Investigating Teachers’ Perceptions about the Effectiveness of Peer Observation as a Vehicle for Professional Growth

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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Dedication

I dedicate this thesis to the memory of my father “May Allah have mercy upon him”,

To my dearest mother, the woman who raised me and made me the person I am today,

To my brother Bilal, my backbone without whom this thesis has never been completed,

To my brother Abdelmalek who gave me the power to finish my studies,

To my sister, the source of my hope and the cause of my success,

To my lovely Aunts who have always supported me,

To my uncle Saad for his continuous encouragement,

To my Best friend Nora, who used to back me whenever I give up,

To my friends Khadidja and Sarah for their continuous help and support,

To my friends Sihem Boushen for her support

Last and not the least to my husband who took the trouble to assist me
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ABSTRACT

Although having the characteristics of a good teacher is the aim that any instructor seeks to reach. Teachers can never be certain about whether they are doing well or not because this depends on what a good teacher itself means. Consequently, teachers are always working on their own improvement using numerous procedures to fill in the gaps of their teaching practices. Through this research, we tried to shed light on one way that may help teachers reach their goals at least in some areas of EFL teaching. Peer observation of teaching is one of those ways that have been used for decades by teachers at all levels. This study used the survey method to investigate the degree of Algerian EFL teachers’ knowledgeability and use of peer observation in their daily classrooms; it also aims at discovering whether Algerian EFL teachers recognize the significance of peer observation in their professional development or not. The findings showed that our sample of Algerian EFL teachers is acquainted only superficially with the concept of ‘peer observation’ without any deep awareness. Moreover, we found that the majority of the participants do not really use peer observation and ignore any of its benefits in their professional development. We reject our hypothesis because even the participants who confirmed that they know peer observation and use it, do not use it adequately in a way that enable them develop professionally. Therefore, we recommend that Algerian EFL teachers need to be trained in peer observation of teaching for its crucial significance in their professional development.

Key words: Peer observation of teaching- Professional development- Algerian EFL teachers
LIST of ABBREVIATIONS

1. **EFL**: English as a foreign language
2. **ESL**: English as a second language
3. **PD**: Professional Development
4. **PO**: Peer observation
5. **POT**: Peer observation of teaching
6. **POTL**: Peer observation of teaching and learning
7. **AELTPN**: Algerian English language teachers professional network
8. **TASIL**: Teaching and Learning International Study
9. **OECD**: Organization for Economic Cooperation and Development
10. **QAA**: Quality Assurance Agenda
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General Introduction

Confinement of the Problem

English as foreign language (EFL) teachers are always searching for innovative ways to improve their own teaching. Although they always learn to ameliorate their teaching practices from textbooks, journal articles and stuffs like that. There is always a gap or a kind of something missing, for instance, teachers may learn about the best method to teach a particular language aspect, or even learn about the best way to deal with their learners. However, they can never be aware of and certain about what is effective and what is useless in their own teaching.

Teachers and learners are acquainted with what is known as inspectors’ supervisory observation, when inspectors attend classes for the sake of providing teachers with a judgmental evaluation of the quality of teaching is being used there. Even though teachers are most of the time receiving feedback from their inspectors, the stressful nature of this evaluative observation may not lead them to any improvement because they may focus on how they are going to be graded, rather than focusing on the reasons for being graded that way.

One distinct way of having a critical eye on what the teacher is doing in his classroom is peer observation (PO) of teaching and learning. Peer observation is one of the major procedures used by teachers for professional improvement; it refers to a teacher observing his colleague while he is teaching to develop a certain kind of awareness about the aspects, the classroom practices, and interactions that take place in his lesson. The observing colleague will observe his colleague on the basis of a previous plan prepared by both of them in order to provide him with feedback at the level of the post-discussion. The major aim
of peer observation is yielding practical insights about where the teacher is doing well, and where he is messing up, so that the observing teacher and the one who is being observed exchange benefits through this observation.

**Aim of the study**

This study aims mainly at investigating EFL teachers’ awareness, and consulting their attitudes concerning peer observation of teaching as one of the tools of ameliorating their classroom practices and performances. After collecting data we will be able to decide how much Algerian EFL teachers know use PO.

**Research questions**

This study will provide answers to the following research questions:

- How much do Algerian teachers know about peer observation?
- In the case that they know it, do they apply it?
  - In the case that they are applying it,
  - Do they find it beneficial?
  - How do they apply it?
  - In the case that they are not aware of PO,
  - Are they interested in knowing more about PO?
  - Do they have any willingness to apply it in the future?

**Hypothesis**

In the light of the previous research questions, we hypothesize that Algerian EFL teachers know peer observation, use it appropriately, and are aware of its importance in their professional development.


Research Methods

The outlined questions predetermine the method that was used in our study. A survey method was used in order to collect data about the different perceptions and attitudes of Algerian EFL teachers towards PO.

Research Instruments

A questionnaire was directed to a sample of teachers from all around Algeria for the sake of gathering information about their views towards PO.

Population and Sampling

The target population of our study is middle school, secondary school, and university Algerian EFL teachers from the east, west, south, north, and centre of Algeria. Since it is impossible to reach this whole target population, we thought about the best way to contact teachers from different areas of the country and decided to choose Algerian English Language Teachers Professional Network (AELTPN) as our accessible population. AELTPN is a network of teachers from all around Algeria who gather monthly in workshops organized by the British Council of Algeria. We have chosen our cluster sample depending on the accessible population that was present in the workshop which took place on the 28th of February in Hydra/Algiers. The questionnaires have been distributed to a number of 78 teachers who were selected randomly depending on the available number of teachers from each area. That is to say the number of teachers selected in each cluster (cluster of east, west, north, south, and centre) depended on the number of the available teachers from each area.
Structure of the study

The dissertation is made up of two chapters; the first one is divided into two sections, and it represents the literature review of this research. Section one provides detailed information about what professional development is. While the second one shed the light on PO’s nature, guidelines, and significance in the domain of EFL teaching. The second chapter is the central bone of this research which provides a detailed description of the data collection, data analysis, and finally a summary about the findings of our study.
Chapter One

Peer Observation (PO) as a Tool for Teachers’ Professional Development

Introduction:

In this chapter, the researcher tends to review the main literatures related to professional development and peer observation of teaching as one of its main tools. We will introduce both concepts giving an account to their history, significance, and main aspects. We will also clarify why peer observation is considered as one of the effective means used in professional development programs, and how it is best used for that purpose.

Historical Background

People nowadays are vigilant enough to classify teachers as one of the crucial variables that contribute basically to the success of the teaching-learning process. Regarding to this irreplaceable role of teachers, teachers’ professional development (PD) is considered as one component of the major educational reforms this epoch is witnessing. Many studies show that Professional development is not a new concept, but rather it was first alluded to, in the mid 1970’s followed by a spectacular increase in the 1990s to reach its apex in 2001 (Grimmet, 2014). Additionally, in the 1990s professional development has been transformed from the idea of “development” where teachers are trained by outside specialists for the sake of their development to the idea of “professional learning” as something done by and for teachers depending on their own needs (Grimmet, Ibid). One of the major ways used for developing teachers professionally is carrying out a peer observation activity where teachers tend to observe their colleagues while teaching to give them constructive feedback. The main historical accounts of POT
were stated by Lomas and Kinchin (2006) where they claimed that POT has been first used by the United Kingdom (UK) and Australia universities. POT has become more widespread in UK because it was considered as a reaction to the Quality Assurance Agenda (QAA) which develops programs based on external imposed standards (Biggs, 2003) to improve the quality of teaching within the department. Later on, PO became a Quality Enhancement Tool rather than a quality assurance agenda’s response (QAA). While the latter aims basically at achieving teachers’ self-improvement regarding to students’ learning needs. The former aims at ameliorating teaching quality through using innovative approaches to teaching and learning evaluation (Biggs, 2003 as cited in Lomas & Kinchin, 2006).
Section One

What is Teachers’ Professional Development?

1.1 Definition

Professional development (PD) refers to an individual’s own improvement of abilities to perform a certain task in accordance to the high standards of his profession as simple as it is. As far as we are concerned with EFL teachers’ professional development, Glatthorn (1995) states that: “Teacher development is the professional growth a teacher achieves as a result of gaining increased experiences and examining his or her teaching systematically” (As cited in Reimers, 2003, p.11). Also, PD of teachers is defined as “the process of improving staff skills and competencies needed to produce outstanding educational results for students” (Hassel, 1999 as cited in “Why Is Professional,” 2005).

Likewise, Mizell (2010) argues that numerous and diverse sorts of educational experiences are referred to by professional development including different specialists belonging to various domains. For example, doctors, lawyers, educators, engineers, accountants …etc; These specialists try voluntarily professional development programs for the sake of learning and improving their own competencies to perform according to their professions’ standards. Furthermore, Richards (2002) defines teacher development as “a continuous process which can lead to doing a better job and to professional growth” (as cited in Wichadee, 2011, p.13).

Similarly, Day (1999) (as cited by Wichadee, 2011) gave the concept of teacher professional development as follows:

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. (P.18)

Moreover, professional development can be done either formally or informally as
Genser (2000) states that: “professional development includes formal experiences (such
as attending workshops and professional meetings, mentoring, etc) and informal
experiences (such as reading professional publications, watching television
documentaries related to an academic discipline, etc.)”(As cited in Reimers, 2003,
p.11). Also, Mizell (2010) argues that EFL teachers can carry out Professional
development either formally or informally, in the sense that most of people normally refer
to formal activities such as a course, a conference, or a workshop, when they utilize the
term professional development. Nevertheless, proficient development can take place in
casual meeting and other different contexts, for instance, colleagues’ observations and
views’ exchanges, and self-studies and reading.

1.2 Other Names for Professional Development

Numerous terms are utilized to refer to professional development, but the aim of
this activity remains the same nonetheless. “People often use other names, including staff
development, in-service-training, professional learning, or continuing education.
Whatever the term is, the purpose is the same — to improve learning for educators and
students” (Mizell, 2010, p.5).
1.3 The Significance of Professional Development

Novice teachers cannot rely only on what they have been taught in college, but rather they should engage in professional development in order to succeed in meeting the different necessities of their teaching process. Accordingly, it was stated that:

Evidence shows that professional development has an impact on teachers’ beliefs and behavior. Evidence also indicates that the relationship between teachers’ beliefs and their practices is not straightforward or simple; on the contrary, it is dialectic, moving back and forth between change in belief and change in classroom practice. (Cobb, Wood & Yackel, 1990; Frank et al., 1997; Thompson, 1992, in Nelson, 1999, as cited in Reimers, 2003, p. 20).

Furthermore, professional development is a key to meeting today’s educational demands; Guskey (2000) claims that: “one finding in the research literature is that notable improvements in education almost never take place in the absence of professional development” (as cited in “Why Is Professional”, 2005, p. 1). Similarly, Mizell (2010) shows how much professional development is important:

Even experienced teachers confront great challenges each year, including changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs. Educators who do not experience effective professional development do not improve their skills, and student learning suffers. (p. 6)

Additionally, the teaching process is considered as a complex process where teachers spend years to learn the necessary skills and competencies to teach a certain aspect of a foreign language in a way that suits the learners’ different preferences and abilities. Ingersoll (2003) states that: “As in all professions, new teachers and principals take years to gain the skills they need to be effective in their roles. The complexity of
teaching is so great that one-third of teachers leave the profession within three years and 50% leave within five years” (as cited in Mizell, ibid).

Mizell (ibid) argues that in education, it has been proved that the major factors for ameliorating students’ accomplishment are teaching quality and school’s administration. He also states that in order to be as viable as possible, and to enable students learn at their highest level; teachers and schools’ leaders continuously engage in such programs to improve their skills and apply the effective instructive practice. For that, professional development is a key component of good teaching practices which students can benefit from as it was stated by Mizell (ibid):

Good teaching is not an accident. While some teachers are more naturally gifted than others, all effective teaching is the result of study, reflection, practice, and hard work. A teacher can never know enough about how a student learns, what impedes the student’s learning, and how the teacher’s instruction can increase the student’s learning. Professional development is the only means for teachers to gain such knowledge. Whether students are high, low, or average achievers, they will learn more if their teachers regularly engage in high-quality professional development. (p.18)

According to Richards and Farell (2005, as cited in Wichadee, 2011), professional development is considered as a more extended objective for teachers’ own teaching improvement and reflection. They provide some examples of PD goals, mainly: building an awareness of the different styles of teaching, becoming vigilant of how language learning process takes place, how learners’ styles and preferences control teachers’ functions, knowing how decisions are made during the teaching process, reflecting on their own teaching including theories and principles, and last and not the least consulting the learners’ attitudes towards activities that occur in the classroom.
More precisely, Adams and Pierce (1999) state that many years of experience is not the key of professional teaching; teachers need always to reflect on their own teaching to be experts:

Having many years of experience does not guarantee expert teaching; experience is useful only when the teacher continually engages in self-reflection and modifies classroom techniques to better serve the needs of students. And teacher development is one of the ways that provides the answer in itself. When teachers are occasionally introduced to new theories and practices of teaching, they will have an opportunity to reframe the ways in which they reflect upon their own teaching, so they can produce more satisfactory performance in class.

(As cited in Wichadee, ibid, p.13)

Finally, when a teacher develops his professionalism, it means that he is learning new ways to help his learners function effectively in different situations rather than teaching them only the structures of language. Gebhard (2005) suggests that:

Teachers can teach concepts that not only can bring about appreciation for people and culture but also can be useful for students when they are placed in cross-cultural communication situations. Teachers should be knowledgeable about processes to help students develop their own experience with the cultural environments of the language they are learning. (As cited in Wichadee, ibid, p.16).
1.4 Modes of Professional Development

Two modes of professional development have been mentioned in “Modes of Professional development” (2007):

New media, while almost all schools offer professional development in traditional, face-to-face settings, the use of electronic media to deliver training rose dramatically from 2005 to 2006……..Working Together, many teachers also reported acquiring professional development through collaborative and reflective activities outside traditional training.

Figures (1 &2) are taken from “Modes of Professional development” (2007) to exemplify the two major modes of PD used by teachers.

Figure 1

Collaborative and Reflective Activities outside Traditional Training Settings
The use of electronic media to deliver training rose dramatically from 2005 to 2006.

1.5 Types of Professional Development

The only type of professional development that was being used for decades is “staff development” or “in-service training” which was applied only through workshops and short term courses (Reimers, 2003). Recently professional development is viewed differently and considered as a long term goal as it was stated by Reimers (ibid): “Only in the past few years has the professional development of teachers been considered a long – term process that includes regular opportunities and experiences planned systematically to promote growth and development in profession” (p.12).
The OECD TALIS (2009) PD’s survey investigated lower secondary teachers’ different uses of professional development they had in 18 months prior to the survey and provided several types of PD. First, courses/workshops (e.g. on subject matter or methods and/or other education-related topics); Second, education conferences or seminars (at which teachers and/or researchers present their research results, and discuss education problems); third, qualification program (e.g. a degree program); fourth, observation visits to other schools; fifth, participation in a network of teachers formed specifically for the professional development of teachers; sixth, individual or collaborative research on a topic of professional interest; mentoring and/or peer observation and coaching; seventh, reading professional literature (e.g. journals, evidence-based papers, thesis papers); and finally, engaging in informal dialogue with peers on how to improve teaching.

Likewise, Burns (2014) provides us with five models of professional development Beyond Workshops and Training. First, “observation/assessment model”, here a mentor or a more experienced teacher observes his novice teachers colleagues for the sake of giving them structured feedback. Second, “open classrooms” where teachers design a lesson and invite their colleagues to observe them, focusing on their behaviors with a post observation discussion and feedback to take place. Third, “lesson study” where teachers plan, create, or enhance a lesson; field test the lesson in a classroom; watch it; roll out improvements; and gather information to see the effect of the lesson. This more often happens over a time of months. Although teachers may face barriers such as time constraints and resources’ limitations, this type is considered as a highly successful form of professional development (Stigler & Hiebert, 1999 as cited in ibid). Fourth, “study groups” where teachers gather in small groups to solve a certain teaching issues led by a skilled facilitator, they discuss, write, and reflect to approach the problem. Fifth, “looking
at student work” is a model of educator synergistic self-study and developmental evaluation that spotlights on analyzing understudy work, and evaluating the way the instructor outlined the specific activity that is being assessed. Burns (ibid) states that: “this type of professional development uses highly structured protocols that make the examination of student work non-threatening and keep the focus on what the teacher did or did not do and instead on evidence of student learning” (Looking at Student Work, para.7).

1.6 Characteristics of Effective Professional Development

Steiner (2009) provides us with some key standards of PD mainly related to structure and content. Structure exemplifies the ideal form of an effective professional development program. First, it includes the suitable type of the activity which should focus on teachers’ practices, includes active learning, and should be a continuous activity (done during a period of time). The second component that constitutes structure is the duration of the training or the period of teachers’ exposure to the new item or aspect of learning. That is to say, although duration alone cannot guarantee the success of the PD process teachers must be exposed repeatedly and rigorously to the new thing for a considerable amount of time (more than fifteen (15) hours) to be able to implement it in an effective way. Third, PD must be carried out by and prepared for teachers within school rather than for individual teachers, so that teachers may be capable of planning curriculum and instruction to make sure whether learning is taking place or not. The significance of any PD program’s content is as important as its structure. (Ibid) claimed that the content of the PD program should be focused on subject matter content and the way learners are going to learn it, i.e. the content of the PD program should be linked to how it is going to be taught in order to effectively change teachers’ practices. Moreover,
the content of PD must contain opportunities for active learning which indicates that the participants of the program must have the necessary chances to engage actively with their own learning. In other words, PD programs must contain relevant topics to what teachers are experiencing in their classes, must give the chance for participants to collaborate with one another, and makes them observe one another’s teaching practices. Finally, the activities of the PD program should be linked to the improvement efforts done by school administration which are basically based on learners ‘actual needs.

Accordingly, Grimmet (2014) argues that many researchers such as Bork, Jacobs, and collinear (2010); Elmore (2002); Hawley and Valet (1999)...etc argued that professional development should be characterized by specific criteria to be effective. Mainly, PD should be continuous and related to classroom practice and school context of situation; it should focus on students’ learning amelioration, and should be based on current research and theory; teachers should work cooperatively, exchange their knowledge, beliefs, and skills.

1.7 Professional Development Pitfalls and Ways to avoid them

Preparing for an effective professional development program is not an easy task for both administrators and educators themselves. Vega (2013) states that:

Every teacher can probably describe a boring or downright ineffective professional-development experience they’ve had. There are many challenges when trying to design a successful and engaging PD program for ongoing teacher education. Whether you’re an administrator looking for useful tips or an educator who wants to hone your own skills, the research-based hints below will help you avoid some of the most common problems and mistakes in PD programs. (para. 1)
Vega (Ibid) proposed five ways for avoiding PD’s pitfalls and failure. First, structuring professional development time with purpose means that expanding the time amount of PD does not guarantee its success, but rather the selected time of PD program must be organized according to the program’s goals for an effective professional learning to take place (Guskey and Yoon, 2009, citing Birman et al., 2000; Garet et al., 2001; Guskey, 1999 as cited in Vega, 2013). Second, the PD practices should be adapted according to the context of the actual situation. Since PD should be focused on both learning and learners, there is no fixed practice, approach, or method that works under all the circumstances. In other words, the PD practice must be constructed and adapted each time according to the actual situation (Jaquith et al., 2010 as cited in Vega, ibid). Furthermore, educators should not focus on the quantity of the information provided through a professional development practice, and neglect the importance of the real life professional learning where teachers their program in order to provide the suitable atmosphere for learning. Moreover, teachers should take into account methods for reflection and feedback. Effective PD program includes three methods for receiving constructive feedback: first, receiving feedback through classroom observation by peer colleagues who use different scales mainly, framework for teaching and the classroom assessment scoring system; second, receiving feedback from students about their perceptions towards their teachers’ ability to manage the classroom successfully (Through the Tripod survey developed by Ron Ferguson from Harvard University; third and the last effective way for receiving constructive feedback is the use of tests to check their students’ growth through standardized test scores. Finally, in order to have a beneficial PD program, the administration staff must build a certain kind of confidence between them and teachers. That is to say, since changing someone’s behavior and ameliorating abilities cannot be done in a short period of time, it is illogic and
inapplicable for the administration to expect great changes in learners’ test scores only after teachers are exposed to PD programs for a short period of time.
Section Two: Peer Observation of Teaching

1.8 What is a Peer?

First of all, before we move to the definition of peer observation as a process or an activity, we need first to clarify what the word peer here means. Generally speaking, the word ‘peer’ means ‘equal’, but we need to explore its meaning in accordance to peer observation of teaching itself. Accordingly, Roberson (2006) stated that:

A peer is a colleague who does not have administrative authority above you. A peer may or may not be your mentor. While a mentor is usually in a more senior position, colleagues who share the same status can offer each other very useful observations and guidance about teaching. (p.4)

1.9 What is Peer Observation of Teaching?

Peer observation is one of the strategies that have been first developed by universities for the sake of improving EFL teachers ‘classroom practices. At first it was meant to be implemented only at the advanced level of universities, but later on scholars have broadened its use to cover all the other levels (primary, middle, and secondary schools). Peer observation is similar to the model of collegial coaching where teachers observe one another lessons in order to discover what problems they face in their classrooms.

A Lancaster colleague (2001) defined PO as the following:

The term peer observation of teaching is here used to mean the observation by colleagues of one another’s teaching, usually but not always within a
department, for the purpose of sharing practice, getting feedback and facilitating critical reflection on our practice. (as cited in “Peer Observation of Teaching-briefing Paper”, p.1)

Accordingly, Bowser (1997) stated that: “Peer review of teaching can be viewed as the assessment of all aspects of teaching – course design, classroom practice and student learning” (as cited in “UTDC Guidelines of peer observation of teaching”, 2004, pp.1-2). Similarly, in an article entitled “A Guide to Peer Observation” (n. d.) POLT was stated as a non-evaluative observation activity that is done by two or more colleagues in order to exchange benefits after discussing the observed contents; in POLT teachers are required to work in pairs in order to enable learning to take place in a context different from the one of the traditional classrooms.

Richards and Farrell (2005) claim that:

Peer observation refers to a teacher or other observer closely watching and monitoring a language lesson or part of a lesson in order to gain an understanding of some aspect of teaching, learning or classroom interaction… (p.85)

Likewise, Peer observation of teaching is a reflective model of teaching which is non-evaluative in nature and different from the supervisory observation of inspectors or administrators. PO has nothing to do with supervision, but rather it aims at providing each teacher with a critical eye that can provide him with a constructive feedback for future changes to take place. Roberson (2006) argues that PO is the activity by which university educators yield feedback to their peer after observing their teaching practices. PO consists of a reflection on the course design; a reassessment of the instructional materials such as exercises and activities; a reflection on the testing system; and an analysis of educators’ presentations and interactions that occur inside the classroom between them and their students.
Moreover, although the term “peer review” is being used interchangeably with the term “Peer Observation”, Robinson (2010) distinguishes between peer observation and peer review stating that:

Whereas the term ‘peer review’ encompasses evaluation both of classroom performance and non-classroom curriculum activity, ‘peer observation’ describes the activity of visiting and commenting upon a taught session with a view to both improving the student learning experience, and providing professional development for teaching staff.(p.1)

2. Why Do We Use Peer Observation?

The purpose and benefits of PO are mainly embodied in developing a reliable and valid model that informs teachers about what exactly takes place while they are teaching. Within that scope Cohen and McKeachie (1980 as cited in Robinson, ibid, p.2) claimed that teachers cannot receive information about the effectiveness of their classroom practices relying only on students’ satisfaction surveys. The latter traditional source of information can provide hints about general aspects of teaching, but may fail in checking out the efficacy of some other aspects such as associating previous knowledge appropriately within the curriculum. These aspects of teaching are best assessed by peer of work to receive a constructive feedback.

Furthermore, in (1983)Friedrich and Michalak (as cited in Robinson, ibid) state that: “In the eyes of some, student evaluations are an unreliable indicator, since student ratings may allow extraneous personality factors to overwhelm the true quality of Instruction”. For all of these reasons, peer observation offers a useful supplement to the student perspective on classroom delivery (Trujillo et al., 2009, as cited in Robinson, ibid).
Additionally, the major aim behind implementing POT is changing the beliefs of both the observer and the observed which lead to either partial or radical steps towards action. According to Bell (2001), PO can lead to practical changes: “truly collegial and developmental activities involving observation encourage shared critical reflection on real life teaching experiences-and can lead to transformation of both perspective and practice” (as cited in Spiller, 2010, p.29).

Similarly, Spiller (ibid) argues that:

We know from our experience as teachers that the act of providing feedback to others is a powerful spur to deeper analysis about what constitutes quality. Thus in establishing a peer feedback regime, we can provide a climate in which both givers and receivers of feedback can deepen their understanding of effective teaching practices that promote quality learning…As academic developers we can share our research informed ideas and observations based on experience with our colleagues. But it is incredibly powerful to see and experience other practitioners actually implementing the ideas and approaches that we teach. (p.4)

In brief, the sum up of POT purposes is provided by Gosling (2005) (as cited in Bovill, 2010, p.4). Gosling stated that there exists three motives behind the use of POT mainly, evaluation, development, and collaboration. First, evaluation is a judgmental assessment of individual teachers’ teaching quality done for administrative purposes, for instance, individuals’ discharge. Second, developmental models which exemplify the use of POT basically for improvement, promotion, and amelioration of inexperienced individuals’ practices in order to achieve standards of competency for example a postgraduate certificate. Finally, collaborative models where teachers develop
professionally within their department, through engaging continuously in dialogues and discussions about the problems they confront.

2.1 Benefits of Carrying Out Peer Observation

Both the observer and the teacher who is observed benefit from the POTL process; where the observer reflect on his own teaching, and the observer will receive a feedback about the observed aspects and the activities he has used Richards and Farrell (2005) found that:

In teaching, observation provides an opportunity for novice teachers to see what more experienced teachers do when they teach a lesson and how they do it. Experienced teachers can also benefit from peer observation…A teacher might discover that a colleague has effective teaching strategies that the observer has never tried. Observing another teacher may also trigger reflections about one’s own teaching. For the teacher being observed, the observer can provide an ‘objective’ view of the lesson. (p.86)

Additionally, the participants who engage in POTL and the department itself will receive positive outcome after conducting POTL rigorously and continuously as it was claimed in the article “Peer Observation of Teaching-Briefing Paper”. The benefits for both the participants and the department are summed up in table 01 (the content of the table is taken from “Peer Observation of Teaching-Briefing Paper”)
### Table01

The Benefits of POTL for both the Department and the Participants

<table>
<thead>
<tr>
<th>For the department:</th>
<th>For the participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Sharing of good practices, celebrating difference and variety, offering new ideas and innovations</td>
<td>· Getting positive affirmation and celebrating achievement</td>
</tr>
<tr>
<td>· Encouraging collaboration, openness and support between colleagues</td>
<td>· Gaining new ideas</td>
</tr>
<tr>
<td>· Creating a common discourse with which to talk about teaching</td>
<td>· Understanding more about teaching and learning by standing back from one’s own practice</td>
</tr>
<tr>
<td>· Encouraging a collective force for change and enhancing teamwork and communication, identifying areas/priorities for departmental improvement</td>
<td>· Feeling less isolated, feeling more part of a team</td>
</tr>
<tr>
<td>· Mapping the student experience across modules and courses, enhancing coherence in course design</td>
<td>· Identifying issues to address</td>
</tr>
<tr>
<td>· Fostering a sense of self-management and autonomy in internal quality enhancement</td>
<td>· Increasing ability and habit of making one’s practices more explicit to students as well as colleagues</td>
</tr>
<tr>
<td></td>
<td>· Compiling evidence for possible promotion</td>
</tr>
<tr>
<td></td>
<td>· Exploring and articulating, underpinning beliefs and values, feeling more solid in one’s practice.</td>
</tr>
</tbody>
</table>
2.2 Formative versus Summative Peer Observation

The difference between formative observation and summative observation is the same as the difference between formative versus summative assessment. In the sense that the first one is carried out continuously for the sake of improving the quality of teaching itself, while the second one has somehow an evaluative judgmental nature in the sense that it enables administrators to make decision concerning promotion, and rewards…etc. Roberson (2006) stated that:

If formative assessment is a continuous process aimed at instructional improvement over time, summative assessment is almost the opposite: it is a snapshot, an evaluation intended to indicate a level of competence measured against a standard. A common example of summative assessment is the final exam of a college course, which samples evidence of learning that indicates the level of knowledge and skill the student has achieved in a subject area. Summative assessment is the review of evidence in order to make a judgment. At the university, this measurement taken of teaching and research allows administrators to make decisions on such things as promotion, tenure, raises, awards, etc. (p.7)

In the article “Preparing for Peer Observation” (n.d), the distinction between summative and formative observation of teaching is clearly made. On the one hand, we have formative peer observation which provides junior faculty members with fruitful insights that may serve their career needs; this process is done by members of the department who visit their peers’ classrooms and watch their teaching practices. Formative observation is done for teaching review and amelioration purposes either systematically as a part of the faculty advancement activities, or engaged to by individuals themselves. On the other hand,
summative peer observation is referred to the evaluation of teachers’ practices and actions in order to enable the administrative staff to take decisions about promotion and tenure; during this process one of the committee members meets the instructor individually to reflect on all the teaching materials before PO takes place including course materials, teaching aids, tests…etc.

In spite the fact that summative and formative observations are distinct processes with different outcomes, they both serve each other. Accordingly, this was indicated in the article “Preparing for Peer Observation” (ibid) stating that although the two observations are different but an efficacious formative peer observation definitely guides to unbiased objective summative peer observation. Also, the tools of observation used for formative observation as well as the observers’ promoted competencies will be absolutely useful for the summative one.

2.3 Some types of peer observation

Peer observation can be implemented using different formats mainly, pop in PO, unobserved PO, series of observations, recorded observation (video or audio), and team teaching as it was indicated in “A Guide to Continuing Professional Development” (2012). First, pop in PO is a short form of PO that can be used by teachers to monitor a certain lesson part, activity or aspect of teaching, for instance, the beginning of class routines, the language-focus stage, role play, and pronunciation work. Second, unobserved observation is effective if peer observation may confront problems; it is efficacious if the teacher wants to try new approaches like the Dogma teaching; if he wants to examine a particular source such as phonemic charts; and if he wants to approach new technique such as mutual dictation. In the unobserved observation the teacher and the observer meet and talk about what is programmed to take place in the lesson, then the teacher teaches the lesson in the absence of the observer, and meets
after 24-48 hours from the lessons to discuss what actually took place. Third, the series of observation type is done over a collection of lessons where the teacher uses the receives comments of one lesson in the subsequent lesson, this type may be used while monitoring students’ reactions to various activities such as motivation and behavior issue, while examining classroom management issues, or while watching students’ performance as a reaction a the implementation of certain activity such as the effects of task repetition. Fourth, recorded observation (audio or video) within this model the teacher records or films his/herself while teaching, and later on watches him/herself individually or with a colleague to reflect on what took place. This type is effective for examining aspects such as paralinguistic features, instruction-giving, teacher talk …etc. Finally, team teaching is helpful when teachers are interested in discovering how their peers manage certain aspects of the language. More concisely, its use is effective for activities such as: comparing approaches to teaching songs, storytelling, practicing language in the primary class approaches to dealing with reading and listening texts, language focus, error correction, and exploring different ways of exploiting resources, e.g. IWB (Interactive Whiteboard). While conducting team teaching, teachers are and observers are regularly interchanging their roles with a collaborative preparation for the lesson and for a post-lesson reflection and feedback.

**2.4 Guidelines for Implementing Peer Observation:**

Peer observation is a systematic process that should never be carried out suddenly and spontaneously. It needs a careful preparation from both sides, the observing teacher and the observed one. Three main parts should be available while conducting POTL. The first phase is a pre-observation preparation for peer observation; teachers should meet to discuss some aspects related to materials, problems, and students before they start their
observation. Richards and Farrell (ibid) yield the following pieces of advice on arranging a pre-observation meeting:

Arrange for a pre-observation orientation session. Before each observation, meet to discuss the nature of the class to be observed, the kind of material being taught, the teacher's approach to teaching, the kinds of students in the class, typical patterns of interaction and class participation, and any problems expected. The aim of these discussions is for the observer to understand the kinds of issues the teacher is facing and to learn more about the class and what its particular circumstances or problems are. The teacher who is teaching the lesson should also identify a focus for the observation at this stage and set a task for the observer to carry out. The observer's role is to collect information for the teacher that he or she would not normally be able to collect alone. It is important to stress that this task should not involve any form of evaluation. Second, decide on observation procedures to be used and arrange schedule for the observations. (p.93)

The second and the central part of peer observation is the observation of the lesson itself. “Complete the observation using the procedures that were agreed on” (Richards & Farrell, ibid). The third stage is the post-observation and the most significant part phase of the activity because teachers are ought to discuss and exchange the feedback which is the aim of any POTL. “Arrange a post-observation session. Meet as soon as possible after the lesson. The observer reports on the information collected and discusses them with the teacher” (Richards & Farrell, ibid). (See appendix H)

Moreover, Borg (2014) stated that any false preparation may bring out biased results; teachers should never prepare their students for PO as they used to do with inspectors’ visits. They should only to give them an emotional relaxation confirming that the session has nothing to do with evaluation, and that the visitor is just a guest. He also stated that observing teachers should sit at the back, use checklists for example to record
the observed aspects, and should never interfere during the session. Most importantly, he argued that the observed teacher should present the lesson the way he used to without any attempt to impress the observer.

2.5 Some Procedures used for peer observation

Richards and Farrell (2005) provided teachers with the most significant means for recording the aspects of peer observation claiming that since the major aim of the observation is developing our competencies, relying on memory only is not sufficient. In addition to recording videos or audios, teachers may use different ways for recording the focus of their observation. Written narrative or narrative summary technique is one of the useful means for recording observations, it is reflected in a brief summary of the main lesson’s structures that is written by the observer himself. When using this strategy the observer is ought only to narrates and describes the teachers’ implementation or deviation from his lesson plan, and he also gives an overall view of the lesson without any subjective evaluation (see appendix B). Another distinct used procedure is field notes which refers describing the lesson’s parts through taking notes of the main events that took place while the observation. The observer can either take time-based note, i.e. notes are taken at regular intervals of the lesson (using a lesson form with specific intervals), or relate them the activities that happen in the observation. Most importantly, checklists which are the most used procedures during peer observation, they are an organized lists of the aspects that both observer and the observed decide upon before beginning a PO activity. Checklists yield observers precise and organized ways for recording information about the focus of the lesson according to teachers’ needs and goals (See appendices C, D, E, F, and G)

2.6 Focus of an Observation

Although teachers will suggest many aspects in their pre-observation meeting, POTL should focus on one or two main aspects because they cannot focus on all of them
Several aspects were suggested by Richard and Farell (ibid) as a focus for peer observation, for instance, learners’ interaction and engagement, the way the teachers begin and end their lessons; the way they organize activities and specify time for them; the way they ask questions, they look after their learners while learning, and the way they instruct for assignments and for cooperative learning. Teachers’ questions are observed through examining their used types, content, time consumed by both teachers and learners, and by examining the time teachers devote to their learners’ reactions before asking subsequent questions.

2.7 Principles of Peer Observation

Bovill (2010) claims that peer observation is an activity that should never be successful and effective unless some principles are taken into account and worked upon, mainly: peer observation should not consume a lot of time, it should provide teachers with concrete and evident proofs for success, it must also be well organized and controlled, and most importantly it must be confidential in the sense that details and recording of the lesson must be exchanged only by the observer and observed teachers.

2.8 The role of Supervisors and Administrators

Administration has a crucial role in conducting a successful POTL at many levels facilities, time constraints …..etc. They can support teachers throughout the process in the following ways: survey teachers in order to find out what kinds of support they might need for classroom observations (e.g., in terms of resources, administrative support, knowledge, and time). Gather resources on classroom observations such as articles or videotapes of classroom observations, and, if possible, invite outside experts or consultants to give a workshop on how to do observations. Ask teachers who have taken part in peer observation to explain what makes for a successful classroom observation. Where possible, free up time for teachers who want to engage in classroom observations.
When teachers have successfully completed a series of classroom observations, encourage them to report to the other teachers about their experiences (Richards& Farrell, 2005).

2.9 Beneficial Feedback

Since the major aim of carrying out a POTL activity is generally receiving a useful feedback that enables teachers, the observer and the observed to better their classroom practices. A useful feedback is characterized by “Being constructive, Focused on observed behavior; objective, timely, and specific; short and concise; Focused on an issue not the person; and it should not also be accusatory or vague” (“Constructive Feedback”, n.d.).

3. Characteristics of Effective Observers

The characteristics of good observers in the related literature are claimed to be related to the characteristics of good teachers; it is also mentioned that in order for the PO process to be effective, observers should keep in mind some guidelines:

A good observer: can empathize with the person being observed, Sees the observation process as an important objective in improving the effectiveness of teaching and learning, is reflective about his/her own teaching, is a good listener, Has the ability to give non-judgmental feedback, accepts the validity of different teaching methods and styles, even when they differ from his/her own.

(Characteristics of good observers, adapted from the UTDC Guidelines of Peer Observation of Teaching, 2008, p.1)

Despite the fact that observers need to have certain characteristics and behave in a certain way, they should avoid some factors and behaviors that may provoke a failure in the achievement of peer observation’s main purposes. For instance, a teacher takes his
own teaching as an evaluative model for others’ evaluation rather than using the aspects and criteria decided upon by both teachers. Also, concentrating on certain negative or positive aspect to the extent that you neglect the others, or being neutral to get rid of the awkward discussions. (Characteristics of good observers, ibid)

3.1 Limitations of Peer Observation

The existence of visible and invisible aspects of teaching during the teaching process is what makes PO a limited instrument. That is to say, there are visible components that can be observed and evaluated such as: timing, activities, questioning techniques, participation, and classroom language. Conversely, there exist other significant Unobservable constituents that can never be observed, unless they are inferred to and reflected upon. For instance, decision making, engagement, problems, and teaching principles. Observing teachers are advised to take into account even the invisible aspects of teaching by engaging in a deep discussion and reflection with the observed teacher or by inferring to them (Richards and Farrell, 2005).

Conclusion

Professional development of teachers has various significant constituents that contribute to its effective outcomes. If these components are met together in a structured program for professional development, teachers’ practices will be improved sufficiently. Teachers’ professional development can be achieved through numerous types of models or programs; in our study we are concerned with the observation/assessment model or peer observation model. We have reviewed some of the main literatures related to professional development and peer observation of teaching and learning which emphasized the importance of peer observation in the domain of EFL teaching improvement and growth
CHAPTER TWO

Survey

Introduction

This chapter is specified for the analysis of the data collected after consulting the AELTPN’s perspectives through a questionnaire that was distributed in a workshop, organized by the British council on the 28th of February 2015. It also explains how and for what reasons the researcher chose the target population and the sample of this study. After analyzing the results through the descriptive statistics procedure, information about teachers’ interest and knowledge about PO, and teachers’ use of it are provided.

2.1 Research Method

Descriptive research is different from experimental studies in that the former tends to describe things while the latter tends to explain why things are the way they are, Jong and Van der voordt (2002, p.1) state that: “descriptive research is restricted to factual registration and that there is no quest for an explanation why reality is showing itself this way”. Also, Cohen, Manion, and Morisson (2005) state that “Many educational research methods are descriptive; that is, they set out to describe and to interpret what is” (p.169).

Additionally, according to Best (1970):

descriptive research is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how, what is, or what exists is related to some preceding event that has influenced or affected a present condition or event. (As cited in Cohen et al., 2005, p.169)
Since the aim of this study is consulting Algerian teachers’ attitudes and viewpoints concerning PO as a vehicle for professional development and improvement of teaching. The researcher believes that the most suitable method to carry out this study is the descriptive survey method.

Creswell (2002) defines surveys as follows:

Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In this procedure, survey researchers collect quantitative, numbered data using questionnaires (e.g., mailed questionnaires) or interviews (e.g., one-on-one interviews) and statistically analyze the data to describe trends about responses to questions and to test research questions or hypotheses. They also interpret the meaning of the data by relating results of the statistical test back to past research studies. (p.376)

2.2 Data Collection

There exist different tools for collecting survey data namely, face to face interviews, telephone interviews, and questionnaires. Due to the time constraints the researcher adopts the questionnaire as an instrument for collecting the survey data. Questionnaires are defined by Creswell (2002) as “A questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information” (p.382).

Questionnaires constitute different types of questions mainly closed questions with different forms where respondents have to choose the appropriate answers
(dichotomous questions, multiple choice questions, rating scales) and open-ended questions where respondents are asked to write their own answers (Wilson and McLean, 1994 cited in Cohen et al., 2005).

The researcher directed a questionnaire to teachers in order to consult their general views about PO, the survey provided information about several questions mainly:

- How much do Algerian teachers know about peer observation of teaching?
- Are they interested in learning more about PO?
- Do they use it?, and how?
- Do they have any willingness to use it in the future?

### 2.3 Population and Sampling

Since it is impossible for any researcher to conduct a research with the whole target population, selecting a sample among this target population is required. Also, the appropriateness and the representativeness of the sample chosen from the general target population is not less significant than the suitability of the research method. “The quality of a piece of research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted” (Morrison, 1993 as cited in Cohen et al., 2005, p.92). According to Gay, sampling is defined as: “Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected” (Gay 1987 as cited in Yount 2006, p.1).

Accordingly, the researcher chooses all the Algerian EFL teachers from all around the country as his target population, but due to time and cost constraints; it is impossible to reach the whole target population. As a result, an accessible population has been chosen, this accessible population is a number of the AELTPN’s members who gathered on the 28th of February in a workshop organized by the British Council in Hydra/Algiers.
The AELTPN is a network of EFL teachers who gather monthly in workshops organized by The British Council in Algiers. These EFL teachers are middle school teachers, secondary school teachers, and university teachers from the east, the west, the north, and the south of Algeria.

There are several strategies for sampling with two major ones: probability sampling and non-probability sampling. Cohen et al., (2005) differentiate between the two types as:

The researcher must decide whether to opt for a probability (also known as a random sample) or a non-probability sample (also known as a purposive sample)…..In the former (probability sample) every member of the wider population has an equal chance of being included in the sample; inclusion or exclusion from the sample is a matter of chance and nothing else. In the latter (non-probability sample) some members of the wider population definitely will be excluded and others definitely included (i.e. every member of the wider population does not have an equal chance of being included in the sample). (p. 99)

Additionally, within the probability sampling strategies, we find sub-strategies namely: simple random samples; systematic samples; stratified samples; cluster samples; stage samples, and multi-phase samples. Just like the probability sample, the non-probability sample has different types namely: convenience sampling, quota sampling, dimensional sampling, purposive sampling, and snowball sampling. (Cohen et al., 2005)

This study is concerned with the cluster sample. The researcher divided the accessible population that was present the day of the workshop into five clusters according to the areas they came from: Teachers from the center are grouped together, teachers from the east are grouped together, teachers from the west are grouped together, teachers from the north are grouped together, and teachers from the south are grouped together.
teachers from the north are grouped together, and others from the south are also grouped together. The number of the accessible population that day was 148 teachers. Fifty-two (52) teachers were from the Center/Algiers, thirty-four (34) teachers were from the East of Algeria, twenty-five (25) teachers were from the West, while twenty-eight (28) one were from the North, and finally nine (09) teachers were from the South of Algeria. Figure (03) shows the percentage of those teachers who were present the day of the workshop.

Figure 03

Percentage of Available Teachers within Each Cluster

![Pie Chart](image.png)

The researcher selected randomly a sample of seventy-eight (78) teachers from all the clusters depending on the available number of teachers in each cluster. A sample of approximately half of the population selected from each cluster except for the South’s cluster, where all the available population has been taken as a sample. Seventy-eight questionnaires have been handed by the researcher himself, but unfortunately only sixty-one (61) teachers have responded to the questionnaire.

2.4 Method of Analysis
There are two major methods for analyzing data namely, the descriptive statistics and the inferential one. "When an individual uses descriptive statistics, he talks about the data he has; but with inferential statistics, he talks about data he does not have" (Popham & Sirotnik, 1973, as cited in Dörnyei, 2003, p.115). The researcher chose to use the descriptive method in order to have numerical and graphical representations of data in a simple and comprehensible way. Furthermore, due to the time constraints of the research, the researcher saw that descriptive statistics are the most suitable here because they are easy ways that preserves time and costs. Dörnyei (ibid) "Descriptive statistics are used to summarize sets of numerical data in order to conserve time and space" (p.114)

The researcher calculated the subjects ‘answers for the questionnaire (see appendix A) for different purposes which were listed as follows:

- Question (Q1) to Q3 were asked to know what sample we are dealing with and to explore teachers’ experience.
- Q4 to Q15 were asked to explore teachers’ knowledge, interest, use, and training in peer observation
- Q16 to Q20 were asked to find out whether teachers consider PO as a positive and beneficial experience.

After analyzing the questions the mean (M), the standards of deviation (SD) and the coefficient of variation (CV, measuring how the SD relates to the mean) have been calculated in order to calculate the variability among the collected data. Moreover, numerical tables and graphical representations of the results were designed.
2.5 Results and Discussion

2.5.1 Section A: Teachers’ Experience and qualifications

Q1. Your qualification

Q2. Where do you teach?

Seven subjects did not mention their qualifications, thirty-seven subjects held a BA (LICENSE degree), six subjects held a master degree in didactics, English for specific purposes and applied linguistics, four subjects graduated from ENS as PES (Professeur D’enseignement Secondaire or secondary school teacher), also three subjects graduated from ENS as PEM (Professeur D’enseignement Moyenne or middle school teacher), two were British Council teacher trainers with BA and CELTA, and last but not the least two teachers held a maîtrise degree. Additionally, thirty-nine teachers indicated that they teach at the level of a middle school, nine stated that they teach at the level of secondary schools, five indicated that they teach in universities, and eight stated that they in private schools. Figure (04) represents the categorization of teachers according to their teaching level.

Figure 04

Teachers Categorized According to their Teaching Level
Q3. How many years have you been teaching English as a foreign language?

As far as teaching experience has a great significance in this research, most of subjects (54.09%) have more than five years of experience, (29.51%) of subjects have more than 2 years of experience, while only (16.39%) have an experience of one to two years. Table 01 classifies the number of teachers according to their experience.

Table 02

<table>
<thead>
<tr>
<th>Subjects’ Experience in EFL Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Years</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>1-2 years</td>
</tr>
<tr>
<td>More than 2 years</td>
</tr>
<tr>
<td>More than 5 years</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

2.5.2 Section B: Teachers’ Knowledge, Interest, use, and training in Peer Observation

2.5.2.1. Teachers’ Knowledge about PO

Q4. Have you ever heard about Peer Observation?

In case of yes, how?

Actually the subjects’ answers of this question were promising since the majority, 41 subjects (67.21%), confirmed that they already know the term peer observation,
while just 20 subjects (32.79%) stated (ticked the box of no) that they do not have any idea about what PO is.

Table 03

Teachers’ Knowledge about Peer Observation

<table>
<thead>
<tr>
<th>Knowledge about PO</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
<td>41</td>
<td>20</td>
</tr>
<tr>
<td>Percentage</td>
<td>67.21%</td>
<td>32.79%</td>
</tr>
</tbody>
</table>

Figure 05

Teachers’ knowledge about Peer Observation
2.5.2.2. Teachers’ Interest in PO

Q5. Are you interested in learning more about peer observation?

Fortunately, a considerable number of subjects 36 (59.01%) have shown their interest in learning more about PO, 19 subjects (31.14%) were not sure whether they want to learn more or not, and only 6 subjects (9.83%) said that they do not have any interest in knowing more about PO. The mean is 1.51 at a standard deviation of 0.67 with 0.44 as a coefficient of variation. As far as the CV is closer to 1 rather than to 0, the data has a great deal of variability with respect to the mean which indicates that there is no general consensus among the sample. (Rating scales were numerically coded 1- yes, 2- Maybe, 3- no). Table (04) presents teachers’ desire in learning about PO.

Table 04

Teachers’ Interest in Learning about PO

<table>
<thead>
<tr>
<th>Interest in learning about Peer Observation</th>
<th>Yes</th>
<th>Maybe</th>
<th>no</th>
<th>Mean</th>
<th>Standard of deviation</th>
<th>coefficient of variation (CV) SD /M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
<td>36</td>
<td>19</td>
<td>6</td>
<td>1.51</td>
<td>0.67</td>
<td>0.44</td>
</tr>
<tr>
<td>Percentage</td>
<td>59.01</td>
<td>31.14</td>
<td>9.83%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.5.2.3. Teachers’ training in peer observation

Q6. Have you ever been trained in peer Observation?

If yes, please indicate how?

While analyzing this question, the researcher found that thirty-six subjects (59.01%) confirmed that they had never been trained in PO, twenty-five (40.98%) stated that they had training in peer observation. Eight subjects (32%) of those who answered yes have been trained through attending workshops about PO, and seventeen (68%) confirmed that they have been trained by their inspectors in their official seminar. Table 04 shows the percentage of teachers trained in PO.
Table 05

Teachers’ Training in Peer Observation

<table>
<thead>
<tr>
<th>Training in peer observation PO</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
<td>25</td>
<td>36</td>
</tr>
<tr>
<td>Percentage</td>
<td>40.98</td>
<td>59.01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Self-study</th>
<th>Workshops</th>
<th>Inspector</th>
<th>Other sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>08</td>
<td>17</td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>32%</td>
<td>68%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

2.5.3. Teachers’ Use of Peer Observation

Q7. Have you ever been observed by a colleague while teaching?

The answers of this question were not really promising. Although the majority of teachers confirmed before that they know PO, more than half of the subjects 22 (53.65) indicated that they have never been observed by their colleagues, while only 19 subjects (46.34) indicated (ticked the box of yes) that they have been observed before by their colleagues. Table 06 presents the number of the observed and non-observed teachers.
Table 06

Teachers being observed before

<table>
<thead>
<tr>
<th>Teachers having observed by a colleague</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects ‘number</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>Percentage</td>
<td>46.34</td>
<td>53.65</td>
</tr>
</tbody>
</table>

Q8. Do you consider peer observation different from the inspectors’ supervisory evaluative observation?

If that is the case, in what way they are different?

Most of subjects 27 (65.85%) were not sure about whether peer observation and inspectors’ evaluative observation are different or not. Nine subjects (21.95%) confirmed (ticked the yes box) that they are different, but subjects gave no examples of their distinction’s aspects nonetheless. The rest five subjects (12.19%) were sure that they are not different at all. The mean is 1.90 at a standard deviation of 0.58 with 0.30 as a coefficient of variation. The CV which is closer to 1 rather than to 0 indicates that the data has a great deal of variability with respect to the mean and that there is no general consensus among the sample. (Rating scales were numerically coded 1- yes, 2- Maybe, 3- no). Table 06 presents teachers ‘perceptions about the distinction made between PO and inspectors’ observation.
Table 07

Teachers ‘Perceptions about the Distinction Made between PO and Inspectors’ Observation.

<table>
<thead>
<tr>
<th>Teachers’ perception about peer observation and inspectors’ supervisory observation</th>
<th>Maybe</th>
<th>Yes</th>
<th>No</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>coefficient of variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects’ number</td>
<td>27</td>
<td>9</td>
<td>05</td>
<td>1.90</td>
<td>0.58</td>
<td>0.30</td>
</tr>
<tr>
<td>Percentage</td>
<td>65.85</td>
<td>21.95</td>
<td>12.19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 07

Teachers ‘Perceptions about the Distinction Made between PO and Inspectors’ Observation

Q.9. How do you prepare your students for peer observation?
Unluckily, although 19 (46.34%) of the participants confirmed that they have been observed before, only 7 subjects have answered question 9 which is an open-ended question. Subjects were asked to state briefly how they do prepare their students for the activity of peer observation, three subjects (15.78%) among 19 (100%) subjects who indicated that they use peer observation answered that they do not do anything except telling their students that they will have a guest to prepare them emotionally. Four subjects (21.05%) indicated that they prepare their students for peer observation by doing the same of what is planned to take place the day of the observation. Since preparing your students to PO is restricted only to preparing them emotionally for a guest’s visit, and to explaining for them this visit has nothing to do with any official evaluation. Only three participants showed that they have a deep understanding of PO.

**Q.10.** As a teacher being observed, do you try to do anything to impress the observer?

If your answer is “yes”, what do you do to impress him? If your answer is “no”, why?

The majority of subjects 13(68.42) stated that they do things to impress the observer, but only 10 subjects (20.83%) of those who have said yes gave examples of these things. The majority of answers were mainly, motivating their students by praising them, interacting and simplifying language, and finally using body language and visual aids. Conversely, two subjects (10.52) confirmed that they do not do anything to impress the observer because the aim is recording the weaknesses of their teaching to improve them through receiving the correct feedback. Unfortunately, four subjects (21.05%) gave no answer for this question. Table (07) represents teachers’ use of things to impress the observer.
Table 08

Teachers’ use of things to impress the observer

<table>
<thead>
<tr>
<th>Impressing the Observer</th>
<th>Yes</th>
<th>No</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects’ number</td>
<td>13</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Percentage</td>
<td>68.42</td>
<td>10.52</td>
<td>21.05</td>
</tr>
</tbody>
</table>

Figure 08

Teachers’ use of things to impress the observers

Q.11. Have you ever observed a colleague while he is teaching?

Only 15 subjects (36.85%) answered that they have watched their colleagues while teaching, while 26 subjects (63.41) confirmed that they have never observed any of their colleagues. Table (09) presents the percentages of teachers who observe their colleagues.
Table 09

Teachers ‘Observation of their Colleagues while teaching

<table>
<thead>
<tr>
<th>Teachers observing their colleagues</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects’ number</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>Percentage</td>
<td>24.59</td>
<td>75.40</td>
</tr>
</tbody>
</table>

Q.12 As an observer what do you use in order to remember what you have observed?

In case of others, please mention them please

Fortunately, this question was answered by all the 15 (24.59%) subjects that answered question eleven by yes. On the one hand, we have 8 subjects (53.33%) who confirmed that they rely mainly on their memory while observing colleagues. On the other hand, 4 subjects (26.66%) indicated that they take notes of the observed aspects to discuss them later on, and 3 subjects (20%) indicated that they use other methods, but unfortunately they did not mention any of them. Table (07) presents the tools used by teachers during their peer observation.
Table 10

Tools used by observers to record their observation

<table>
<thead>
<tr>
<th>Tools used by observers in PO</th>
<th>Memory</th>
<th>Taking notes</th>
<th>Checklists</th>
<th>others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects’ number</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Percentage</td>
<td>53.33%</td>
<td>26.66%</td>
<td>0%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Q13. Do you think that the observer should interfere during his observation?

After analyzing the answers of this question, the researcher found that twenty-two subjects out of 41 subjects (53.65%) confirmed that the observer should always interfere during his observation; fifteen subjects (36.58%) said that the observer should interfere only sometimes, and four subjects (9.75%) stated that the observer should never interfere during the observation. The mean is 2.44 at a standard deviation of 0.67 with 0.27 as a coefficient of variation. The CV which is closer to 1 rather than to 0 indicates that the data has a great deal of variability with respect to the mean and that there is no general consensus among the sample. (Rating scales were numerically coded 1- never, 2-sometimes, 3-always)
Table 11

Teachers’ interference during the observation

<table>
<thead>
<tr>
<th>Observers interference during PO</th>
<th>never</th>
<th>sometimes</th>
<th>always</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>coefficient of variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects’ number</td>
<td>4</td>
<td>15</td>
<td>22</td>
<td>2.44</td>
<td>0.67</td>
<td>0.27</td>
</tr>
<tr>
<td>Percentage</td>
<td>9.75%</td>
<td>36.58%</td>
<td>53.65%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q.14. Is it necessary for the observer and the observed to meet before and after the observation?

Fifteen subjects (36.58%) stated that there should be a meeting before and after the observation, while twenty-six (63.41%) ignored any importance for this meeting. Table 08 shows teachers’ attitudes about the pre and post meeting’s importance.
Table 12

The Importance of Teachers’ Meeting before and after the Observation

<table>
<thead>
<tr>
<th>The importance of teachers ‘meeting before and after PO</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects’ number</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>Percentage</td>
<td>36.58</td>
<td>63.41</td>
</tr>
</tbody>
</table>

Q15. Do you think that the observer should focus on specific aspects of teaching?

If yes, please name some.

Only 39 subjects answered this question, twenty-three subjects (58.97%) stated that the observer should focus on specific aspects during the observation. While sixteen subjects confirmed that there is no need for focusing on specific aspects. Table (09) shows the importance of focusing on certain aspects during PO according to observed and observing teachers.
Table 13

The Significance of Focusing on Certain Aspect during PO

<table>
<thead>
<tr>
<th>The importance of focusing on certain aspects during PO</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects’ number</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>Percentage</td>
<td>58.97</td>
<td>41.02</td>
</tr>
</tbody>
</table>

2.5.4 Section C: Teachers’ Attitudes about PO

Questions from Q16 to Q20 were asked to explore teachers’ points of view concerning PO, and whether they consider it as positive and beneficial activity or not.

Q16. Do you benefit from the feedback you receive from your colleague after observing you?

Only fifteen subjects answered this question. Two of them (12.5%) have confirmed that the feedback is always beneficial, ten (68.75%) stated that the feedback is not always beneficial, and three (18.75%) have stated that they have never received a helpful and useful feedback. The mean is 1.93 at a standard deviation of 0.59 with 0.36 as a coefficient of variation. The CV which is closer to 1 rather than to 0 indicates that the data has a great deal of variability with respect to the mean and that there is no general consensus among the sample. (Rating scales were numerically coded 1- never, 2- sometimes, 3- always). Table 10 presents teachers’ perceptions about
**Table 14**

Teachers ‘attitude about the feedback they receive after PO

<table>
<thead>
<tr>
<th>Teachers ‘attitude about the feedback they receive after PO</th>
<th>never</th>
<th>sometimes</th>
<th>always</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>coefficient of variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects’ number</td>
<td>3</td>
<td>10</td>
<td>2</td>
<td>1.93</td>
<td>0.59</td>
<td>0.29</td>
</tr>
<tr>
<td>Percentage %</td>
<td>20</td>
<td>66.66</td>
<td>13.33</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q.17. Being observed by a colleague is generally a positive experience

**Table 15**

Teachers’ attitudes towards the positivity of PO

<table>
<thead>
<tr>
<th>Teachers ‘attitude about PO</th>
<th>agree</th>
<th>disagree</th>
<th>Strongly agree</th>
<th>Strongly disagree</th>
<th>Neither agree nor disagree</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>coefficient of variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects’ number</td>
<td>22</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>2.51</td>
<td>1.49</td>
<td>0.59</td>
</tr>
<tr>
<td>Percentage %</td>
<td>53.65</td>
<td>21.95</td>
<td>0</td>
<td>0</td>
<td>24.39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q.18. Do you think that being observed is a stressful activity?

Almost the whole number of subjects (90.24%) of those who have confirmed that they have been observed before have confirmed that the fact that someone is observing your teaching’s practice, and it is a source of a great stress. Only four subjects (9.75%) stated that they do not find PO as a stressful activity.

Q19. Is doing peer observation a tool that helps you develop professionally?

Regrettably, Twenty-two (53.65%) participants indicated that they are not sure about whether it may help them develop professionally or not (ticked the maybe box), nine participants (21.95%) believe that PO does not make any change in their professional development, and ten participants (24.39%) do consider PO as a tool for their teaching’s practices improvement and professional growth. The mean is 1.68 at a standard deviation of 0.82 with 0.48 as a coefficient of variation. Again the CV which is closer to 1 rather than to 0 indicates that the data has a great deal of variability with respect to the mean and that there is no general consensus among the sample. Rating scales were numerically coded 1- maybe, 2- yes, 3- no).
Table 16

Teachers’ perception about peer observation as a vehicle for professional development

<table>
<thead>
<tr>
<th>Teachers’ perception about peer observation as a vehicle for professional development</th>
<th>Maybe</th>
<th>Yes</th>
<th>No</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Coefficient of variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects’ number</td>
<td>22</td>
<td>10</td>
<td>9</td>
<td>1.68</td>
<td>0.82</td>
<td>0.48</td>
</tr>
<tr>
<td>Percentage</td>
<td>53.65</td>
<td>24.39</td>
<td>21.95</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q.20. Do you have any willingness to use peer observation in the future?

If yes, how do you intend to use it?

The results of this question were promising because thirty-one (75.60%) subjects confirmed that they do intend to use PO in the future, seven (17.07%) were not sure about whether they will use it or not, and only three subjects (7.31%) stated that they won’t use it. The mean is 1.90 at a standard deviation of 0.49 with 0.25 as a coefficient of variation. The CV which is closer to 0 rather than to 1 indicates that the data has no great deal of variability with respect to the mean and that there is general consensus and uniformity among the sample. Rating scales were numerically coded as: 1- not sure, 2- yes, 3- no).
Table 17

Teachers’ Willingness about the Future Use of Peer Observation

<table>
<thead>
<tr>
<th>Teachers’ willingness about the future use of peer observation</th>
<th>Not sure</th>
<th>Yes</th>
<th>No</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>coefficient of variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects’ number</td>
<td>7</td>
<td>31</td>
<td>3</td>
<td>1.90</td>
<td>0.49</td>
<td>0.25</td>
</tr>
<tr>
<td>Percentage %</td>
<td>17.07</td>
<td>75.60</td>
<td>7.31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.5.5 Interpretation of the Results

To sum up, this chapter provides insights about the information collected through the survey that was directed to Algerian EFL teachers. In spite the fact that the majority of participants indicated that they are acquainted with the term peer observation, and that they would like to learn more about it; only little percentage of them stated that they have been already trained in or used it before. Most importantly, even those who know and use it, are using it in a wrong way and do not really know its nature. For instance, most of the subjects stated that they do things to impress the observer, interfere during the session, and relying only on memory during the PO session. While the right answer should be that they never use such things. Also, Moreover, although a considerable number of those who have used peer observation indicated that they consider it as positive experience and that they have the desire to implement it in the future; the majority of participants consider it as a stressful activity and they are not sure about its effectiveness in their
professional development. EFL Algerian teachers know the term PO superficially without any deep awareness of it correct use.

2.5.5 Pedagogical Implications and Recommendations

Our study implicates that Algerian EFL teachers neither know much about peer observation, nor implement it according to its standards. We recommend Algerian EFL teachers to learn more about POTL for its crucial effective role in developing teachers’ professional development through providing them with a mirror that enables them reflect on their own teaching and hence better their teaching practices. We also highly recommend Algerian EFL inspectors to teach instructors about this professional development model through engaging them in long-term workshops and group discussions about the topic, and through requiring them to implement it continuously.

Conclusion

In the light of the above results, we conclude that peer observation is not a well-known and used technique in the Algerian EFL context. Algerian EFL teachers do not know the nature of peer observation technique, consider it as a stressful activity, and are not really aware of its importance in their professional development career. As a result, our research hypothesis has been rejected, we found that Algerian EFL teachers do not really know and use peer observation.
GENERAL CONCLUSION

Nothing is better than having an opportunity of looking at our own teaching from another angle distinct from ours, and receiving a critical constructive feedback. Peer observation of teaching (POT) is one way of evaluating our teaching objectively through others’ eyes and points of views; this evaluation can yield us sufficient information about the way we are, we practice, and we behave in our classrooms. POT is an efficient tool that is used internationally by EFL and ESL teachers all around the world in order to remediate their teaching’s ineffective practices. It is a rigorous and continuous process where teacher are observed by their colleagues while they are applying what they have been used to apply within the classroom. Teachers in POT are ought to continue implementing what is useful and change what is ineffective in their practices relying on the feedback the observing colleague provides them with. After conducting this study we reject our hypothesis because we found that peer observation is neither well known nor used in the Algerian EFL teaching context. More precisely, we concluded that Algerian EFL teachers know peer observation only superficially, they are not really aware of its importance in their professional development as they are not using it adequately.

Limitation of the Study

Regrettably, we did not have enough time that enables us to carry out this research using an experimental study; if an experiment was conducted, more practical and unbiased insights about the use of peer observation by EFL teachers in the Algerian context were reported.
Suggestions for Further Research

This research would best be conducted using a longitudinal experimental study to discover the authentic impacts of peer observation on teachers’ professional development over a period of time. Due to the time constraints of our study we were unable to conduct an experiment, we suggest, therefore, that future researchers would better conduct an experimental study in order to reach more fruitful outcomes.
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Dear EFL teacher,

I am currently pursuing my master degree at Larby Ben M’hidi University OEB. This research is entitled as the following “Investigating teachers’ Perceptions about the Effectiveness of Peer Observation (PO) as a Vehicle of Professional Growth». The purpose of our study is consulting your views about the significance of PO in ELT (English Language Teaching). Your attitudes and opinions are critical to the success of this study. I recognize the value of your time, and sincerely appreciate your efforts on our behalf. I humbly invite you to take 5 minutes to complete this survey as accurately as possible. Please, answer each statement by ticking (√) in the right box(s) or by filling in the gaps. Your responses will be treated as confidential and will be used only for the purpose of this survey.

Thank you for your precious time.

Section A: Personal Information

Please fill in the following information about yourself

1. Your qualification: -----------------------------------------------------------

2. Where do you teach?

<table>
<thead>
<tr>
<th>Level(s)</th>
<th>School’s /University name</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In a middle school</td>
<td></td>
</tr>
<tr>
<td>b. In a secondary school</td>
<td></td>
</tr>
<tr>
<td>c. In a private school</td>
<td></td>
</tr>
</tbody>
</table>
3. How many years have you been teaching English as a foreign language?
   1-2 years ☐  More than 2 years ☐  More than 5 years ☐

Section B: Teachers’ Knowledge, Interest, and training in Peer Observation

4. Have you ever heard about Peer Observation?
   Yes ☐  No ☐

5. Are you interested in knowing about peer observation?
   Yes ☐  Maybe ☐  No ☐

6. Have you ever been trained in peer observation?
   Yes ☐  No ☐
   If yes, please indicate how
   Self-study ☐  workshop ☐  Inspector ☐  other sources ☐

7. Have you ever been observed by a colleague while teaching?
   Yes ☐  No ☐

8. Do you consider peer observation different from the supervisory observation of the inspector?
   Yes ☐  Maybe ☐  No ☐
   If that is the case, in what way they are different?
9. How do you prepare your students for peer observation?

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

10. As a teacher being observed, do you try to do anything to impress the observer?


Yes  No

If your answer is “yes”, what do you do to impress him?  If your answer is “no”, why?

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


11. Have you ever observed a colleague while he is teaching?


Yes  No
12. As an observer what do you use in order to remember what you have observed?

Memory ☐ checklist ☐ taking notes ☐ others ☐

In case you use others, please mention them

------------------------------------------------------------------------------------------------------
------------------------------------------------------------------------------------------------------
------------------------------------------------------------------------------------------------------

...........

13. Do you think that the observer should interfere during his observation?

Never ☐ sometimes ☐ always ☐

14. Is it necessary for the observer and the observed to meet before and after the observation?

Yes ☐ No ☐

If yes, what do you do usually?

------------------------------------------------------------------------------------------------------
------------------------------------------------------------------------------------------------------
------------------------------------------------------------------------------------------------------

-------------
15. Do you think that the observer should focus on specific aspects of teaching?

Yes ☐ No ☐

If yes, please name some

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

.......

Section C: Teachers Attitudes towards Peer Observation

16. Do you benefit from the feedback you receive from your colleague after observing you?

Never ☐ sometimes ☐ always ☐

17. Being observed by a colleague is generally a positive experience

Agree ☐ disagree ☐ strongly agree ☐ strongly disagree ☐ neither ☐

18. Do you think that being observed is a stressful activity?

Yes ☐ No ☐

19. Is doing peer observation a tool that helps you develop professionally?

Yes ☐ maybe ☐ No ☐

20. Do you have any willingness to use peer observation in the future?

Yes ☐ No ☐
If yes, please indicate how do you intend to use it

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

........

Several questions included in our questionnaire were adapted from Simon Borg’s January workshop at the British council
Appendix B

Narrative Summaries

(“Peer Observation Instructions”, n.d.)

PEER OBSERVATION REPORT

Instructor Observed ___________________________________________
Department__________________________________________________
Date of Observation___________________________________________
Observer____________________________________________________
Department_ ___________________________________________________

I have observed _______________________________ on _______________ during their _________________class. My observation is as follows:

_____________________________________________________

Signature

SAMPLE NARRATIVES

SAMPLE NARRATIVE OF A POSITIVE OBSERVATION:

I observed ___________________ on ___________________ and observed the following:

Professor X had an easy manner. The professor kept the students’ attention. Professor X seemed prepared and organized. The professor kept the presentation light, with some humor, yet stayed focused on the presentation. Students seemed engaged and interested. They asked questions which were handled well. Professor X summarized and reviewed the material from time to time during the hour and asked several times whether the students understood the material. Etc. (Additional depth and detail would be useful.)
SAMPLE NARRATIVE OF A NEGATIVE OBSERVATION:

I observed _______________________ on ___________________ and observed the following:

Professor Y seemed disorganized, fumbling through lecture notes several times. The professor lectured in a monotone voice and did not seem to sense that the students were not engaged. Professor Y gave students no opportunity to question, nor did the professor review or summarize the material. Students appeared either bored or confused. They took no notes and seemed totally apathetic. Etc. (Additional depth and detail would be useful)
APPENDIX C

PEER OBSERVATION CHECKLIST/NOTE PAGE
(Peer Observation Instruction, n.d)

Instructor: _____________________________________________________

Date of Observation: _____________________________________________

Specific Class Observed:___________________________________________

ORGANIZATION SKILLS: COMMENTS:

_____ Instructor previewed/reviewed material presented in class

_____ Instructor presented material in a logical progression

_____ Instructor provided clear instructions for assignments

_____ Instructor was prepared for class

_____ Instructor was able to redirect class to topic of discussion

_____ Instructor demonstrated good classroom management skills

_____ Other

STUDENT ENGAGEMENT: COMMENTS:

_____ Instructor attempted to accommodate different learning styles

_____ Instructor encouraged student participation in the learning process (involvement, comments, questions, etc.)

_____ Instructor created environment which facilitated student learning (encouraged student involvement, interacted with students respectfully, minimized distractions, etc.)

PRESENTATION SKILLS/INTERACTION: COMMENTS:

_____ Instructor was vocally expressive (not monotone)

_____ Instructor demonstrated direct eye contact with students

_____ Instructor was focused

_____ Instructor demonstrated a fluid delivery style
_____ Instructor was enthusiastic and energetic

_____ Instructor was approachable (not intimidating)

_____ Instructor demonstrated attentiveness to student nonverbal cues (confusion, alertness, distracted)

_____ Other

ADDITIONAL COMMENTS:
Appendix D

Checklists’ Samples

Example Checklist and Proforma for Peer Observation of Teaching (DURHAM University)

The following checklist and proforma are an example that departments/schools might wish to take account of in developing their own peer observation schemes. There is no University requirement that departments/schools use this specific proforma.

Guidance notes

If you are being observed, you may wish to discuss with your observer, before the event, those aspects on which you would specifically like feedback.

If you are observing, you will find it helpful to sit so that you are in a position to be aware of student reactions, as well as observing your colleague. The one page pro forma is supplied for ease of making notes; please amplify when appropriate.

1 Venue

Was the venue adequate - in terms of (for example) seating, lighting, heating, ventilation, audio-visual facilities, sightlines?

If not, could the teacher have done more to help make the venue more congenial?

2 Rapport and student focus

Did the teacher establish rapport with the students?

Did the teacher present the material in a lively and enthusiastic way?

Did the teacher find scope for interacting with students, e.g. by giving opportunities for questions or comments, or by drawing upon students’ interests, concerns, or experiences?

Was the learning pitched at a level the students should be able to understand?

Was any provision made for those who experienced difficulties or asked questions?

Did the teacher offer students opportunities for interaction amongst themselves?
3 Content and structure

Was adequate information available to the students about the course as a whole?

Were sufficient links drawn between this and previous lectures? other parts of the course? appropriate textbooks? study materials?

How well do you think the teaching was linked to previous teaching/learning activity?

How well was the activity linked to the course as a whole?

Was the material well organised, so that the students could follow the structure or sequence adopted?

Were key points clearly emphasised?

4 Audibility and clarity

Could the lecturer be clearly heard, even by students at the back and sides of a lecture theatre?

Was presentation clear?

Did the students appear to understand explanations given?
5 Pace and timing

Was material presented at an appropriate pace?

Did the teacher vary the pace, e.g. with different activities?

Did the teacher keep to time?

6 Supporting presentation

Were examples or illustrations used whenever helpful to students in grasping key points?

Did the examples used appear to engage with students’ knowledge and interests?

Did the teacher make appropriate use of handouts or other study materials?

If so, were these likely to be helpful to the students in summarizing, amplifying or reinforcing the material?

Were audio-visual aids used appropriately to convey the subject matter?

Were the aids successful in supporting students’ understanding?

Teaching Observation Pro Forma Version 1

Observer’s name .............................. Being observed ......................

Date and time ................................. Topic .................................

Student group size ............................. Type of activity ......................

<table>
<thead>
<tr>
<th>Venue</th>
<th>rapport and student focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venue suitability</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>content and structure</th>
<th>audibility and clarity</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>pace and timing</th>
<th>supporting presentation</th>
</tr>
</thead>
</table>
Appendix E

(“Peer-observation of teaching: Observer checklist, n.d.”)

Name of Teacher: ___________  Observer: ___________

Lesson Title:          Date:         

<table>
<thead>
<tr>
<th><strong>Instructional Set</strong></th>
<th>+</th>
<th>-</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established mood and climate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(rapport)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivated students to learn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explained usefulness of skill/knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stated teaching objectives clearly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Body</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Made organisation explicit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Controlled amount of content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarified technical terminology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasised major point(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used Visuals, examples illustrations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduced resources/changed stimuli</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used questioning techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepted student responses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraged student-student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managed time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibited enthusiasm</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Closure**

| Summarized major points |   |
| Related to instructional set/objectives |   |
| Provided sense of achievement |   |

**NOTES:**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Suggestions for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a.</td>
</tr>
<tr>
<td>b.</td>
<td>b.</td>
</tr>
<tr>
<td>c.</td>
<td>c.</td>
</tr>
</tbody>
</table>
Observer’s Signature:______________________________ Date:_____________
<table>
<thead>
<tr>
<th>Types of questions asked</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Factual/literal. Teacher asks a question that the students can answer by reading or listening to the teacher.</td>
<td>-----------</td>
</tr>
<tr>
<td>2. Opinion/interpretative. Teacher asks a question that the students can answer by &quot;reading between the lines&quot; from a text or from what the teacher says. Students can use own prior knowledge to answer.</td>
<td>-----------</td>
</tr>
<tr>
<td>Type of response required</td>
<td>Frequency</td>
</tr>
<tr>
<td>1. Display/fact. Student must display his or her knowledge of a topic by providing facts from memory.</td>
<td></td>
</tr>
<tr>
<td>2. Referential/thought. Student must provide an answer that involves thought and reasoning in order to reach a logical conclusion.</td>
<td></td>
</tr>
<tr>
<td>3. Choice. Student must only provide a yes/no, true/false answer - no explanation required.</td>
<td></td>
</tr>
<tr>
<td>Selection of student</td>
<td>Frequency</td>
</tr>
</tbody>
</table>

Note (checkmark) how often the teacher asks the following questions at various intervals (for example, every 5 minutes) during the class.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Calls student's name directly before asking</td>
</tr>
<tr>
<td></td>
<td>question.</td>
</tr>
<tr>
<td>2.</td>
<td>Calls student's name directly after asking question.</td>
</tr>
<tr>
<td>3.</td>
<td>Calls for student volunteers after asking question</td>
</tr>
<tr>
<td>4.</td>
<td>Allows students to self-select when to answer</td>
</tr>
</tbody>
</table>

.
**APPENDIX G**

**Classroom Observation Report**
(Seldin, 1980 as cited in “Preparing for Peer observation”, n.d, pp.13-14)

<table>
<thead>
<tr>
<th>Instructor evaluated</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students present</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluator(s)_____________________________________________________________

It is suggested that the observer(s) arrange a previsit and postvisit meeting with the instructor. Highest Satisfactory, Lowest Not Applicable : 5 4 3 2 1 n/a

1. Defines objectives for the class presentation.
2. Effectively organizes learning situations to meet the objectives of the class presentation.
3. Uses instructional methods encouraging relevant student participation in the learning process.
4. Uses class time effectively.
5. Demonstrates enthusiasm for the subject matter.
6. Communicates clearly and effectively to the level of the students.
7. Explains important ideas simply and clearly.
8. Demonstrates command of subject matter.
9. Responds appropriately to student questions and comments.
10. Encourages critical thinking and analysis.

11. Considering the previous items, how would you rate this instructor in comparison to others in the department?
14. Overall rating

Would you recommend this instructor to students you are advising?

What specific suggestions would you make concerning how this particular class could have been improved? Did you have a previsit conference?,_postvisit conference?_____
APPENDIX H

Examples of forms for peer observation

(Bovill, 2010, pp.8-10)

Forms for recording peer observation are generally split into the three main stages of observation: pre-observation forms to support the person being observed to clarify which areas of their teaching they would like feedback on; peer observation forms which the observer completes as the basis of giving formative feedback; and post observation forms which facilitate dialogue between the observer and the observed and enable the person observed to be able to identify areas for development and related action points.

**Example Form (1): Pre-observation form**

Name of teacher:

Name of observer:

Date, time and venue of teaching session to be observed:

Number and level of students:

Course title and topic:

Relevant background context, *e.g.* has the teacher met the students previously? Where does this session fit into the rest of the course?

Aims and intended learning outcomes for teaching session:

Is there anything you would like the observer to give specific feedback on?

Consider how the observer will be introduced to the students

**Example form (2): Teaching observation form**

Name of teacher:

Name of observer:

Date, time and venue of teaching session to be observed:
Number and level of students:

Course title and topic:

Things the tutor has done well (e.g. structure, clarity, pace, organisation, interaction, body language, visual aids, enthusiasm etc.):

Areas for reflection and possible improvement (e.g. structure, clarity, pace, organisation, interaction, body language, visual aids, enthusiasm etc.):

Comments on specific areas of focus identified prior to observation:

**Example form (3): Post-observation form**

Prior to completing this form, the observer should send a copy of the teaching observation form to the teacher. The teacher should reflect on the contents of the teaching observation form and also on their own views of how the teaching session went. If they have gathered any student feedback from the session, this should be explored alongside the other accounts of the teaching session.

1. Were there any differences or similarities between the views of the observer / teacher / students?

2. Were there any surprises for the teacher in the feedback from the observer?

3. Can you identify together any areas of good practice from the teaching session?

4. What areas of development can you identify from the feedback and how do you intend to address these?
**Résumé :**

Bien qu'ayant les caractéristiques d'un bon enseignant est l'objectif que cherche à atteindre n'importe quel instructeur. Les enseignants peuvent ne jamais être certains de savoir s'ils font du bien ou non, puisque cela dépend de ce qu'un bon professeur lui-même signifie. Par conséquent, les enseignants sont toujours en train de faire de leur mieux pour améliorer en utilisant de nombreuses procédures tente de combler le manque qui existant dans leur pratiques pédagogiques. Grâce à cette recherche, nous avons essayé de faire la lumière sur un chemin qui peut aider les enseignants à atteindre leurs objectifs, au moins dans certains domaines de l'enseignement de a langue étrangère (EFL teaching). L'observation entre pairs de l'enseignement est l'une de certaines méthodes utilisées pendant des décennies par les enseignants à tous les niveaux. Nous avons utilisé une méthode d'enquête qui ne permet de savoir le degré de connaissance et l’utilisation de l’observation entre paire de l’enseignement des langues étrangère (Anglais) par des professeurs Algériens. Aussi, cette étude a pour but également découvrir si le professeur algérien enseignant de la langue Anglaise accorde une certaine importance dans leur développement professionnelle de langue les enseignants reconnaissent l'importance de l'observation entre pairs dans leur développement professionnel. Les conclusions ont montré que notre échantillon d'Algériens one des connaissances limitée et superficielle dans cette technique (Peer Observation of Teaching). En outre, nous avons constaté que la majorité des participants utilise rarement la technique appropriée qui peut être bénéfique dans leur développement professionnelle, et ignorer tous ses avantages dans leur développement professionnel, aussi ils n’accordent aucun intérêt à cette technique. Par conséquent, nous recommandons que les professeurs Algériens de la langue Anglais (EFL teachers) être formés dans « l'observation entre pairs (Peer Observation of Teaching) » de l'enseignement pour son importance cruciale dans leur développement professionnel.
الملخص

على الرغم من أن اكتساب خصائص ومميزات المعلم الجيد هو الهدف الذي يسعى إليه أي معلم، على كل معلم أن يدرك أولا أن معرفة إذا كان يبني بلاء حسننا أم لا يعتمد كليا على ما تعنيه كلمة جيد في حد ذاتها فكلما كان دقيقا في تحديد نجائز طريقته في التعليم، نجح في الحصول عليها وتحسينها. بما أن أساتذة اللغة الإنجليزية بالعمل على تحسين طريقهم التعليمية وتحسين سلبيتهم بطريقة مستمرة عن طريق استعمال وسائل عدة هذه الأطروحة تهدف إلى تسليط الضوء على إحدى الطرق الفعالة التي تم استخدامها على مدى عقود من قبل معلم في مختلف أنحاء العالم ومع جميع المستويات. ملاحظة الأساتذة لزملائهم أثناء تقديم دروسهم اليومية هي أحد أهم التقنيات التي تستعمل بهدف منح انتقادات بناءة قد تمكن كلا الطرفين، الأساتذ الملاحظ والملاحظ على الحصول على التطور المهني المنشود في مجال تعليم اللغة الإنجليزية كلغة أجنبية. تهدف هذه الأطروحة إلى صبر أراء أساتذة اللغة الإنجليزية الجزائريين والتحقق من مدى إلمامهم بهذه التقنية، درجة استعمالها في أقسامهم، وكذلك التحقق من ما إذا كانوا يملكون أي آراء إيجابية فيما يخص أهمية التقنية في تحقيق التطور المهني المرغوب فيه. أظهرت النتائج أن الفرضية المذكورة في أول الأطروحة هي فرضية غير مقبولة لأن تقنية ملاحظة الأساتذة لبعضهم البعض هي تقنية متعارف عليها فقط سطحيا، أي أن حتى أقلية أساتذة اللغة الإنجليزية الذين أكدوا استعمالهم لبسببهم أنهم غير ملمين باختلاف عناصرها، يقومون باستعمالها استعمالا خاطئا قد لا يؤدي إلى أي تحسن على مستوى أدائهم التعليمي.