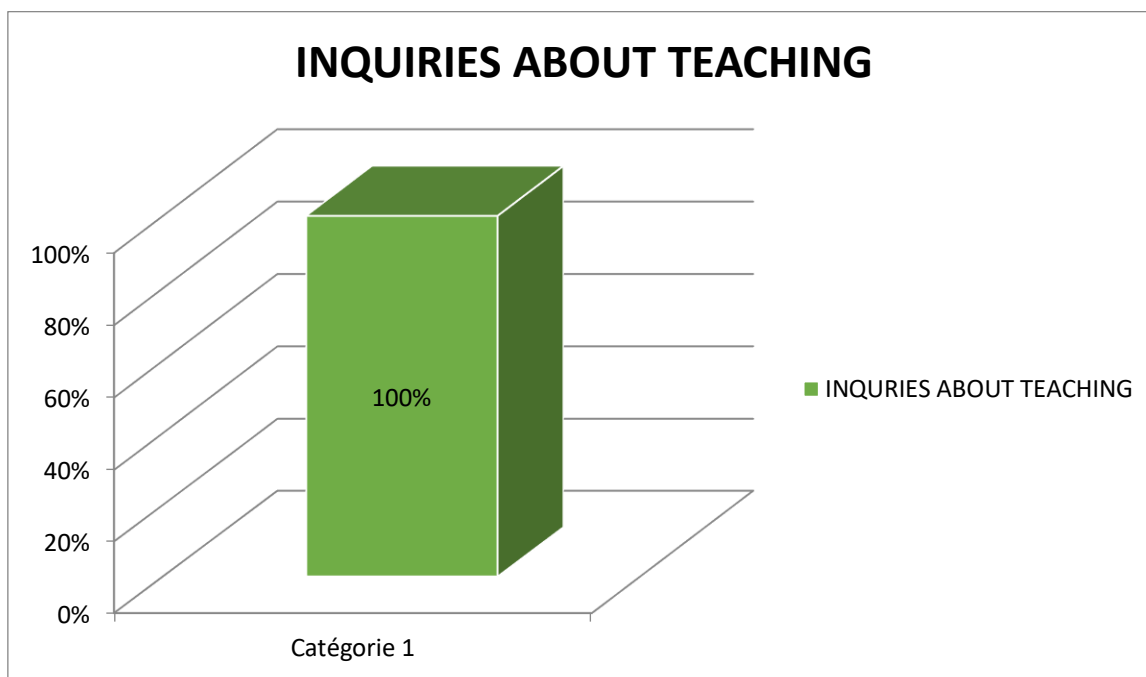
The results obtained show that 50% of the informants attended conferences/study days, while 30% attended courses on teaching techniques and tactics. And the remainder of the professors took part in peer observation.

Question n°11: Are you curious about how other teachers dispense their lectures?

Instructors who are interested in how other professors teach their classes, they have more opportunities to expand their teaching potential on a large scale;

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additionally, they can continuously increase their power. The main purpose of this question was to see if instructors are interested in how other teachers teach their pupils. The responses of the informants revealed that the vast majority of them are curious.



Graph n°07. Inquiries about teaching.

Question n°12: Have you ever attended other teachers' lectures?

This inquiry aimed to know whether teachers attend colleagues' lectures or not; as results shows that eighteen out of twenty informants said yes.

Answers	A. F	R. F
Yes	18	90%
No	02	10%

Table 2.5. Attending other's teacher's lectures

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Question n°13: Have you had any prior experience with peer observation (either as observer or observed)? If so, how was it?

With the present question, the researchers wanted to see if all teachers had been either observed by a peer or has observed a colleague. In fact, roughly 90% of the respondents answered that they had been observed by a colleague. However, 10% of the remaining teachers stated that they had never been observed while performing a lesson. However, just 5% claimed that they had observed another teacher.

Answers	A. F	R. F
Yes	18	90%
No	02	10%

Table 2.6. participation as an Observed teacher

Answers	A. F	R. F
Yes	19	95%
No	01	5%

Table 2.7. participation as an observer.

Here are some of the teachers' responses:

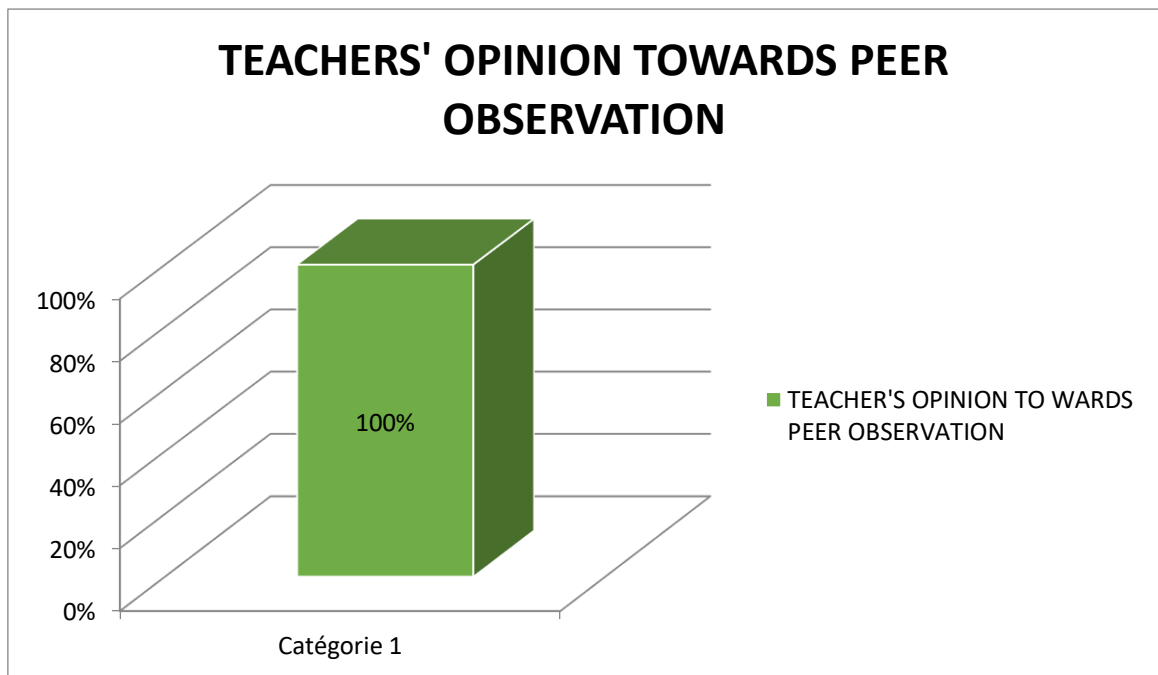
- Participant A claims that teachers between them make peer observations to learn from each other, criticize each other's in order to find appropriate ways to help their students. He added that it was an interesting experience.
- Participant B indicated that she had already been observed, which she found to be very instructive. She received feedback that assisted her in reflecting on her teaching style.

–To summarize, all participants who had had prior experience with peer observation felt it to be a beneficial and intriguing experience.

Question n°14: Did the peer observation help you to experiment or change your current teaching practices? if so, how?

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The researcher, on the other hand, purposely provided such a question to learn whether instructors believe collaborative teaching helps them enhance their teaching skills. According to the comments of the instructors, all participants encouraged their colleagues to assess their performance since they discovered that it improved their teaching techniques.



Graph n°08. Teachers' opinion towards peer observation.

Question n°15: In what ways, if any, do you consider this peer observation experience has influenced students' learning?

When teachers work together, they ensure that students' learning results are as expected. The purpose of this question is to elicit comments from instructors on the benefits of peer observation in student learning. Peer observation, according to the majority of the informants influence students' learning by using new methods and techniques provided by the observed colleagues. Participant A states that Peer

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observation allows instructors to improve their own abilities while also developing a common knowledge of excellent classroom practice. It also assists teachers to improve their abilities to provide and receive feedback.

Question n°16: was peer observation used for professional development reasons or evaluation purposes?

The researcher intended to determine if peer observation is currently employed for professional growth or evolution goals by asking this question. The majority of the comments went something like this: each of them. Participant A indicated that he wished to utilize PO only for the sake of enhancing their teaching, but the administration constantly uses it for evaluation purposes, which makes instructors nervous. According to participant B, if the instructors wish to enhance their teaching, they employ informal peer observation. To put it another way, they do not obstruct the administration. For example, an instructor may invite a colleague to his or her session and request feedback on his or her teaching methods.

2.5.1.2 Interview results analysis:

Structured interviews, another research instrument, were administered to three instructors at Tlemcen's Motken Ibn Saad High School. As a consequence, each question will be investigated separately.

Question n°1: How many years you been teaching?

The purpose of this investigation was to determine how much experience each teacher had. The vast majority of responders stated that they have significant teaching experience ranging from 7 to 16 years. The following are the informant's responses:

Informant A stated that she started working in education in 2009 as a part-time instructor until 2013, then as a high school teacher till present. She has around 13

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years of experience. Informant B claimed to have seven years of experience. Informant C claims that he is now relying on his 16 years of experience.

Question n°2: Did you feel well prepared to adjust to any requirements that occurred during your first year of teaching?

The major purpose of this investigation was to determine if high school instructors were prepared to teach and, indirectly, whether they had received any training prior to entering the teaching profession. Two of the informants claimed that they were not totally equipped to manage the responsibility of teaching and that they felt insecure and worried. They said that it was a natural reaction to their lack of training and experience. The third informant claimed that she felt partially prepared because she received pre-service training before her first year of teaching, which was quite beneficial.

Question n°3: How do you qualify your experience?

The researcher as to whether teachers were satisfied with their experience and thought they had reached the pinnacle of professionalism. The following table summarizes the findings best:

Answers	A. F	R. F
Successful	1	33,3%
Very successful	2	66,6%

Table.2.8. Teachers' evaluations of their teaching experience

According to data, 33.3% of instructors consider their experience to be successful, and 66% consider it to be extremely successful. Instructor A stated that his time as a high school teacher was quite successful, and that it was good enough to fulfill the necessary objective of different types whereas teacher C stated that she had gained substantial experience.

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Question n°4: According to you, what is reflective teaching?

In this question, the researcher tried to determine whether teachers acknowledged

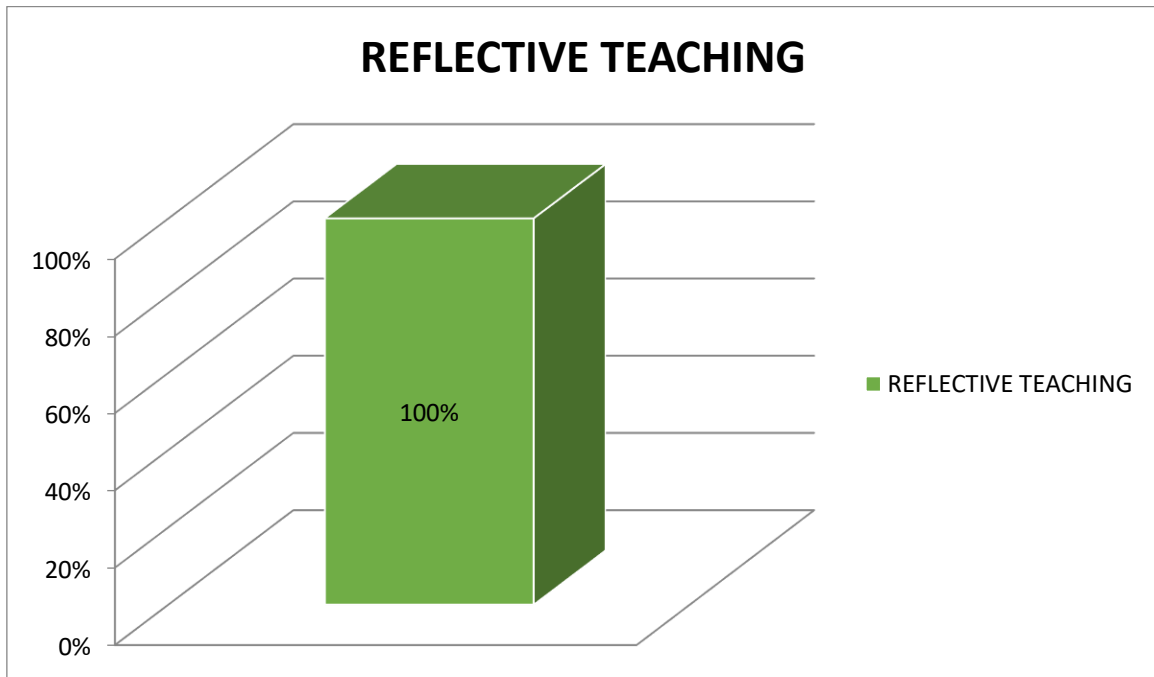
the notion of reflection and were aware of the benefits of reflective teaching. the three of them had a sense of what reflective teaching entailed and tended to characterize it based on their personal experience when interviewed. The following are some of the informant's responses:

participant A responded that reflective teaching is a method of having other colleagues or members of the teaching community evaluate and examine one's own teaching methods. Participant B defined reflective teaching as questioning oneself and one's methods of teaching in order to improve one's teaching and rethinking what is done in class in order to learn from one's mistakes.

Question n°5. Have you ever tried to reflect on your teaching?

The purpose of this question was to determine whether teachers reflect on their teaching practices. This issue is quite difficult to determine whether or not the teachers reflect. The answers of this question revealed that:

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Graph n°09. Reflective Teaching.

The three instructors reflect on their teaching practice by employing various tactics, and that they consistently reflect on their practice in order to meet the requirements of their pupils.

Question n°6. What techniques do you use to identify your own flaws?

The goal of this question was to find out what approaches instructors used to reflect on their teaching practice and whether or not they improved their performance to avoid any flaws in their teaching.

The informants' responses revealed that they relied on student needs, research and guidance from colleagues. This inquiry demonstrated that the majority of instructors continued to depend on old ways to reflect on their work while ignoring contemporary investigative tactics. Here are some of the interviewees' replies:

Learner-centered practices such as self-monitoring, self-evaluation, and group projects were stressed by Teacher A.

The tactics, according to Teacher B, are chosen depending on the type of courses and students, in addition to discussing approaches with colleagues

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Question n°7. Have you ever asked a colleague to observe you while you're teaching?

The purpose of this question was to determine whether teacher at high schools asked to be guided from their colleagues. Two of the instructors said yes, while there was only one respondent, or 33,33% of the total, who stated that they never invited anyone to their courses to observe them conduct a lesson.

Answers	A.F	R.F
Yes	02	66,66%
No	01	33,33%

Table 2.9. Collaborative teaching

Some of the instructors claim that:

The observer encouraged them to review their performance, and guided them to well teach their students.

Question n°8: What does the term peer observation mean to you?

The purpose of this question is to know teachers' opinions about peer observation and these are the teachers' responses:

*Teacher A states: '...peer observation is to evaluate the other teacher's performance, it seen as an assessment, which would make instructors uncomfortable ...', in other words he sees PO as an evaluative process.

*Teacher B claims: '...PO is a valuable learning tool for both novice and experienced teachers since it helps me to identify the areas that need to be developed...'

*Teacher C stated that peer observations should be mutually beneficial, with opportunities for follow-up discussions between teachers, but that the main benefits are often felt by the observer rather than the observed teacher, and that it should be designed to facilitate this rather than serve as an evaluation tool.

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Question n°9. According to you, what is the main differences between PO and supervisor observation? which do you prefer?

The present question, as a matter of fact, aimed at two different focuses. The researcher's first goal was to gather information about the differences between PO and supervisor observation as observed by high school professors. And the second is to determine which one they like. So, initially, teachers provided some distinctions between PO and SO. The key distinction that the researcher was looking for is that SO is created for the purpose of evaluation. PO, on the other hand, is a tool for improving teaching.

Question n°10: Do you believe having the opportunity to choose who watches you helps the process of peer observation? Please expand on your response.

The purpose of this question was to determine whether it is important for instructors to pick their observer. The analysis clearly demonstrated that teachers greatly appreciated choice of peer and suggested that it increased their experience. Teachers stated in their comments that they choose a peer based on who they considered was more knowledgeable in the area they wished to improve. Most teachers pick a peer who teaches the same subject as them or a colleague one grade above or below their grade level. Because they picked someone they trusted, all instructors reported feeling more at ease with the observation.

Question n°11: What are the factors if any that may prevent you from engaging in peer observation?

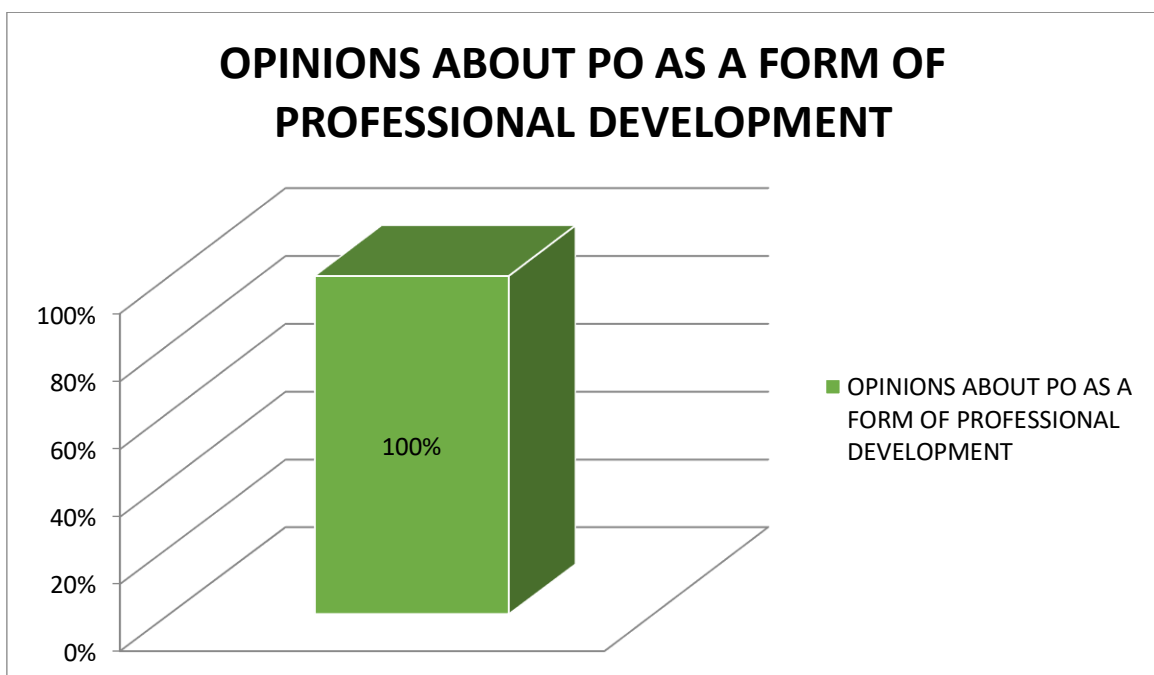
The goal of this question is to discover why teachers do not engage in peer observation. So, the first difficulty mentioned by the three respondents is time; they noted that schedule and time constraints were difficulties when attempting to adopt

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peer observation, they have a busy schedule and are so preoccupied with their students. Because of this issue, instructors may not finish all elements of the peer observation or complete it at all. And the second factor is the level motivation, teachers are less motivated to engage in peer observation because of the administration. One of them indicated that it would be preferable if administration did not engage in this process for completing the practice while keeping it non-evaluative.

Question n°12: Would you recommend PO as a form of professional development? why or why not?

This is the last and the most crucial question because the present work was dependent on its response. The researcher used this question to see whether teachers had favorable or negative views about peer observation as and if it is seen as a way to enhance the teaching process. The results shown in the graph show that three of the participants have positive attitudes towards peer observation and believe that it is crucial to professional development in the teaching field.



Graph n°10. Opinions about PO as a form of professional development.

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2.5.1.3 *Classroom Observation Results Analysis:*

Classroom observation is an additional method of gathering information to make this research more trustworthy. The observations were supported by critical reflection by both participants. The role of the researcher was to collect data from both teacher and students. The researcher attended two sessions with two different teachers at IbnSaad High School, which gave her a thorough picture of how peer observation is conducted and preceded. The data from this approach focuses on the frequency with which specific behaviors occurred in the classroom. The researcher decided where she sat down to take notes on before commencing the observation. The purpose of this instrument was to gather as much information as possible concerning our request. This is the classroom observation analysis.

During the first session with students of second year high school, the teacher first welcomed students, she writes the date, the sequence and the title of the lesson on the board and started asking students questions about the lesson in order to motivate them, she has a good and fluent pronunciation with the use of visual aids for better understanding. The instructor gives an exercise to be solved orally by the students (the exercise consists of using pictures and let the students guess the word that correspond each picture). It was noticed that there is a great interaction between students and their teacher by sharing ideas. The researchers also noticed that the teacher takes time in each steps of the lesson and assure that all the students understand each phase. The teacher uses exercises all along the session. At the end of the session, she gives a home work to be done for the next session.

During the second session with a third-year instructor, the pupils were intrigued and looked at the researcher and the teacher in an attempt to attract their attention. The presence of the researcher perplexed and disturbed the teacher. Initially, the teacher began by refreshing the students 'memories of what they did in the prior lesson. Pupils were observed to be quite inactive, with the exception of a few

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students who were actively involved. The teacher gives some exercises to do and then explain and dictate the lesson in the same time. The instructor dispenses directions to the entire class at times, and to individual students at other times. The students were somehow bored.

2.5.2 Data Discussion and Interpretation of the Results:

The research instruments of this study included questionnaires, interviews, and classroom observations, which were analyzed qualitatively and quantitatively. As a result, this section will discuss and analyze in order to examine and capture the most relevant remarks that will aid them in their study work.

It should be noted that the interpretation of this questionnaire and interview reflects the picture of teachers' viewpoints on peer observation. The following are the most important findings of the researcher's examination of both the questionnaire and the interview:

-Teachers were asked if the pedagogical information they bring to their classroom came from formal training or if it came largely from experience and the majority of them claimed they use what they've learnt from their own classroom experiences. This shows that nothing has been done to complete professional development courses to enable teachers to fulfill their job of teaching with joy, efficiency, and consistency in a well-rounded language teaching curriculum.

-The majority of participants claimed that teaching is an easy activity for them, and they all replied positively when asked whether or not they reflect on their teaching style. The researcher noted that they feel they know how to reflect on their teaching, but based on their comments, he deduced that the participants use ancient and traditional techniques and stay within their comfort zone. He claimed that they reflected on their practice by using various techniques. However, it should be noted that they still rely on some old techniques to reflect on their teaching.

-Another observation made by the researcher is that some teachers answer positively in using lesson reports in their daily teaching but the majority of them

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answer negatively to the question, despite the fact that they are a vital tool for reflecting in teaching. However, the majority of respondents said that they request pre-made lessons from more experienced teachers, one might infer that lesson report as an exploratory approach is virtually non-existent in our teaching practices and has never been pushed by authorities or made required in TEFL programs with the goal of unveiling the concept of reflection from the start.

The researcher was most interested in knowing if the informants had ever participated in professional development opportunities; participants had the highest participation in conferences/study days. The researcher inquiry was focused the most on if the participants had engaged in peer observation, but the replies were limited. When the researcher asked if the respondents had past experience with peer observation, a large percentage replied yes, but they only undertake informal peer observation.

The researcher has learned whether instructors believe collaborative teaching helps them enhance their teaching skills. They all participants encouraged their colleagues to assess their performance since they discovered that it improved their teaching techniques and influence students' learning by using new methods and techniques provided by the observed colleagues. They added that they prefer to choose their peers. Peer observation, however, is still not employed for professional development. As a result of these inquiries, it was revealed that teachers employ peer observation informally. And that they profit from it, but they are always anxious of using it as an evaluating procedure if the administration is aware of it. In other words, there is teacher cooperation, and instructors consider it as a vital and necessary aspect of teaching. However, because the administration does not appreciate the reflective teaching style, most of the collaboration between instructors is informal and inefficient.

The research found that

The main points that were discovered from this structured interview are:

- Teachers get no experience from their initial training, nor do they profit from the insets (conference workshops, study days, seminars, etc.) in which they participate.

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- The lack of awareness of new techniques used to reflect on teaching practice.
- EFL teachers are aware of the benefits of reflective teaching in developing professionalism.
- reflective teaching is based on learners needs
- they think that peer observation should concern just teachers not the administration.
- Teachers do not have enough time for peer observation.

Therefore, these results confirmed the hypotheses that were proposed to the research questions of this research work.

2.6 Conclusion:

This chapter is the most essential in this research work since it described the real opinion of experienced as well as novice teachers towards peer observation to enhance teaching. The study looked at the usefulness of peer observation and how it might assist teachers improve their teaching methods professionally. The results of the research are presented in this section, which reveal that EFL instructors have adopted peer observation and believe that visiting each other's classrooms with their agreement may have a positive influence on the teaching community at their workplace. However, in real-life teaching settings, this method is seldom fully utilized. As a result, the administration should seek to ensure that the PO program is implemented in a methodical manner as a tool for encouraging professional development and progress. Other professional development practices, such as writing journals or diaries, keeping portfolios, and team-teaching, may also be beneficial, but they have not been explored in this context, which may be a future study project.

Taking these findings into account, the researchers provide some suggestions and recommendations to encourage instructors to utilize PO more frequently in order to make it more feasible for them to properly undertake the work of teaching.

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2.7 Recommendations and suggestions:

In the light of the analysis and interpretation of the collected data, the following recommendations are made which relate to the empirical investigation.

Recommendations for a More Effective Peer Observation Program In addition to the remarks given in the questionnaire, the interview data adds to these points. To make PO more successful, instructors believe that teachers should use written reports only, with no recording. The main purpose of peer observation should be to improve educational techniques and student learning outcomes. According to instructors, PO is strictly a teacher's activity that should be handled by teachers in order to increase its efficacy, and administration should not be engaged in it. Moreover, administration can only help and assist teachers by allowing them to perform their roles in PO with autonomy. This will give them a chance to select their peers for the purpose of observing teachers, writing the reports and sharing them among themselves. Participants reported feeling comfortable with critical feedback because they believed that the process was confidential and that they could trust their peer not to share unpleasant aspects of the learning observation with others. So, they should collaborate with each other and identify their individual responsibilities. By this collaboration, the observed and observe teacher will be able to benefit from each other's experiences and work with the rest of the EFL teachers. It may aid EFL teachers in improving their skills, allowing students to confidently climb the success ladder.

To sum up, recommendations arising from the data collection findings are as follows:

- The observation protocol should be of relatively unstructured format to allow flexibility in tailoring the observation to the professional development needs of teachers
- The process of PO should concern only teachers

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- Administration should encourage teachers to participate in peer observation to develop their teaching skills rather than utilizing it as an assessment tool.
- Time must be set aside by the administration for professional development, at least once a month.

The researcher also suggests that instructors collaborate to allow novice teachers to benefit from the experience and knowledge of more experienced teachers, who can redefine and reexamine their beliefs and practices for professional development while also positively reinforcing what has been done well.

2.8 .Limitations of the study:

The limitations of this case study may have influenced the results. This case study focused on teachers' experiences of peer observation of teaching at two distinct high schools in Tlemcen, and was done by a single researcher with a small sample size. Because of the choice of the schools used for this study were picked based on their proximity to the researcher, a convenience sample was employed rather than a random sample. Although the sample size is sufficient for a case study, it does not represent the views of all instructors in the state. As a result, the findings are restricted and not generalizable to other situations. However, the study may strike a chord with other practitioners and give some insight into a subject where there is a dearth of literature regarding the subject of peer observation of teaching and hence inspire further research within this area.

General Conclusion

General conclusion

Teaching is one of the most gratifying careers since it allows the teacher to have an influence on future generations. It is not a simple task since it necessitates the employment of certain approaches and tactics by any instructor in order to assist his or her pupils in acquiring specific information and mastering specific tasks. In this sense, peer observation is viewed as a valuable tool for enhancing instructors' professional growth by allowing them to share and improve their teaching methods.

The main purpose of this investigation was to exhibit the teachers' opinion towards peer observation. And also, to identify the importance of peer observation to better enhance teaching.

Thus, this humble research work asked the following research questions:

- 1) Do teachers adopt peer observation as an enhancer to better teaching?
- 2) Is peer observation a concept which is viewed and valued by experienced as well as novice teachers?

The following research hypotheses were put forward:

1. Because of the instructional methodology of teaching, secondary school teachers do not reflect on their teaching practices in a quest for quality teaching.
2. Peer observation, as an investigative procedure and a way of reformulating one's teaching, is not officially undertaken by secondary school teachers.

This research work was distributed into two parts. The first chapter was a literature review about the notion of peer observation and its use in teaching, as well as the concept of TED and its principles, with an emphasis on its viewpoints. The analysis and interpretation of the primary findings were the focus of the second chapter. The researcher used two research instruments to achieve this goal: a questionnaire and a structured interview with EFL instructors at motkenibnsaad high school and

General conclusion

ahmedbenzekri high school. The second chapter also included some suggestions and recommendations on how to make better use of peer observation

As a result, the second chapter, which is the most important phase, included a sample of questions for EFL teachers. The true viewpoints of both novice and experienced instructors were revealed through these questions. According to the results of the interview with three teachers at MotkenIbnSaad High School, instructors have a good understanding of peer observation and, more significantly, they understand its value in building professionalism and leading to improved teaching. However, they are not involved due of circumstances related to the administrative staff's lack of structure. As a consequence, the results confirmed the research hypotheses cited before

Appendix A:

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH UNIVERSITY
OF ABU-BAKR BELKAID TLEMCEN
FACULTY OF LETTERS AND FOREIGN LANGUAGES.DEPARTMENT OF
ENGLISH.

QUESTIONNAIRE

The purpose of this questionnaire is to describe peer observation as an aid to the professional development of instructors in higher education. It would be really great of you if you could fill it in a credible manner.

Please provide the following information by ticking the box (✓) or writing your response in the space

Age:

Sex:

Years of teaching:

1.Have you ever had any training before beginning to teach?

YES NO

2.Did your academic experience improve your mastery of the English language?

YES NO

3.Do you believe that teaching is a simple task? Or should the instructor employ techniques and methods?

YES NO

4. What sources did you use to develop your teaching strategies?

- Pre-service Training
- In-service Training
- Personal Teaching Experience

5. Do you reflect on your way of teaching ?

YES NO

If so, explain how?.....

.....

6. Do you change your teaching practices ?

YES NO

7. Do you believe that changes in instructors' classroom methods may significantly contribute in students' learning outcomes?

YES NO

If yes , explain how?.....

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.....
.....
.....

8. Do you use lesson reports in your daily teaching ?

YES NO

9. Have you ever asked to a teacher supply you with his pre-made lesson plans?

YES NO

–if so who are these teachers ?

- More experienced than you
- Having the same experience
- Less experienced than you
- Professionals
- Experts
- Others

10. Have you ever participated in any of the following professional development opportunities?

- Conferences/ study days
- Courses on teaching practices and or strategies
- Participation in a teacher network for professional development
- peer observation that your department has formally arranged
- Interest-based collaborative research on professional development

11. Are you curious about how other teachers dispense their lectures ?

YES NO

12. Have ever attended other teachers' lectures ?

YES NO

13. Have you had any prior experience with peer observation (either as observer or observed) ?

YES NO

If so, how was it
?.....
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.....
.....
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14. Did the peer observation help you to experiment or change your current teaching practices ?

YES NO

if so how?
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.....;
...

15. In what ways, if any, do you consider this peer observation experience has influenced students' learning?

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16. Was peer observation used as professional development reasons or evaluation purposes ?

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Thank you for your time for completing our survey

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