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**Peer Observation as the Ultimate Tool to Carry out Continuing Professional
Development: Case of EFL Teachers in the Department of English at the
University of Tlemcen**

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requirements for Master's degree in Didactics of Foreign Languages

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Declaration

I declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of own investigation, except where otherwise stated.

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Dedication

I dedicate this work

To my “Mom” and “Dad”, thank you for all the sacrifices you have made for me,

I love you

*To my adorable sisters “Sara” “Meriem” and “Amira” thank you for your presence
in my life, you are the best sisters ever*

To my loyal friends, thank you for always being there for me

*To “my two grandmas” who left this world, May Allah grant you Janna, you will
always be in my heart*

To all the people who have inspired me throughout my journey

Thank you from the bottom of my heart.

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I would love to acknowledge those committed teachers who really work from their heart, you are a true inspiration

My thanks also go to all the teachers who participated in this work

Abstract

Enhancing teachers' professional practice is the key element to ensure quality teaching. The aim of this research is primarily toward exploring EFL teachers' views regarding peer observation as well as investigating how this tool contribute to their continuing professional development. To achieve the aim of the present study, an exploratory case study was conducted with EFL teachers in the department of English at the University of Tlemcen. This investigation relied on the use of a mixed-method approach using two research instruments. A questionnaire was administered to ten (10) teachers and a semi-structured interview was conducted with the only expert in Teacher Education Development in the department of English. The collected data were analysed employing quantitative and qualitative procedures. The findings unveiled that EFL teachers have positive perspectives regarding peer observation as it an effective tool for improving teaching practices. In addition, receiving constructive feedback support teachers to reflect upon their practices and grow professionally. In conjunction with these results, some suggestions regarding the implementation and the recognition of peer observation were given beside some investigating procedures to foster a reflective practice.

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List of Acronyms

AF: Absolute Frequency

CPD: Continuing Professional Development

EFL: English as a Foreign Language

PO: Peer Observation

POT: Peer Observation of Teaching

RF: Relative Frequency

TED: Teacher Education Development

General Introduction

General Introduction

Teaching is regarded as one of the noblest activities among all the professions. It requires going beyond knowledge transmission, demanding passion, love and dedication in one's teaching. Undeniably, teachers are the architects of informed individuals who will positively contribute to society. For this reason, efforts should be made to prepare quality teachers who will provide quality education for learners. For language teachers, a strong emphasis is placed toward updating their knowledge and skills throughout their careers. This is because language teaching is a challenging task. Additionally, to ensure effective teaching, language teachers should master the knowledge of the language and the knowledge of pedagogy at the first place. More importantly, language teachers should reflect and be active learners in order to be prepared for any change in their field. Correspondingly, reflection is a crucial process for language teachers, as it allows them to continuously reflect, revise and improve their future actions. This activity will lead them to be more responsible for their own professional development.

Therefore, continuing professional development (CPD) is a vital pathway for language teachers as it supports them to work in a collaborative way, grow professionally and enhance their careers. Due to the limited duration of teacher training, professional development activities are crucial for teachers. These activities provide opportunities to teachers to experience learning again and to ensure better learning outcomes. One of the most well-known reflective procedure that is collaborative in nature and recognised as an effective way for teachers' professional development is peer observation (PO). This activity that is commonly used worldwide helps novice teachers in providing solid preparation and helps experience teachers to perform good practice. In spite of this, many teachers hesitate to participate in such activities. This reluctance to engage in such professional methods may stem from a belief in the adequacy their existing teaching practices. In turn, they resist changing and adopting of new knowledge.

The current study is, then, significant to provide valuable insights regarding the status of teaching quality and professional development in higher education. Firstly, it sheds light on the understanding of peer observation by EFL teachers, its impact on

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their teaching practices and overall professionalism. The main purpose of this study is to investigate teachers' views towards peer observation as well as their experiences in this activity. Another aim is to find out the importance of peer observation for teachers' continuing professional development. Accordingly, the researcher raises the following research questions:

1. What are the views of EFL teachers towards the use of peer observation?
2. To what extent does peer observation contribute to EFL teachers' continuing professional development?

Based on the above research questions, the following hypothesis are suggested as answers:

1. EFL teachers might hold positive views towards PO as it is an effective tool for their professional development
2. Peer observation might be a useful method as it has a significant impact on teachers CPD

In fact, the desire to meet the objectives of this research drives the researcher to undertake an exploratory case study with EFL teachers in Tlemcen University. The investigator utilizes a mixed-method approach collecting both quantitative and qualitative data through a questionnaire and a semi-structure interview. This research is organized into two chapters covering the theoretical part and the practical part. The first chapter provides an overview of the existing literature concerning teacher education and professional development. It clarifies some angles regarding the process of teaching and learning. Primarily, it sheds light on language teaching and the necessity for teacher training. Secondly, it provides insights regarding the notion of teacher education development (TED) with emphasising its features. Then, it introduces the conception of reflective teaching by highlighting its historical roots and types. It also explores PO as an investigative procedure that promotes reflection by featuring its different procedures.

The second chapter which represents the empirical phase is the cornerstone of this research since it covers the results gained from this investigation. First, it

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introduces the design of this work. It covers the type of research, the sample population and the data collection procedures. Then it shifts to the interpretation of the data and the discussion of the main findings. This chapter concludes with some recommendations for EFL teachers and the limitations encountered by the researcher.

Chapter One

Literature Review

CHAPTER ONE: Literature Review

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1.1 Introduction

In the field of education, teachers are required to involve themselves to continuous improvement in order to cope with the challenges encountered in their careers. From many professional development methods, peer observation of teaching is one of the most valuable methods used to learn and seek ongoing development. This present chapter attempts to review the most significant literature concerning professional development and peer observation of teaching as one of its major approaches. After featuring the concepts of teaching and learning, this chapter introduces the main aspects regarding teacher education development and teacher reflection. At last, it ends with a review on the concept of peer observation as a tool to seek continuing professional development and highlights some strategies on how it is best implemented.

1.2 Teaching Definition

Teaching is generally viewed as the process of transferring knowledge, facilitating learning and developing skills from the teacher to the learner. Teaching as a multifaceted activity, is defined as follow:

According to Oxford English Dictionary, teaching is:

- Showing the way; direction, guidance.
- The imparting of instruction or knowledge; the occupation or function of a teacher.

According to Mariam-Webster, teaching is:

- The act or process of imparting knowledge or skill to another.
- To cause to acquire knowledge or skill in some field.

One of the most crucial activities in any society is teaching. Almost everybody has taught something to someone once in a lifetime. Undeniably, teaching commences at home where children receive their first lessons by their parents. This latter plays a fundamental role in shaping children mind through everyday activities, such as

educational games and storytelling, raising their curiosity to learn more. As cited by Burton (1963): “Teaching is the stimulation, guidance, direction and encouragement of learning”. Schools later on are in charge of the official education of children, and teachers are the core element for a successful teaching learning process. In fact, teaching is traditionally viewed to be the act of providing instructions to students in a classroom setting however the goal of teaching in the modern sense is to help students learn and acquire the needed skills, knowledge and most importantly a sense of ‘know-to-do’.

According to Brown(2000, p.07) teaching is “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. In fact, the concept of teaching throughout history varies, but it generally includes not only the process of knowledge spreading but also promoting personal growth and development. Arends (2012 p.20) explains that “The ultimate purpose of teaching is to assist students to become independent and self-regulated learners”. In fact, this might happen only through effective teaching. By addressing learners' needs and using suitable methods for them, teachers can ensure successful learning .Therefore, effective teachers are the guiding lights of the educational system.

1.2.1 Characteristics of an Effective Teacher

Teachers are like torchbearers, they illuminate the path of knowledge for generations. They are the most important factor in carrying out the educational process. Indeed, they should grasp some teaching standards before tackling the job. In this regard, Scrivener (1994) believes that positive learning atmosphere is one of the important building blocks of teaching. He further provides three teacher characteristics for an effective learning environment which are: “respect”, “empathy”, and “authenticity”. In addition to these personal traits, teachers should carry some content knowledge, pedagogical and professional skills. Walker (2008) states twelve qualities of an effective teacher which are as follow:

- The most effective teachers come to class each day ready to teach.
- The most effective teachers have optimistic attitudes about teaching and about students.
- The most effective teachers set no limits on students and believe everyone can be successful.
- The most effective teachers are resourceful and inventive in how they teach their classes.
- The most effective teachers handle students and grading fairly.
- The most effective teachers are approachable.
- The most effective teachers have a way of making students feel welcome and comfortable in their classrooms.
- The most effective teachers are concerned about students' personal problems and can relate to them and their problems.
- The most effective teachers do not take everything seriously and make learning fun.
- The most effective teachers do not deliberately embarrass students.
- The most effective teachers do not hold grudges.
- The most effective teachers are quick to admit being wrong.

1.3 Learning Definition

In Cambridge Advanced Learner's Dictionary (2013), learning is defined as the activity of obtaining knowledge. And "to learn" is to get knowledge or skill in a new subject or activity.

Peter Drucker in one of his quotes said "We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn". It is often said that learning is a lifelong journey. Simultaneously, every experience enhances one's comprehension and development in the current ever-evolving world. In this regard, the educational psychologist Gagné (1985, p.02) states that learning is a change in a one's personality or ability that persists over a period of time and is not simply due to development.

Specialists in education agree that learning goes well beyond information recall. As a matter of fact, understanding, connecting concepts, critical and autonomous thinking, and applying knowledge to new and different contexts are all necessary for deep and lasting learning. Mayer (2002) concludes that learning in the commonsense view was about acquiring knowledge that has implications for how to teach. The revised taxonomy focuses on a broader learning perspective that includes acquiring knowledge and applying it in various situations. Osterman (1998, p.6) set out these pedagogical guidelines for knowledge and learning:

- Learning is an active process. Knowledge cannot be transmitted. For learning to take place, then, it is necessary to engage the learner enabling the learner to take an active role in determining the direction and progress of learning.
- Learners are not blank slates. Learning process must build on prior experiences and knowledge. For this to take place, learning situations must provide opportunities for students to articulate and represent their knowledge.
- Learning is constructed through experience, particularly problematic experience. As a pedagogical strategy, then, it is necessary to build conceptual conflict and to challenge the adequacy of current knowledge.
- New ideas will be more easily and soundly integrated into the knowledge base, when students experience them as effective. Learning situations must provide opportunities for students to reconceptualize and test the efficacy of new ideas and information in action.

Teaching and learning are two sides of the same coin. When these two processes work together effectively, it can unlock a world of knowledge, skills, and personal growth for both students and teachers. Besides, through a deep understanding of the interconnectedness between teaching and learning, language teachers can build dynamic classrooms that foster a passion of languages and empower students to become successful communicators.

1.4 Language Teaching as a Profession

Teaching is said to be a professional activity. However, language teaching faces challenges in being universally recognized as a profession. As mentioned by Richard in (1996); it lacks acknowledgment for its distinctive features, its specialized skills and training, and the level of job satisfaction it can provide. Nevertheless, many educators around the world acknowledge language teaching as a profession and those committed in it are regarded as professionals. Within this context, Lv (2014) indicates that language teaching deserves recognition with other established professions; considering language teachers' professionalism, working conditions, personal goals, attitudes, and career expectations.

The profession of language teaching demands a specific set of qualities. In addition to having a thorough understanding of second language acquisition and teaching practice, teachers should also have a high level of competency in the language they instruct. Hardy (2011) posits that language teachers need a high level of language proficiency, a declarative knowledge of the language, and some principles of second language acquisition and language teaching methodology. In English language teaching (ELT), professional teachers need to be conscious about what makes their teaching significant. In this regard, Ghimire (2019) provides five themes for effective ELT which are: 1) effective and dynamic teachers, 2) active and creative learners, 3) effective use of teaching learning materials, 4) appropriate use of modern information technology, 5) multiliteracy pedagogy in the classroom.

1.4.1 Professionalism

In recent years, the term professionalism in education is widely addressed by researchers. It is regarded as one of the essential components of effectiveness in the workplace. Pratte & Rury (1991, p. 60) define professionalism as “an ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers.” In the field of education, the term professionalism is quietly linked with teaching and teacher quality. According to Englund (1996) professionalism is the internal quality of teaching. Furthermore, Baggini (2005) claims that for today's

teachers, professionalism is interpreted by considering two factors which are teachers' ability to overcome difficulties and their ability to use their skills and experience. Hence, the focus of teacher professionalism as Vijayalakshmi (2019) concludes is towards "teachers' professional qualifications" and "achieving excellence".

Hargreaves (2000, p.153) provides four historical ages of teacher professionalism in many countries, they are summarised in this manner:

- 1-** The pre-professional age: teaching was seen as managerially demanding but technically simple. In this age, teachers were virtually amateurs: they only needed to carry out the directives of their more knowledgeable superiors.
- 2-** The age of autonomous professional: was marked by a challenge to the singularity of teaching and the unquestioned traditions on which it is based. While the challenge was often rhetorical, it nonetheless justified the principle that teachers had the right to choose the methods they thought best for their own students.
- 3-** The age of collegial professional: was marked by increasing efforts to build strong professional cultures of collaboration to develop common purpose, to cope with uncertainty and complexity, to respond effectively to rapid change.
- 4-** The post-professional: was marked by a struggle between forces and groups intent on de-professionalizing the work of teaching, and other forces and groups who are seeking to re-define teacher professionalism and professional learning in more positive and principled post- modern ways that are flexible, wide-ranging and inclusive in nature.

In point of fact, key aspect of teacher professionalism is generally toward adequate preparation of teachers in formal training and their own responsibility for professional practice.

1.5 Training of Teachers

The term teacher training typically used to indicate the formal activities that enhance teacher's knowledge and skills to proficiently execute their teaching

responsibilities at the beginning of their careers. According to Richards & Farrell (2005, p.3) “Training refers to activities directly focused on a teacher’s present responsibilities and is typically aimed at short-term and immediate goals”. That is to say, the goals of the training programme are pre-determined. In addition, the content of training programs is determined by experts in order to help trainees in their development in becoming qualified educators, to acquaint them with the duties and obligations for the teaching profession, and to put theoretical knowledge into practical application. In this line of thought, Soininen (2014) notes that training is an essential part of the continuum of teacher education, which begins with pre-service training and continues throughout a teacher's career through in-service training and professional development.

1.5.1 Pre-Service Training

Pre-service training is a university-based programme that students receive before engaging in the teaching profession. Therefore, it focuses on delivering the education that equips would-be teachers with the necessary theoretical knowledge, methods and skills to thrive in the world of teaching. Pre-service teacher training combines theoretical coursework and practical teaching experience, covering topics like lesson plans, teaching lessons and classroom management (Mohanty & Pradhan, 2013). The goal of pre-service training is to provide a solid theoretical foundation for the subject matter and pedagogy while gradually introducing the teaching practice. In this respect, Loughran & Russel (1997) explain:

Pre-service teacher education programs are the first place of contact between beginning teachers and their prospective profession. If they are to value the pedagogical knowledge that is continually being developed, refined and articulated within their profession, 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 this first contact through pre-service programs is crucial.

(Loughran and Russel, 1997 p. 68-69)

According to Ziani & Lahma (2020) learning to teach begins in an informal apprenticeship of observation, where students observe their teachers, then the formal stage where would-be teachers are engaged in a teacher preparation programme, acquiring knowledge, skills, and attitudes for effective teaching. Hence, pre-service training alone is insufficient to adequately equip teachers; it must be complemented by in-service training and professional development to achieve the goal of teachers' lifelong learning.

1.5.2 In-Service Training

In-service training refers to the ongoing education and training provided to teachers while they are already working in the classroom. It is a key factor in influencing the professional development of teachers and contributing to the improvement of their knowledge through an active role (Saiti & Saitis, 2006). The Centre for Educational Research and Innovation (1982) defines in-service training as:

Those education and training activities engaged in by primary and secondary school teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively.

(OECD, 1982.p11)

According to Mohanty (2013.p18), In-service teacher education broadly performs the following functions:

- Updates teachers in issues concerning content, methodology and evaluation.
- Upgrades serving teachers in tasks with which they are currently occupied.
- Initiates and orients teachers to new roles and technologies.
- Provides opportunities for unqualified or under qualified on-the-job teacher to update and upgrade their knowledge.

Thus, in-service education and training programs are set to refresh teachers' knowledge in the domain of teaching. Above all, it enhances their effectiveness in the classroom, and ensures they stay updated with the latest trends and advancements in education. It may take several forms including: institutes, conferences, workshops, staff meetings, committee, professional reading, individual conferences, visits and demonstrations (Asaya 1991). Moreover, Ziani & Lahma (2020) claim that teachers should be encouraged to take responsibility for their CPD through reflective practice and action research during in-service training. Therefore, teacher education development (TED) is the way through which teachers could maintain reflection, knowledge update and professional growth.

1.6 TED the Core for Professionalism

TED is an on-going process that leads teachers to change throughout their careers. It is a bottom-up process that encourages teachers to improve their teaching practices by becoming more aware of their personal behaviours. Jack C. Richards (1998) believes that training or education is something that can be introduced or managed by others (bottom-up) however development is something that can be done only by and for oneself. In the same line of thought Semmoud (2015,p.25) posits that TED is “a way of learning which complementary to training, and which is motivated by teacher’s own questionings of who they are and what they do, rather than by any external training agenda”. Thus, the ability of a teacher to reflect on his/her practices, values and beliefs, is the key factor in teacher development which also represents their professional development. Kedzior et al (2004) provide some characteristics of high quality teacher professional development which are:

- 1) **Content-focused:** professional development should focus on subject matter content.
- 2) **Extended:** professional development experiences should be extended, rather than one-time sessions.
- 3) **Collaborative:** teachers should collaborate with professional peers.
- 4) **Part of daily work:** professional development should be largely school-based and incorporated into the day-to-day work of teachers.

- 5) **Ongoing:** professional development should be continuous, not episodic, and include follow-up and support for further learning.
- 6) **Coherent and integrated:** professional development should incorporate experiences that are consistent with teachers' goals; aligned with standards, assessments, and other reform initiatives.
- 7) **Inquiry-based:** professional development should promote continuous inquiry and reflection through active learning.
- 8) **Teacher-driven:** professional development should respond to teachers' self-identified needs and interests in order to support individual and organizational improvements.
- 9) **Informed by student performance:** Analyses of impacts on student performance should inform professional development (Guskey, 2003).
- 10) **Self-evaluation:** professional development should include procedures for self-evaluation to guide teachers in their ongoing improvement efforts.

The following figure represents the elements of teacher's professional development by Cox (2019):



Figure 1.6: Teachers' Professional Development (Cox, 2019)

1.7 Reflective Teaching

Reflective teaching is the complementary aspect of teacher education. In fact, reflection is the process whereby teachers actively and critically examine their teaching practices, beliefs, and assumptions for self-evaluation. It is a crucial element in teaching as it enables educators to become more self-aware, by critically evaluate their way of teaching, and make well-informed decisions that will lead to improve student learning and enhance teachers' professionalism . It has been demonstrated that reflective teaching helps to promote professional growth, improve teaching practices, and foster deeper learning (Nian, 2020) especially when teachers lack professional development training programs.

The concept of reflective teaching is linked to John Dewey (1933) who viewed teachers as reflective practitioners. This means they are actively resolving classroom-related problems moving from a routinized action towards a reflective action. In the same vein, Schon (1983) following Dewey's work, draws a distinction between reflection-on-action and reflection-in-action. Additionally, Zeichner & Liston (1996) point out that:

When embracing the concept of reflective teaching, there is often a commitment by teachers to internalize the disposition and skills to study their teaching and become better at teaching over time, a commitment to take responsibility for their own professional development

(Zeichner and Liston 1996, p.06)

The process of reflective teaching is based on the temporal factors that can occur before, during and after an action which in turn will lead to a better understanding of one's classroom practices.

1.7.1 Reflection-in-action

Professional teachers who utilize their wide range of expertise and skills in to change the situation immediately are certainly the ones who reflect and solve the problem on-the-spot. Thus, reflection-in-action occurs during the teaching process

while teachers are delivering the lesson. It is the ability of professionals to “think about what they are doing while they are doing it” (Waters, 2004, p. 631). Clearly, experienced teachers are more capable of handling unexpected situations that need to be changed because they frame those situations based on their own experiences.

1.7.2 Reflection on Action

Reflection on teaching refers to the retrospective process where teachers review, evaluate, and make sense of past experiences (Griffiths, 2000). Teachers do this after the action has taken place; mainly during their free time, after they finish the job or on the way home from work. It is a deliberate process that entails reflecting on a past incident and critically analysing the action more thoroughly in order to change what is supposed to be changed in the future. In fact, several reflection methods can be used to improve a teacher’s practices such as: teaching journals, lesson reports, surveys and questionnaires, audio and video recording, observation, and action research (Makasau, 2018).

Therefore, reflective teaching as a self-inquiry process can help teachers bring about innovation in teaching. This practice can be conducted using self-evaluation and collaboration to understand one’s motives underlying specific practices, to reflect upon them and to learn from one’s experience and about the experience.

1.8 Peer Observation for Continuing Professional Development

Continuing Professional Development (CPD) is a complex term to define due to its nature. According to Day (1999):

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good

professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

(Day 1999, p. 04)

CPD represents the ongoing process of reflection and action where individuals take charge of their own learning and growth. In education, CPD is needed because teachers' personal security comes from their own abilities experience, knowledge and skills rather than from the position or company they work for. English language teachers frequently maintain that teaching is a process of continuous learning and development. In this context, while self-reflection serves as the initial step, peer observation (PO) plays a crucial role in making teachers more aware of the challenges they face. It also bridges the gap between the ideal teaching conditions and the reality of classroom practice (Koutsika et al 2023).

PO as it is also referred to as peer review, is viewed as one of the most significant investigative procedures that improve teaching practices and career development. It generally refers to teachers observing their peers doing a lesson or part of it to recognize strengths and weaknesses and to gain new insight into a particular aspect. This activity is regarded as a collaborative developmental process where professionals provide mutual support by observing, discussing, sharing ideas, and reflecting on teaching (Bell, 2014). Observation, in this regard, helps both novice and experienced teachers by creating a safe atmosphere for a non-evaluative process that will enhance collegiality between teachers. Brooks (2023) asserts that PO is important because:

- It supports teachers' continuing professional development.
- It draws on social cognitive theory, which suggests that people learn when observing others and participating in social environment.
- It enables observing teachers to build on their current knowledge based by learning new strategies and applications for pedagogy, and then adapting them within the framework of their own teaching methods and teaching styles.

- It allows observed teachers to share and demonstrate their expertise within the context of their classrooms, and gain valuable feedback and ideas.
- It promotes reflective practice.

According to Bennett & Barp (2008) the process peer observation and its consequences can be put as follow:

...a process whereby a teacher participates as an observer in a lesson taught by a colleague for the purposes of exploring the learning and teaching process and environment and where this ‘observation’ leads on to reflection and discussion, with the underpinning long-term aim of improving students’ learning.

(Bennett and Barp 2008, p. 559)

1.8.1. Models of POT

In peer observation of teaching (POT), there are three models that differ mainly based on the purpose of the observation; the evaluation model, the development model, and the peer review mode (Gosling, 2002, p. 05). First, the evaluation model is a judgemental model used to identify under-performance; confirm probation, appraisal, promotion, etc... Next, the development model aims at demonstrating competency and improving teaching competencies. Finally, the peer review is where teachers observe each other and engage in discussion about teaching in non-judgmental constructive feedback. Thus, this collaborative collegial model is regarded as the most effective model (Gosling, 2013). The following table represents the main points from each model:

Table1.1 Models of Peer Observation (adapted from Gosling, 2002)

Models of peer observation	Judgement / outcome
Evaluation model	Pass/ fail, score, quality assessment, worthy/unworthy.

Development model	How to improve; pass/ fail.
Peer review model	Non-judgemental constructive feedback.

1.8.2 The Benefits of Peer Observation

Since many teachers are sensitive to being judged, they refuse to undertake peer observation to avoid criticism. For this reason, it is important to approach them with respect and empathy creating an anxiety-free atmosphere in. Within this context, several studies regarding PO have shown that when done well, PO has significant benefits including improving teaching practices, enhancing collegiality, and promoting professional development (Byrne et al 2010; Compton 2016; Alam et al 2020).

PO is an opportunity for teachers to discover one another teaching. Therefore, teachers should engage themselves in this investigative procedure, because it is a chance to foster critical reflection on their teaching methods. Also, they should embrace it as a collaborative method that serves the mutual benefits for both the observer and the teacher being observed. In this regard, Richard & Farrell (2005) provide a set of benefits of peer observation. First, it offers new insights for both experienced and novice teachers regarding problems they may not observe in the classroom. It also builds solid social interaction among teachers, promoting the sharing of ideas, expertise, and problem-solving. Above all, it is a way to receive constructive feedbacks in order to get rid of jadedness in one's own teaching. The table below indicates the advantages of PO for the observer, the observed and for the institution:

Table1.2. The Benefits of Peer observation (CAIE, 2014)

For the observer	For the teacher being observed	For the school / institution
<ul style="list-style-type: none"> • PO develops communication skills • It helps to reflect on your own teaching 	<ul style="list-style-type: none"> • PO encourages honest conversation • It provides a new way of approaching a problem • It boosts confidence • It encourages reflection 	<ul style="list-style-type: none"> • PO demonstrates a school's commitment to professional development • It can improve teaching and learning in a school • It encourages an open and sharing school culture • It gives teachers the power to make changes

1.8.3 The Focus of Peer Observation

PO is a structured process therefore it should have a focus. The inspiration from where teachers obtain the focus of the observation may have different reasons. Teachers can ask their colleagues to gather information about a specific aspect in the classroom. It might be on their lesson organization, their students' engagement or any area that they want to have feedback on. Within this regard, Richard & Lockhart (1996 p.24-25) set out some examples which are as follows:

- Organization of the lesson: the entry, structuring, and closure of the lesson.
- Teacher's time management: allotment of time to different activities during the lesson.

- Students' performance on tasks: the strategies, procedures, and interaction patterns employed by students in completing a task.
- Time-on-task: the extent to which students were actively engaged during a task.
- Teacher questions and student responses: the types of questions teachers asked during a lesson and the way students responded.
- Students' performance during pair work: the way students completed a pair work task, the responses they made during the task, and the type of language they used.
- Classroom interaction: teacher-student and student-student interaction patterns during a lesson.
- Group work: students' use of L1 versus L2 during group work, students' time-on-task during group work, and the dynamics of group activities.

Within the same line of thought, Richard & Farrell (2005, p.90) provide some aspects of a lesson that can be the focus of an observation, this includes:

- How the teacher starts and ends a lesson.
- How the teacher asks questions.
- How the teacher allots time within a lesson.
- How the teacher assigns tasks to students.
- How the teacher supervises students while they are learning.
- How the teacher deals with a reticent student.
- How the teacher organizes learning groups.

1.8.4 Tips for Peer Observation

A clear vision of PO helps teachers to implement this process effectively, fostering a collaborative learning environment. Siddiqui et al, (2007) dispense twelve tips for POT, some of which are these:

- The observation process should be a collaborative effort: among colleagues who trust and respect each other.

- Clarify expectations: it is helpful to meet before the observation and clarify the roles of the observer and the observed teacher and to agree on the process and evaluation criteria.
- Inform students: the presence of an observer can cause anxiety for students. Inform students that there will be an observer and that they are participating in professional development of the staff, not evaluating the students.
- Be objective: focus on specific teaching techniques and methods that were agreed on beforehand and/or are outlined in the instrument. You should communicate your observations, not your judgments.
- Follow the general principles for feedback: Observation itself does not lead to improved teaching; rather it is the process of debriefing and feedback that is so helpful.
- Make it a learning experience: giving supportive feedback and constructive advice is an extremely challenging skill. The observational experience is a great learning experience for the observer, who can build or enhance skills such as teaching techniques, managing students, and asking questions.

1.8.5 The Stages of Peer Observation

The process of PO is implemented in three step-processes. Hence, after selecting a peer, the two teachers arrange meetings that are as follows:

1. Pre-Observation meeting

Before conducting any observation, the observer and the observed teacher should have an initial meeting to discuss the observation procedure. This meeting will help the observer to understand the focus of the observation and any specific areas that the teacher would like feedback on. During the meeting, the two teachers would talk about the class; teaching materials, student interaction and participation, and any expected issues (Richard, 1998). They would also agree on the instruments to be used during the observation. This conversation will help the observer to understand the challenges that the teacher is facing and to learn more about the class and any unique situations or problems that may exist.

2. The Observation

At this stage, the observer visits his/her colleague to conduct the in-class observation using the pre-determined procedures. In order to avoid causing disruption to the students, it is recommended that the observer arrives early and finds a suitable spot in the classroom without drawing attention. It is common for students to feel uneasy when they are not familiar with observation practices. To address this, the teacher should explain the presence of the observer and emphasize that his/her purpose is to support the teacher's professional development, rather than to evaluate the students. Recording is essential at this stage. Therefore, the observer should take notes based on the exact agreed focus without making evaluative comments. This will enable the observer to focus on the feedback and provide a basis for the post-observation meeting.

3. The Debriefing

The post-observation meeting or the debriefing is about receiving feedback. At this stage the teachers meet right after the session to debrief, and report upon the observed lesson. It aims to determine the strengths of the observed teacher and identify areas than can be improved in the future. The teachers should meet to provide their own reflections on the session. It is recommended to use a constructive tone when giving feedback, highlighting the positive aspects of the session and encouraging the colleague to reflect on his/her teaching practices and to explore alternative options if needed.

1.8.6 Providing Effective Feedback

Providing feedback is the most crucial part in the whole process of PO. Accordingly, the conversation that follows an observation must be productive, built on mutual respect and trust. Therefore, it is essential to prepare adequately for it. In this respect, Hammersley-Fletcher & Orsmond (2005) view that:

Critical feedback must be presented in ways that are constructive and will lead to new understandings and improved practice. Any feeling that judgements are

being made will act to detract from such benefits, and call the whole peer observation process into disrepute.

(Hammersley-Fletcher and Orsmond 2005, p.218)

In the same vein, Sullivan et al (2012, p. 03) advocate that some criteria need to be met for effective feedback:

- Descriptive of the behavior rather than the personality
- Specific rather than general
- Sensitive to the needs of the receiver as well as the giver
- Directed towards behavior that can be changed
- Timely given as close to the event as possible
- Selective addressing one or two key issues rather than too many at once

Therefore, effective feedback in peer observation is crucial for both the observed and the observer. It should be regarded as a collaborative and growth-oriented process, focusing on improvement rather than evaluation.

1.9 Conclusion

As it was shown in this chapter, adequate professional development for teachers is the main aspect for quality education. The aim behind reviewing the literature was to view the significant role of PO in fostering a reflective practice to seek teachers' professionalism within the demanding profession of English language teaching. This chapter commenced with defining the concepts of teaching, learning and language teaching as a profession. It then tackled the major aspects of professionalism including training and TED to seek continuing acquisition of pedagogical knowledge and skills. Furthermore, it delved into the concept of reflective teaching, highlighting its importance in enabling teachers to critically evaluate their practices and identify areas for improvement. Finally, it ended with an examination of the various procedures involved in PO.

Chapter Two
Research Methodology and
Data Analysis

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2.1 Introduction

This chapter covers the methodological part of what has been discussed in the theoretical part of this study. Accordingly, one of the most relevant research areas in education is peer observation (PO). Thus, the focus of this study is primarily towards exploring teacher's perceptions regarding PO to achieve CPD. This chapter deals with, first of all, the methodology and type of research used to address research questions of this study. Secondly, it describes the sample population, instrumentation and the data collection procedure. Then, it provides details on the analysis and the discussion of the data gathered. Finally, this chapter highlights the main results and conclusions drawn from the study with a list of recommendations and limitations.

2.2 Research Aims

Learning through peers is meant to enhance teachers' professional development. Correspondingly, this research was conducted to investigate the extent to which this statement holds true to the Algerian University EFL teachers. The main objective of the present work is therefore towards exploring the concept of PO at the University level. Another objective is to investigate teachers' views as well as their experiences in PO with identifying its importance for EFL teachers to attain CPD.

2.3 Research Design

Research design is a crucial element in any research. It is the framework that the researcher follows in conducting his/her research. Ragin & Amoroso (2011) defines a research design as "A plan for collecting and analyzing evidence that will make it possible for the investigator to answer whatever questions he or she has posed. Moreover, the design of an investigation touches almost all aspects of the research". In this work, the researcher opted for the use of a case study. Case study research design is defined as an in-depth description of a specific situation in real-world context. In this research, two research tools were used. A questionnaire was administered to collect data from EFL teachers as a sample population and semi instructed interview

was conducted by an expert in TED. The researcher then analysed the data collected both qualitatively and quantitatively.

2.3.1 Type of Research

The type of research used in the present study was an exploratory case study research. According to Kothari (2004), case study method enables the researcher to obtain enough and deep information within a direct and natural context, which results in fruitful hypothesis along with rich data. In light of this, the researcher undertook an exploratory case study to meet the aims of this research.

2.3.2 Sample Population

In any scientific research, sampling is the core element that enables the researcher to draw meaningful conclusions about the larger population. Therefore, it should be carefully selected. The sample population of the present research consisted of ten (10) EFL teachers at the University of Abou Bakr Belkaid Tlemcen in the department of English who are in charge of teaching different English modules and a specialized teacher in TED whom we conducted the semi-structured interview. The sample of this research was randomly chosen to ensure validity and accuracy of the data and to avoid sampling bias. The number of the participants was adequate to the researcher to gain deep understanding from a smaller group.

2.3.3 Data Collection

This work has adopted a mixed-method approach. Thus, the researcher opted for the use of a questionnaire a semi-structured interview to get in-depth understanding on PO. Questionnaire is an important instrument in a research study to help the researcher collect relevant data regarding the research topic (Taherdoost, 2022). It is a list of written questions that aim at gathering data from the respondents. Mcleod (2023) agrees that “questionnaires can effectively measure relatively large subjects’ behavior, attitudes, preference, opinions and intentions more quickly than other methods”. Moreover, an interview is another fundamental research tool that gathers qualitative data in exploratory studies. In this research, the researcher relied on the use of a semi-

structured interview that is based on open-ended questions to explore the respondent beliefs and thoughts. In a semi-structured interview the interviewer has the freedom to elaborate the original answers with the interviewee (Mathers et al, 2000). Therefore, it is adequate to the researcher to get more knowledge.

2.3.3.1 The Questionnaire Procedure

The questionnaire in this study was administered to ten EFL university teachers working at the department of English. The questions primarily aimed at figuring out whether teachers use PO and whether it is beneficial for their professional development. The questionnaire consisted of thirteen (13) questions involving close-ended questions where the respondents can mark only one response, multiple choice questions where the respondents can choose one choice or more and open-ended questions for more space to express their opinions (**See Appendix A**). The questions were grouped under three main sections. The first section of the questionnaire was dedicated to the bio data of the participants (gender, experience and credentials). The second section explored teachers' attitudes and experience with PO. The last section highlighted teachers' suggestion for improving the process of PO.

2.3.3.2. The Semi-Structured Interview Procedure

The semi-structured interview in this study was a complementary tool that was developed to collect more information regarding the status of PO at the level of university from the perspective the only expert in TED in the department of English at the University of Tlemcen. To this end, five (5) questions were put forward by the researcher. The aim behind the questions of the interview was to get information regarding many aspects within the area of PO and professional development. The questions were mainly about the beliefs of teachers regarding PO, impact on teaching practices, the implementation and the recommendations (**See Appendix B**).

2.4 Data Analysis

This part is concerned with the analysis of the data gathered from the questionnaire and from the semi-structured interview that combined both qualitative

and quantitative data. The quantitative data results were illustrated numbers, tables and figures. The qualitative data results from the open-ended questions were presented in a narrative format. Each question was analysed separately in details illustrated by a figure, a table or narrative format.

2.4.1 Analysis of the Questionnaire

- Section one: Bio data:

Question one: Teachers' gender

To ensure different prescriptive regarding this research, the respondents were first asked about their gender.

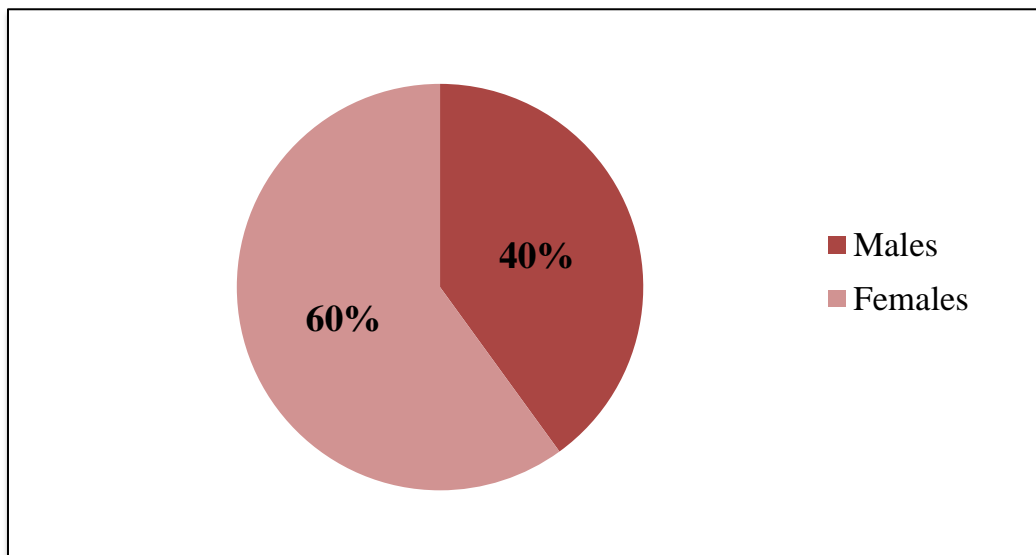


Figure 2.1: Teachers' Gender

The results indicated that the majority of the teachers were females representing 6 out of 10. In the other hand, the remaining were 4 males.

Question two: Teaching experience

Experience is an important factor that sets apart teachers in their way of thinking. The researcher wanted to know whether the respondents are prospective or experienced. The results showed that teachers' experience varied between 9 and 32 years of teaching English. Thus, the researcher obtained data from a range variety of teachers with different teaching experiences.

Question three: teachers' credentials

Besides gender and experience, the researcher asked the respondents for their qualifications. As a result, all the 8 teachers, among 10 in total, who answered this question, had a Doctorate degree (PHD). In addition, 3 teachers among the respondents were Professors at the Department of English.

Question four: Have you ever participated in PO, either by observing a colleague or being observed yourself?

In this question, the researcher wanted to investigate EFL teachers' familiarity with PO. Whether they had any experience in PO as observers only, being observed only, had experience in both roles or had no experience in PO. The results are stated in the table below:

Table2.1: Teachers' Participation in Peer Observation

Options	AF	RF
Observed a colleague only	1	10%
Being observed only	1	10%
Both observed and being observed	8	80%
Never observed/ being observed	0	0%

The results in the table indicated that 8 EFL teachers participated in PO as observers and observed. For the remaining teachers, one teacher participated as an observer and the other teacher was observed by his peer. In addition, the results showed that all the 10 informants are familiar with PO.

Question five: How confident are you when being observed by a peer?

The aim behind this question was to measure the level of confidence, how comfortable or anxious, the observed teachers felt when being observed by their colleagues. The findings are shown in the following graph:

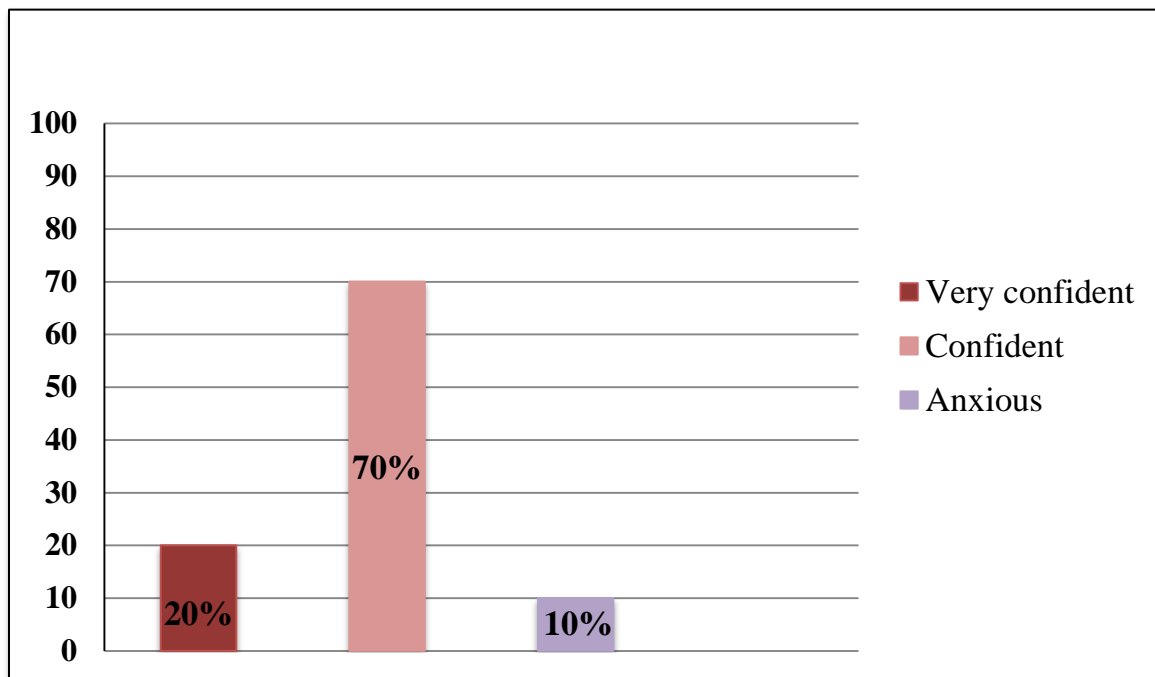


Figure 2.2: Teachers' Level of Confidence

According to the results, more than half of the respondents (7 out of 10) felt confident when being observed. Moreover, 2 of them felt very confident while only one teacher felt anxious.

Question six: Have you ever received any training concerning PO?

To obtain data on teachers' training, the respondents were asked whether they had any formal training in PO. The following pie chart indicates their responses.

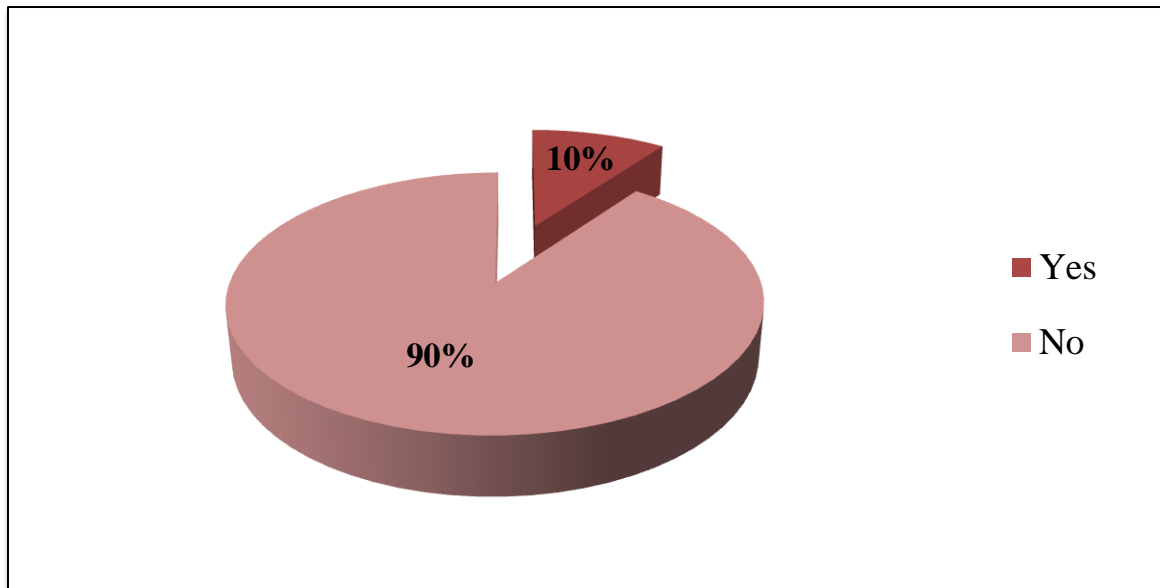


Figure 2.3: Teachers' Training in Peer Observation

As it is demonstrated in the above pie chart, nearly all the respondents (9 out of 10) had never received formal training. In other words, they did not have the chance to discover the procedure PO. In contrary, only one teacher received training in PO.

Question seven: If yes, have you gone through all the official stages to PO? (Pre-observation meeting, the observation, the debriefing)

This question is related to the previous question. The aim was to know whether those who said “yes” conducted PO meetings (Pre-observation meeting, the observation, the debriefing). As a result only one teacher stated that he went through those meetings. Consequently, the results highlighted that only few EFL teachers were trained in using PO.

Question eight: What aspects of teaching do you believe PO can improve?

This question aimed at collecting teachers' opinion about the areas where PO can be most effective, the answers are represented in the following diagram:

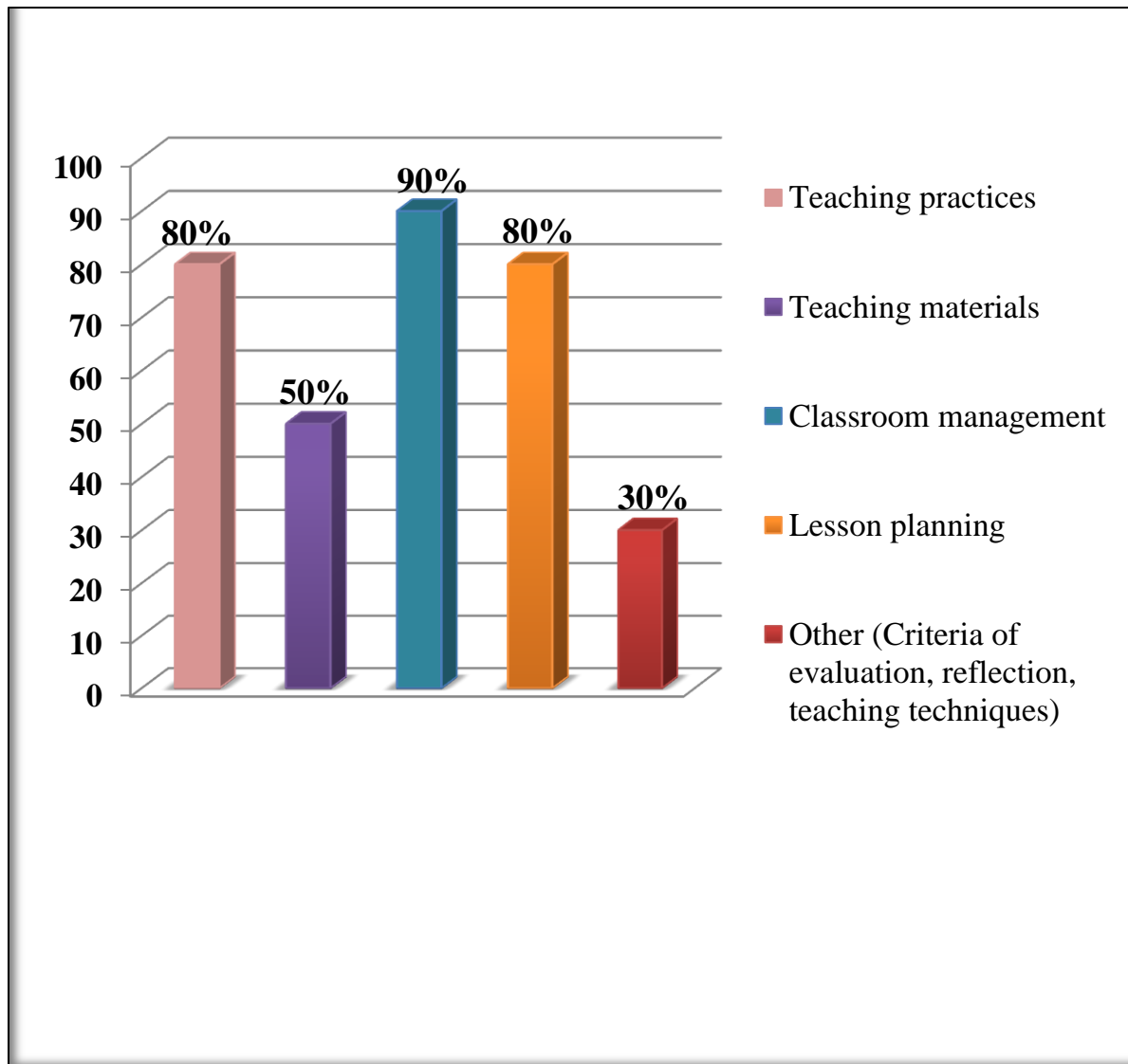


Figure 2.4: Teachers Believes on Areas of Improvement

The results in the diagram demonstrated that the vast majority of EFL teachers, specifically 9 teachers, believed that “classroom management” is the first aspect that can be improved by PO. Moreover, in the second place, “teaching practices” and “lesson planning” were selected by 8 participants. Furthermore, the third aspect that was chosen by half of the participant (5 teachers) is “teaching materials”. In the other hand, 3 teachers contributed to different aspects under the “other” category which are: “teaching techniques”, “criteria of evaluation” and “reflection”.

Question nine: What are the main benefits that teachers might gain from participating in PO?

The objective of this question was to investigate teachers' perceptions about the benefits of PO. In other words, to see how PO experiences helped in changing teachers to betterment. The following graph illustrates the responses:

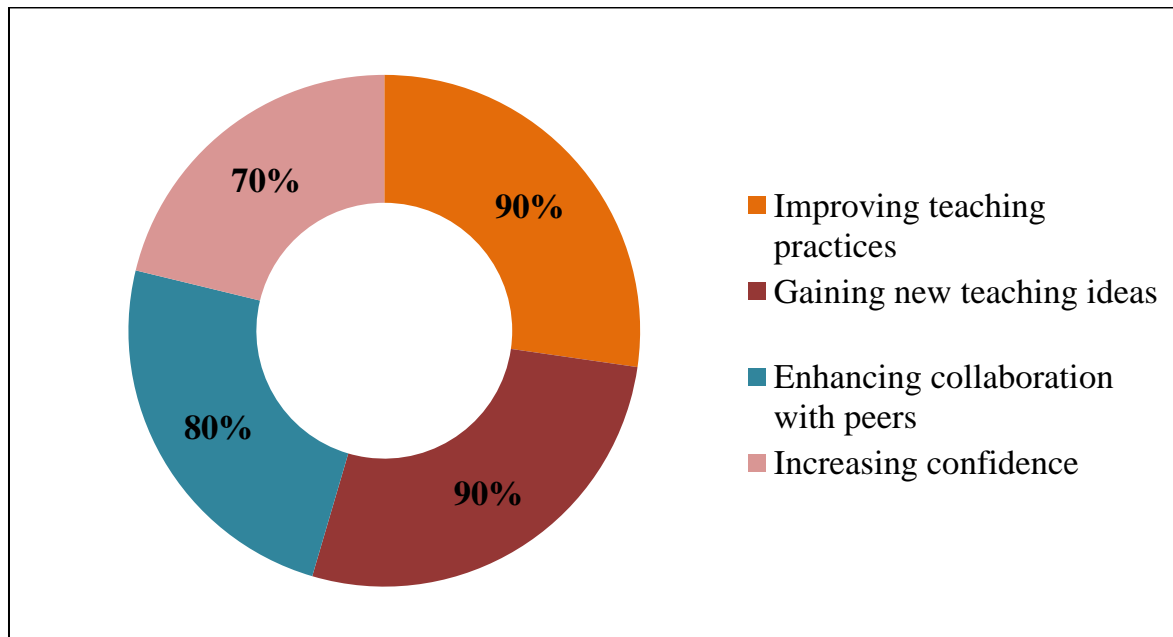


Figure 2.5: Teachers' Opinions regarding the Benefits of Peer Observation

The above graph illustrated that nearly all the respondents (9 out of 10) identified “improving teaching practices” and “gaining new teaching ideas” as the top benefits of PO. Furthermore, 8 teachers indicated “enhancing collaboration with peers” as the second most valued benefit. Finally, “increasing confidence” is the last selected benefit by 7 teachers.

Question ten: Do you believe that PO is a valuable tool for your professional development? Please explain.

By asking this question, the researcher wanted to see the opinions and believes of teachers on the value of PO for their professional development. The results revealed that nearly all the teachers (9 teachers) view PO as a valuable tool. In contrary, only 1 teacher indicated a “maybe” response.

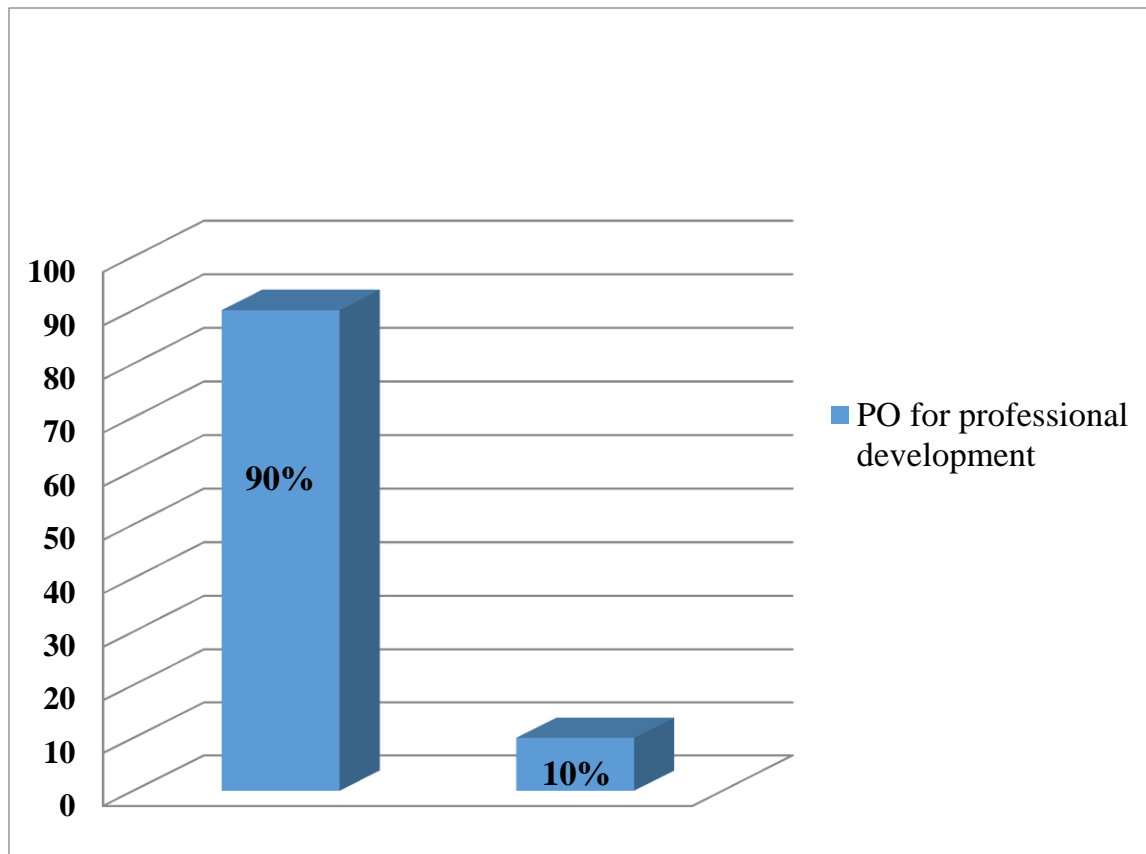


Figure 2.6: Teachers Views on Peer Observation for Professional Development

From this question, the researcher gained valuable insights from the 9 teachers' explanations:

Teacher A: it offers opportunities for constructive feedback, sharing of best practices and fostering a collaborative learning environment.

Teacher B: It boosts a reflective practice.

Teacher C: My friend can help me improve my teaching practices if he tells me about the weaknesses of my class.

Teacher D: It helps to learn from our mistakes and reinforce strong points.

Teacher E & F: It is helpful for teachers training and development.

Teacher G & H: It helps up to improve and gain more knowledge.

Teacher I: It should be the first stage any novice teacher goes through. It allows discovering different teaching methods and practices.

Question eleven: Do you think that receiving feedback from peers can be judgmental and evaluative? How?

This question investigated the beliefs of teachers on the feedback received from their colleagues. The results revealed that 6 teachers see that the feedback was supportive and constructive rather than evaluative or judgmental. However, 4 teachers viewed that it may be judgemental depending on the way of debriefing. The following statements are some of the respondents' explanations:

Teacher A & B: Receiving feedback from peers can sometimes be judgemental or evaluative, depending on how it is delivered. However when done properly; it might be constructive and focus on growth rather than criticism.

Teacher C: Sometimes there is competition among colleagues.

Teacher D & E: It helps teachers to modify or ameliorate his way of teaching that will enhance student's level.

Teacher F: It is rather a mirror through which I adjust my teaching.

Teacher G: It enhances critical thinking with regard to pedagogical practices.

Teacher H: Feedback from colleagues help the teacher reflects on his practices. It does not mean that the observed teacher was doing wrong, but learning from different views and teaching styles enrich the teacher's identity

Question twelve: How might PO influence your teaching practice?

The objective of this question was to gather teachers' opinion on the influence of PO on teaching practice in general. Almost all the respondents (9) said that PO influence their teaching practices positively in a good way except for one teacher who did not provide an answer. Accordingly, some teachers provided more explanations as follow:

Teacher A: This can be done by providing insights into different teaching methods, strategies, and perspective. It can also help teachers reflect on their own practices and identify areas for improvement.

Teacher B&C: It enhances reflection in action / on action.

Teacher D: By clearing about the weaknesses of my teaching.

Teacher E: It helps to get ideas about how to teach.

Teacher F: It enhances critical thinking skills related to didactics and pedagogy.

Question thirteen: What would you like to suggest for improving the process of PO at the university?

The point from the last question was to gather EFL university teachers' suggestions for enhancing the PO process at the level of university. 9 informants put forward these suggestions:

Teacher A : We can improve this process by providing clear guidelines for peer observation, including the purpose and process, in addition to offering training sessions or workshops for both observers and those being observed , ensure confidentiality and trust among peers to create a safe environment for open dialogue and feedback to organize meetings or seminars to discuss feedback and share insights so peer observation at university can be an efficient tool for professional development and improvement in teaching.

Teacher B: It should be videotaped.

Teacher C: Make it part of teacher training.

Teacher D: We should have an inspection council.

Teacher E: note debates and conferences about how to improve this process.

Teacher F: Raise teachers' awareness about its importance.

Teacher G & H: Encourage collaboration skills between teachers.

Teacher **R**: Convince teachers for auto evaluation, and convince teachers to stay updated with regard to latest teaching techniques.

2.4.2 Analysis of the Semi-structured Interview

In the first question, the informant was asked about the views that teachers hold towards the concept of PO. He claimed that many teachers believe that PO can be a valuable tool for improving teaching practices since it supports teachers to provide constructive feedback and engage in a reflective practice.

The second question aimed at investigating whether the whole staff regard PO as a means of reformulation of teaching practices. The participant stated that teacher's beliefs are not the same and therefore they may embrace the concept of PO differently based on their individual motives.

Question number three aimed at knowing the respondent's opinion on whether PO can bring about the change that is expected by most of the teachers. The respondent agreed with the claim that PO can bring about the change that many teachers hope to reach throughout their careers. He explained that PO promotes a bottom up process that makes teachers responsible for their own development instead of relying only on a top-down process. However, the interviewee claimed that since it is not a mandatory process, many teachers never experience it.

The aim behind the fourth question was to figure out whether PO has been officially disclosed to teachers in special academic occasions. The informant answered by saying that PO has been disclosed to teachers during special academic occasions but in few cases. The researcher raised another question that was about whether those academic occasions mainly workshops, conferences, and faculty meetings were held here or in other universities. The respondent answered that four years ago, he organized a study day where he introduced the topic of PO in our university.

The last question aimed at collecting suggestions for making PO a mandatory process for teachers. The interviewee claimed that there should be training sessions with the aim of introducing the concept of PO with its benefits and procedures to

better prepare and support teachers to undertake such activities. In addition, he added that sharing the culture of collaboration between colleagues is needed.

2.5. Data Interpretation

The data gathered from the questionnaire indicate that all EFL teachers hold a PhD degree with an experience of nine and more years in teaching. Therefore, they are experienced educators within the field of English language teaching. In terms of familiarity with PO, the results show that all the informants know this concept, while the majority of them participated as both observers and observed ones. Contrariwise, despite their experience, a significant number of teachers reported that they had never been trained in how to implement PO and therefore they do not implement all the crucial official stages of PO. From this result, it is clear that teachers lack opportunities in how to be effective reflective practitioner due to the absence of formal training in such tools. Thus, this absence of formal PO programmes demonstrates that even if some teachers attempt to use PO for their professional development, they might not follow all the crucial stages of this process.

The finding also shows that almost all the informants are comfortable with the idea of being watched. Therefore, it is important to highlight the fact that if PO is implemented in a good non-evaluative atmosphere, it might not necessarily increase teacher anxiety, which is a common concern. Furthermore, the results reveal that PO can enhance teachers in several areas including classroom management, teaching practices and lesson planning. Moreover, the results highlight that PO may lead to enhance teachers in improving their teaching practices and gaining new teaching ideas. Interestingly, increasing confidence is the least chosen benefit. This could be due to the fact that all the informants were experienced and confidence can be increased with time.

Concerning whether teachers regard PO as a valuable tool for their professional development or not, the data show that nearly all of them stated that it is a valuable tool, as it helps them to reflect upon their actions, work on their weaknesses, reinforce strong points and above all, it is a good start for novice teachers. Also, the data reveal

that teachers are open to constructive peer feedback as it acts as a mirror to their actions. They agree upon the fact that their colleagues can help them to become effective teachers by offering them feedbacks on angles they cannot notice on their own. Overall, PO influences positively their teaching practices. Significantly, the last question of both the questionnaire and the interview gathers valuable suggestions for improving and making it mandatory mainly by implementing training sessions and conferences for teachers, fostering collaboration spirit and using video-based observations.

2.6 Discussion of the Main Results

The present research is concerned with investigating teachers' attitudes and experiences with PO to enhance CPD. The researcher relied on the use of a questionnaire for EFL university teachers and a semi-structured interview for a specialised educator in TED. This part is devoted to the discussion of the findings to answer the research questions and relate the findings to previous studies.

Regarding the first hypothesis which states that EFL teachers hold positive attitudes towards PO, the results revealed that the majority of EFL teachers regard PO as an effective tool for their professional growth. They also perceive this process as a useful activity in a number of ways. We describe the results of the questionnaire which show that teachers are familiar with this activity and they are confident to be observed for the purpose of learning from their peers. Also, the results proved that PO effectively promotes a reflective practice. By receiving constructive feedback, teachers can improve or refine their teaching practices in order to perform effectively in the classroom. This result goes in line with previous studies mainly Lestari & Dewi (2022) and Akhmedova & Rozikova (2021) that found that PO allows teachers to learn from each other, reflect on their teaching practices, and improve their skills. The respondents also suggest that there should be training sessions that provide clear guidance for how to implement this process. This result ties well with what Tosriadi et al (2018) found in their research. For them, for a meaningful and well-designed PO, teachers need to be trained on how to conduct this process since its goal was not to judge others but rather as learning common. Therefore, the first hypothesis is approved

regarding the results. Regarding the second hypothesis which holds that PO has a significant impact on EFL teachers' CPD, teachers' responses confirmed this hypothesis by stating the major benefits they gain from this tool. Using PO as an investigative procedure could significantly improve the overall teaching practices. Moreover, the majority of the teachers expressed a belief that PO could contribute to improvements in lesson planning and classroom management. By uncovering new teaching ideas and sharing of good practice between colleagues, teachers will be able to improve their teaching practices and contribute to their students' achievement. A similar pattern of results was obtained in Köhr (2023) who found several benefits of PO including improving classroom practices, developing teaching skills, and gaining awareness in teaching context. All in all, the two hypotheses are confirmed regarding these research findings.

2.7 Recommendations

Due to the absence of formal training programmes, reflective teaching is a crucial step for EFL university teachers as a key strategy for professional development. Hence, the role of reflective practitioners is to critically examine their own views about teaching and learning, be responsible for their actions in the classroom, and keep refining their teaching practices. Therefore, teachers should be themselves reflective practitioners to become better teachers. Some of the best investigative procedures that enhance teachers' professionalism besides PO are stated bellow:

- **Action Research**

For those teachers who seek reflection and continuous professional growth, action research can be used to delve deeper into classroom challenges and explore solutions to teaching dilemmas. It is an enquiry of planning, implementation, observation, and reflection that allows practitioners to evaluate and improve their own practices (Kapanadze, 2019). Therefore, this process is an effective tool for encouraging teachers to investigate and control their own practices combining theory and practice to seek improvements in their classroom.

- **Journal Writing**

One of the most insightful procedure a language teacher can undertake toward becoming the best version is to write about his/her teaching. By keeping a journal, a teacher might collect the ideas, emotions, and events that happened in the classroom to reflect at a later date and consider changes if needed. By engaging in regular journal writing, teachers can document their growth, identify areas for professional development, and ultimately become more effective in the classroom (Wisniewski, 1982).

- **Lesson Report**

A lesson report is the collection of the main feature of a lesson. This activity can offer several benefits for teachers. Maintaining a lesson report can stimulate teachers to take a deeper look at their everyday teaching process. By documenting their lessons, teachers can better analyse what worked well and what could be done differently in the future (Kubilinskiene & Dagiene 2010). Therefore, teachers should include in a lesson report an overview of a specific lesson plan with its specific key components.

- **Portfolios:**

Teacher's portfolios are a collection of files and items including the best practices that enable teachers to assess and reflect upon their progress over time. Thus, incorporating this investigative procedure within ones' career can enable teachers to examine students' progress, enter in a reflection cycle and therefore enhance the overall teaching experience. Moreover, Fabunmi & Ogunlade (2023) believe that when teachers share their portfolios with their colleagues, they can share successful methodologies and best practices. Consequently, portfolios can promote collaboration and feedback among educators, fostering a culture of CPD.

2.8. Limitations

It is important to identify that this dissertation has some limitations. The first limitation concerns the sample. This study cannot be generalized to provide definitive conclusions due to its limited sample to only the department of English at the

University of Tlemcen. Another issue is that all the participants were experienced teachers and therefore we cannot be sure if similar results would be gathered with novice teachers. Moreover, collecting the questionnaires was by no means an easy task, the researcher found challenges in retrieving them, so this process required repeated follow-up with teachers to complete the process of data collection.

2.9. Conclusion

The second chapter has illustrated in details the research methodology adopted in this research with its procedures. It was devoted to present, analyse and discuss the data that was gathered by using a questionnaire addressed to EFL teachers and a semi-structured interview to an expert in TED at the University of Tlemcen. This chapter started with a description of the research design that covered the type of research, the sample population and the data collection procedure. Then, it tackled the analysis and the discussion of the data gathered. The results of this study revealed that EFL teachers had experienced PO and proved to be beneficial for them. However, since it is not accredited, they were not trained in how to use it adequately. Therefore, in the last title the researcher shed light some recommendations for TED that would be beneficial for teachers' professional development.

General Conclusion

General Conclusion

The persistent belief that effective teachers are made rather than born underscores the importance of teacher responsibility for CPD. In fact, professionalism in teaching is essential as it has a positive mark on quality teaching and quality learning results. Professional teachers are specifically those committed to their profession who are aware of what is required to complete the task. It may be seen that learning to teach is a complex task however, when seeing the results in student's achievements every obstacle disappear. For real, language teaching is challenging task but collaboration with teachers makes the task easier. Peer observation is implemented as a procedure to foster teachers' professionalism. It is regarded as a significant method since it goes under the social cognitive theory that highlights the importance of knowledge acquisition through observation and interaction in social environments.

The objective of this research has been primarily towards exploring teachers' views regarding the use of PO to carry out CPD from the eyes of EFL university teachers. Hence, the investigator purposely has divided this research into two chapters. The first chapter has dealt with the literature review which carefully looked at existing knowledge regarding teacher education and professional development. Also, it has covered the main subject of the present research which is PO with a thorough examination of its various steps and procedures involved in this process. In the other hand, the second chapter of this work which was the empirical phase has dove into the methodology of this work. It has focused on analysing and then interpreting the data along with discussing the main finding that confirmed the hypothesis. Ultimately, some recommendations have been featured to meet the main obstacles revealed in this research.

An exploratory case study has been undertaken in the present research. The data has been collected by using a questionnaire that was administered to 10 EFL teachers at the University of Tlemcen and a semi-structured interview with a specialist in the field of TED in the same department. After the data has been analysed qualitatively and quantitatively, the two hypotheses that have been put forward by the researcher have converged with the results of the study. Regarding the first research question that was about the views of teachers towards PO, the results has indicated that the majority

General Conclusion

of EFL teachers had positive views regarding PO as it is an effective activity that promotes reflection and therefore contribute to their professional growth. However, since it is not accredited, many teachers lack such opportunities. For the second question that was about PO contribution to teachers' CPD, the results have showed that PO is a useful method for teachers' professionalism. In fact, constructive peer feedback is useful for improving teachers' performance in the classroom. The results also has highlighted that PO has many benefits for teacher's oval teaching practices, that will gradually lead to positive learning outcomes and teachers CPD.

Evidence from this research indicates that PO is a valuable tool for CPD of teachers in higher education. It brings an understanding that engaging in a reflective practice by collaborating with peers is essential within the existing situation of the lack of professional development opportunities for university teachers. Hence, the researcher's attempt to investigate this area of research contributes to further discussion about the importance of teamwork and collaboration in achieving EFL teachers' lifelong learning.

This study that was a trial to explore the state of professional development at the level of university needs further investigation. The researcher was hindered by certain limitations that, ethically speaking, should be mentioned. First of all, generalisation of the findings is difficult since the representative case study is a very small group. A sample of ten teachers can no way represent the whole population. In addition, the researcher also found challenges in collecting the data. Teachers' questionnaire took a lot time since teachers were busy during the second semester pre-exam period. In addition, many questions were left unanswered which led the researcher to ask more teachers to fulfill the questionnaire. Overall, data collection procedure was a bit challenging and time consuming.

Furthermore, although the topic of teacher professional development is a vast subject to explore, many critical details were decayed by the researcher. Therefore, further investigation should be held on this area of research. Future research on PO should be implemented on a large sample population to gain more valuable data. Also, this investigation should covers both experienced and novice teachers to gain different

General Conclusion

views. A topic may be on investigating teacher's attitudes so see their true feeling regarding their professional development. All in all, the researcher's attempt to investigate this area of research is due to the belief that teachers are the pillars of society and therefore their professional development is highly significant to ensure quality education.

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Appendices

Appendix A

TEACHERS' QUESTIONNAIRE

Dear teachers,

You are kindly asked to fill in this questionnaire which explores the attitudes of EFL teachers towards peer Observation (PO). Please answer the following questions by ticking (✓) or writing your response in the provided space. Your responses in this questionnaire will be of great help. Thank you so much for your time and collaboration.

Section 01: Bio data:

1-Your gender:

Male

Female

2-Your experience in teaching (years):

3-Your qualification:

Section 02: Experience and attitudes with peer observation:

4- Have you ever participated in peer observation, either by observing a colleague or being observed yourself?

Observed a colleague only

Being observed only

Both observed and being observed

Never observed/ being observed

5- How confident are you when being observed by a peer?

Very confident

Confident

Anxious

Inhibited

6- Have you received any training concerning peer observation?

Yes

No

7- If yes, have you gone through all the official stages to PO? (Pre-observation meeting, the observation, the debriefing)

.....

8- What aspects of teaching do you believe peer observation can improve (You can choose more than one answer)

Teaching practices

Teaching materials

Classroom management

Lesson planning

Others (please specify):

9- What are the main benefits teachers might gain from participating in peer observation? (You can choose more than one answer).

Improving teaching practices

Gaining new teaching ideas

Enhancing collaboration with colleagues

Increasing confidence

Others (Please specify).....

10- Do you believe that peer observation is a valuable tool for your professional development?

Yes

No

Please explain :

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

11- Do you think that receiving feedback from peers can be judgmental/ evaluative? How?

.....
.....

.....
.....

12- How might peer observation influence your teaching practice?

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

Section03: Suggestions for improvement:

13- What would you like to suggest for improving the process of PO at the University?

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

Appendix B

INTERVIEW

I am currently conducting a research on PO with the aim of investigating EFL teachers' views regarding this investigative procedure for their CPD. I have got some questions as you are an expert in TED:

Question one: What are the beliefs do teachers have towards PO?

Question two: Is PO seen by the whole staff as a means of reformulation of teaching practices?

Question three: Do you think that PO can bring about the change that is expected by most of the teachers?

Question four: Has PO been disclosed to teachers in special academic occasions?

If yes, what in conferences, seminars and the like those were held here or in other universities?

Question five: What should be done to make PO mandatory?

Summary

This study aims at investigating the impact of using peer observation for EFL teachers in higher education. In this study, the main objective is to explore teachers' views regarding the implementation of peer observation to carry out continuing professional development. For this reason, an exploratory case study was conducted with EFL teachers in the department of English at the University of Tlemcen. Data were collected through a questionnaire that was administered to ten teachers and a semi-structured interview was conducted with the only expert in Teacher Education Development at the department of English. After analysing the data, the results revealed that EFL teachers hold positive views regarding this investigative procedure as it is effective in improving teaching practices and has a significant impact on their professional growth. This finding confirms the researcher's hypotheses, which likely centred around the positive impact of peer observation on teacher development.

ملخص

تهدف هذه الدراسة إلى تحري تأثير استخدام الملاحظة المتبادلة بين معلمي اللغة الإنجليزية كلغة أجنبية في التعليم العالي. يكمن الهدف الرئيسي في استكشاف آراء المعلمين حول تنفيذ الملاحظة المتبادلة كأداة للتنمية المهنية المستدامة. ولهذا الغرض، تم إجراء دراسة حالة استكشافية شملت معلمي اللغة الإنجليزية في قسم اللغة الإنجليزية بجامعة تلمسان. تم جمع البيانات من خلال استبيان تم توزيعه على عشر معلمين ومقابلة شبه منظمة مع الخبير الوحيد في قسم اللغة الإنجليزية في مجال تنمية الأستاذ. بعد تحليل البيانات، أظهرت النتائج أن معلمي اللغة الإنجليزية كلغة أجنبية لديهم آراء إيجابية حول الملاحظة المتبادلة هذه حيث يعتبرونها أداة فعالة لتحسين ممارساتهم التعليمية ولها تأثير كبير على تطورهم المهني. تؤكد هذه النتيجة فرضيات الباحث التي من المحتمل أن تركز على التأثير الإيجابي للملاحظة المتبادلة على تنمية المعلمين.

Résumé

Cette étude vise à analyser l'impact de l'observation collégiale sur les enseignants d'anglais comme langue étrangère dans l'enseignement supérieur. L'objectif principal est d'explorer le point de vue des enseignants sur la mise en œuvre de l'observation collégiale comme outil de développement professionnel continu. Pour ce faire, une étude de cas exploratoire a été menée auprès d'enseignants du département d'anglais de l'Université de Tlemcen. Les données ont été recueillies au moyen d'un questionnaire distribué aux dix enseignants et d'un entretien semi-dirigé réalisé avec le seul expert en Développement de la Formation des Enseignants du département. L'analyse des données a révélé que les enseignants ont une opinion positive sur cette procédure d'investigation, la considérant comme un outil efficace pour améliorer leurs pratiques d'enseignement et ayant un impact significatif sur leur développement professionnel. Ce résultat confirme les hypothèses du chercheur, qui portaient vraisemblablement sur l'impact positif de l'observation par les pairs sur le développement des enseignants.