

Abstract

The present study aims at identifying the impact of peer observation strategies on improving Iraqi EFL teachers' performance. To achieve this aim, the researcher has used the Non-randomized Control Group Pre-test Post-test Design with pre and post administration of an observation checklist. The sample of the study consists of (60) male and female Iraqi EFL teachers at General Directorate of Education at AL-Qadissiya Governorate. According to the above mentioned design, the sample has been randomly distributed into two groups: the experimental and the control group, each with 30 teachers. The researcher has used a pre-observation checklist to observe the

The Impact of Peer Observation of Teaching Programme on Iraqi EFL Teachers' Performance

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Iraqi EFL teachers' performance of both groups. Then the researcher taught the peer observation strategies to the experimental group teachers who applied the peer observation strategies under the supervision of the researcher in order to improve their performance. The control group, on the other hand, received no instruction and has been submitted to the traditional mode of supervision. The experiment lasted for five weeks. After that the researcher used a post observation checklist to check the improvement in the EFL teachers' performance at both groups.

The results revealed that there were statistically significant differences between the post administrations of the observation checklist to both groups in favor of the experimental one in respect to their teaching performance. Based on those results, the researcher concluded that peer observation strategies should be employed in order to improve the Iraqi EFL teachers' Performance .

1. Introduction

1.1 Statement of the Problem and its Significance

There is no doubt that teachers play a significant role to the success of any ongoing educational system where well prepared and well qualified teachers may lead to education of the highest quality (Tuli and File, 2006: 108). According to Bell (2005:5), one of the techniques that can help teachers improve their teaching practice, transform their educational perspectives, and develop their professional development is peer observation of teaching (henceforth POT).

POT is a key element of academic development that offers many benefits such as improvement in teaching practice and the development of confidence to teach and learn about teaching.

In spite of the great attention paid to POT strategies as a means for teachers to learn more about classroom processes from experienced teachers in various parts of the world, Iraqi EFL teachers tend to implement the traditional mode of supervision and feedback. Rahmany, Hasani, and Parhoodeh (2014: 348) assert that classroom observation that is usually done by supervisors tend to be unsystematic, subjective, and impressionist. Moreover, the relationship between observers and observees can be tense; the observers are evaluative, whereas the observees tend to be defensive. Day (2013:1), states that supervision might cause teachers to be overly stressed, nervous, and anxious, which might have a negative impact on their performance. For this reason, the researcher intends to conduct a study that test whether Iraqi EFL teachers trained using the proposed POT programme would demonstrate improvement in their performance of the teaching skills than those just receiving traditional supervisor visits.

1.2 Aims

The present study aims at finding out the impact of a proposed POT programme for Iraqi EFL teachers on their teaching performance.

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1.3 Hypotheses

It is hypothesized that there is no statistically significant difference between the mean score of the experimental group total teaching performance and that of the control group.

1.4 Limits

The current study is limited to the Iraqi EFL teachers at the General Directorate of Education at AL-Qadissiya Governorate for the academic year 2014-2015.

2. Theoretical Background

2.1 Teacher Education

Teacher is considered the cornerstone of the educational process and one of the most important elements of developing educational systems. The teacher plays an important role in achieving educational objectives, implementing educational policies and contributing to the upgrading of the quality of educational services. It is the teacher who organizes the learning experiences and manages the learning environment for the benefit of the students who must experience the curriculum (Tabot and Mottanya, 2012 : 248).

The aim of EFL teacher education is to prepare competent and capable English teaching professionals that cope with the needs of modern life. The changing requirements of work qualifications and world competence, therefore

must lead to changes in the process and content of EFL teacher education (Barzaq, 2007:20).

2.1.1 Definition of Effective Teacher

The term “effective teacher” is used broadly, to mean “the collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment

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of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens”(Hunt,2009: 1).

Effective teachers are distinguished by their dedication to the students and to the job of teaching, and feel responsible for the achievement and success of the students and own professional development. They strive to motivate and engage all their students in learning rather than simple accepting that some students cannot be engaged and are destined to do poorly (Rubio,2009:37).

According to Gibbs (2002: 12) teachers need to be able be survival against challenges and threats, persistent against barriers, and innovative on new teaching approaches and be prepared in the case of failure. Ko (2013: 19) states that effective teachers have been found to be clear about instructional goals, knowledgeable about curriculum content and the strategies for teaching it, knowl-

edgeable about their students and adapting instruction to their needs, and knowledgeable about higher- as well as lower-level cognitive objectives that monitor students' understanding by offering regular appropriate feedback accept responsibility for student outcomes.

2.1.2 Effective Teacher 's Competence

Cooper (2011:3) suggests that a well-educated teacher should be prepared in four areas of teacher competence to be effective in bringing about intended learning outcomes: (1) command of theoretical knowledge,(2) display of attitudes that foster learning ,(3) Command of Pedagogical knowledge, (4) Command of teaching skills.

1. Command of Theoretical Knowledge

Many scientific concepts from psychology, anthropology, sociology, linguistics, cognitive sciences, and related can make up the theoretical knowledge. This knowledge can be used to interpret situations and solve

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problems inside classrooms by applying theories and concepts of human behavior. An example of a theoretical concept that is derived from psychology and that has enormous implications for teachers is the concept of reinforcement.

2. Display of Attitudes That Foster Learning

Teacher attitudes are an important dimension in the teaching process. The major categories of attitudes that

affect teaching behavior are: teachers' attitudes toward themselves, teachers' attitudes toward students, and teachers' attitudes toward the subject matter (Shulman, 1987: 19).

Teachers who deny or cannot cope with their own emotions are likely to be incapable of respecting and coping with the feelings of their students. If they are to understand and sympathize with their students' feelings, they must recognize and understand their own feelings (ibid.). Moreover, Cooper (2011: 7) shows that teachers' attitudes to their students represented in the strong likes and dislikes of particular students and biases toward or against certain kinds of student behaviours can reduce teaching effectiveness. He (ibid.) also elaborates that students also are sensitive to the teacher's attitude toward the subject matter. Teachers who are not enthusiastic about what they teach can hardly hope to instill enthusiastic responses in their students.

3. Command of Pedagogical Knowledge

Peterson (1988:15) and Shulman (1987:20) indicate that pedagogical knowledge is essential for EFL expert teaching. It includes pedagogical content knowledge, and general pedagogical knowledge.

Pedagogical content knowledge represents the blending of content and pedagogy. It is a conceptual map of how to teach a subject; knowledge of instructional strategies and representations; knowledge of students' understand-

ing and potential misunderstandings; and knowledge of curriculum and curricular

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materials (Barzaq, 2007: 44). General pedagogical knowledge involves an understanding of general principles of instruction and classroom management that transcends individual topics or subject matter areas(Borko &Putnam,1996:604).

4. Command of Teaching Skills

Teaching skills are a group of teaching acts and behaviors intended to facilitate pupils' learning directly or indirectly. Teachers need to have skills in teaching to ensure competency in teaching, make the class interesting, and avoid confusion. A good teacher is the one who has command in: introduction skill, questioning skill, using the board skill, reinforcement skill, explanation skill, skill of illustration with examples, stimulus variation skill, communication skill, skill of writing instructional objectives, skill of increasing pupils' participation, evaluation skill, planned repetition, managerial skill, demonstration skill, and closure skill (Ahmad,2009:161).

Kyriacou (2007:1) points out that developing teaching skills as teachers is as much about developing and extending knowledge about the decision they may take in a particular situation as it is about the successful execution of the observable action. Successful teaching skills ,thus, are

the integration of knowledge, decision-making and action. He (ibid.: 11) admits that the essential teaching skills involved in contributing to successful classroom practice can be identified and described as follows:

❑ Planning and preparation: the skills involved in selecting the educational aims and learning outcomes intended for a lesson and how best to achieve these.

❑ Lesson presentation: the skills involved in successfully engaging pupils in the learning experience, particularly in relation to the quality of instruction.

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❑ Lesson management: the skills involved in managing and organizing the learning activities taking place during the lesson to maintain pupils' attention, interest and involvement.

❑ Classroom climate: the skills involved in establishing and maintaining positive attitudes and motivation by pupils towards the lesson.

❑ Assessing pupils' progress: the skills involved in assessing pupils' progress, covering both formative (i.e. intended to aid pupils' further development) and summative (i.e. providing a record of attainment) purposes of assessment.

❑ Reflection and evaluation: the skills involved in evaluating one's own current teaching practice in order to improve future practice.

2.2 Definition of Peer Observation of Teaching

POT can be defined as the «a collaborative, developmental activity in which professionals offer mutual support by observing each other teach; explaining and discussing what was observed; sharing ideas about teaching gathering student feedback on teaching effectiveness; reflecting on understandings, feelings, actions and feedback and trying out new ideas»(Bell , 2005: 3).

Ali (2012:16) states that POT may refer to the process whereby two or more teachers observe each others' teaching according to an agreed set of criteria. In this sense, it is a collaborative and reciprocal process whereby one peer observes another's teaching professional development in teaching and learning through critical reflection, by an observer and an 'observed'.

Engin and Priest (2014:6) see POT as a way of stimulating reflection and improvement of teaching where observing other teachers is a mirror with which to view one's own teaching. By reflecting , the teacher systematically questions, examines, and make decisions about teaching and learning.

According to Sharashendize (2013:47) POT is a deliberate investigation of teaching and learning through the regular procedure of data collection and analysis. Throughout this process, the teacher as a speculator attends one or more

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lessons , puts down educator's teaching performance

and then contacts with the teacher to exchange views about the observation. Both the observer and the observed have important roles before, during, and after the observation. Joyce and Showers (2002:36) assure that through POT , teachers provide feedback to each other so that further reflections and improvements can be made to ensure effective transfer of the skills and strategies required.

Wynn and Kromrey (1999:22) define POT as a training strategy in which a pair of classroom teachers observe each other discuss instructional problems, make decisions , and provide consultative assistance in correctly applying teaching skills and proposing alternative solutions to recognized instructional needs which can in its turn maintain and enhance the quality of teaching and learning.

2.2.1 Benefits of Peer Observation of Teaching

POT can be seen as a method of getting immediate and objective feedback to improve teaching skills of both the observer and the instructor. It allows teachers to exchange experiences, disseminate innovative approaches, and encourage good practice in teaching (Ali,2012:17).

POT can be seen as a tool for growth and development. It is done by trusted colleagues or peers in order to remove the supervisory or authoritative aspect (Day, 2013:1-2).

Richards and Farrell (2005: 94) claim that POT plays in helping teachers become more aware of the issues they confront and how they can be resolved and in narrowing

the gap between a teacher's imagined view of teaching and what actually happens.

Donnelly (2007:119) believes that "the more we as teachers can share a common form of life and common experience with others in our institutions, the greater the possibility in that we be able to extend our horizons to encompass a fuller understanding". POT may also be used to promote reflection upon practice

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at all levels, serving to enhance self-awareness and meet individual developmental needs.

POT can deepen the understanding of the work of colleagues in across teams, departments and faculties. It can increase the sense of collaboration and enhanced trust This can be done through allowing colleagues to observe and comment upon each other's teaching. (Rowe, Solomnides and Handal, 2010:3).

2.2.2 The Process of Peer Observation of Teaching

POT can be done by using a popular form where two colleagues agree to act as observer and observed. The popular process of peer observation involves three stages: (1) Pre-observation, (2)during observation, and (3) Post observation (Siddiqui ,Jonas-Dwyer, and Carr, 2007: 298).

1. Pre-observation:

Both parties, the observer and the observed, meet to discuss the focus of observation and also specify the spe-

cific issues that they want the observer to focus on. The issues that might be discussed are: the learning outcomes, lesson plan and/or objectives for the sessions, transition between activities, feedback on students responses...,etc. The observer and the observed teacher then discuss how to do or conduct the observation (Estacion et .al , 2004:9).

2. Observation

The observer should attend the specified session and sit unobtrusively in the room. They should observe and not take part in the session. Then the observer makes notes through the session about the various interactions between the teacher and the students with a focus on those things identified in the pre-observation session (Ali,2012:18).

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3. The Post Observation

This meeting is a collaborative reflection that involves appraisal of the session by the teacher who was observed and comments from the observer. It takes place as soon as possible after the observation meeting whilst events are still fresh in both participants' minds . A good post-observation session should contain a feedback allow the instructors the opportunity to self-diagnose any possible weaknesses as well as any good practices seen in their own teaching performance (Robinson, 2010: 3).

3. Methodology

3.1 The Experimental Design

In order to achieve the aim of the study, the researcher has utilized the Non-randomized Control Group Pre-test

Post-test Design. This design takes the form illustrated in Table 1.

Table 1

The Experimental Design

Control	Pre-test	Supervision	Post-test
Experimental		POT programme	

(Isaac and Michael, 1977:43)

According to this design two groups of Iraqi EFL teachers are selected to be compared in respect to their performance. The first group is the control group which represents those who are observed according to the currently used method of supervision, and an experimental group which represents those who are observed according to the POT proposed programme. Both the experimental and the control groups are submitted to a pre-post administration of an observation checklist.

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3.2 Selection of the Sample

The sample, which has been randomly chosen, totals 60 male and female Iraqi EFL teachers who were distributed into 16 schools at the General Directorate of Education at AL-Qadissiya Governorate. Thirty of them have been chosen randomly to be the experimental group, and the other thirty to be the control group (see Table 2).

Table 2
Distribution of the Sample

Group	School	Gender	No. of Teachers
Experimental	Al-Talia'a Preparatory School	Females	6
	Al- Noor Preparatory School	Females	4
	Al- Jamia'a Intermediate School	Females	4
	Al-Jumhuria Intermediate School	Females	4
	Al-Nahdha Intermediate School	Males	2
	Al-Uloom Intermediate School	Males	2
	Al-Zaitoon Preparatory School	Males	2
	Al-Markazia Preparatory School	Males	6
Control	Al-Firdows Preparatory School	Females	4
	Al-Hawraa Preparatory School	Females	2
	Al- Fadhilat Intermediate School	Females	2
	Al-Nawaris Intermediate School	Females	4
	Aumkalthoom Preparatory School	Females	4
	Ibn Sina Intermediate School	Males	4
	Al-Sadrain Preparatory School	Males	4
	Qutaiba Preparatory School	Males	6
Total			60

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3.3 Equalization of the Groups

The experimental group and control group have been equalized in the following variables:

1. Gender Variable

Chi2 method has been used to find out whether there

are differences between the experimental and the control group in gender. Results show that there is no statistically significant difference between the two groups in the gender variable, since the computed value 0.019 is lower than the critical value 3.84 at 0.05 level of significance and 1 degree of freedom (see Table 3).

Table 3

**Chi Square Value of the Iraqi EFL Teachers' Gender in the
Experimental and the Control Group**

Groups	No. of Subjects	Gender		Chi-square Value			Significance at 0.05
		Males	Females	d.f	Computed Value	Critical Value	
Experimental	30	12	18	1	0. 019	3. 84	Not Significant
Control	30	14	16				

2. Teachers' Years of Experience

As for the second variable , that is the Iraqi EFL teachers' years of experience, table 4 signifies that there are no sta-

tistically significant differences among the testees of both the experimental and control groups, since the computed t-value (0.796) is found out to be lower than the critical t-value (2.009) when the level of significance is 0.05 and the degree of freedom is 58.

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Table 4

T- Value of the Iraqi EFL Teachers' Years of Experience in the Experimental and the Control Group

Groups	No. of Subjects	Mean	Standard Deviation	D.f.	“t” Value		Significance Level at 0.05
					Computed Value	Critical Value	
Experimental	30	6.5	1.645	58	0.796	2.009	Not Significant
Control	30	6.4	1.258				

3. Teachers' Teaching Performance in the Pre-administration of the Observation Checklist

Components	Groups	No.	M.	S.D	t-value		d.f	Results
					Computed	Critical		
Pre-Instruction	Experimental	30	6	1.549	0.411	2.009	58	Not significant
	Control	30	1.513	6.333				
Instruction	Experimental	30	3.9722	28.766	0.784	2.009	58	Not Significant
	Control	30	4.311	28.466				
The post instruction	Experimental	30	2.870	16.4	0.488	2.009	58	Not Significant
	Control	30	2.235	16.266				
The total performance	Experimental	30	17.056	9.306	0.269	1.97	88	Not Significant
	Control	30	17.022	9.052				

By using the t-test formula, as shown in Table 5, the results indicate that the computed values 0.411, 0.784, and 0.844 which represent the three dimensions: pre-instruction, instruction and post-instruction, respectively are

lower than the critical value 2.009 when the level of significance is 0.05 and the degree of freedom is 58. Moreover, the computed t-value of the overall teaching performance of the two groups 0.269 is lower than the critical t-value 1.97 when the level of significance is 0.05 and the degree of freedom is 88. This means that there is no statistical significant difference between the two groups in their teaching performance .

Table 5

Means, Standard Deviations, and t- Values for the Overall Teachers' teaching Performance

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3.4 The Experimental Application

The experiment started on the 15th of February, 2015 and lasted for five weeks during the academic year 2014-2015, to end up on the 22nd of March, 2015. The first three weeks have been devoted for the theoretical presentation of POT along with some practical activities , whereas the other two weeks were devoted for teachers' application for the POT procedures in their classrooms.

3.4.1 The Experimental Group

The POT training sessions have been given to the experimental group by the researcher herself . The researcher has prepared PowerPoint file to be presented by the use of Data Show,worksheets ,and youtube videos for the presentation of POT.

Accordingly, the researcher shows the content of the programme to the teachers within a period of three weeks. For two hours per week, teachers in the experimental group have been taught the following detailed procedures :

Session One (2 hours):

1. Showing the objectives of the POT programme.
2. Brainstorming that raise some related questions in order to highlight the teachers' prior knowledge.
3. The researcher presents some aspects of POT by using the power points presentation and worksheets . The content of the presentation includes topic definition, principles, benefits, and procedures.
4. In groups, the teachers are asked to summarize the main points raised in the presentation phase.

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Session Two (2 hours):

1. A youtube video, which contains a practical lesson on POT procedures, is displayed.
2. Discussion is held about the presented video.
3. Each pair of teachers are asked to prepare a similar lesson to be presented in front of their colleagues in the next session.

Session Three (2 hours):

- 1 - Two pairs are selected to present their lessons
Each pair held three conferences to be presented in 2 2

- front of their colleagues: pre-observation conference, observation , and post-observation conference.
- 3. After finishing their presentations, colleagues discuss the weak and good points of the lessons presented and present any suggestions in mind for the enhancement of the POT process.

The rest two weeks of the experiment were devoted for EFL teachers' application of the POT procedures in their classroom. Each group of teachers within the same school was divided into pairs. Each pair should visit each other. In each visit, they should held a pre-observation conference, observation , and a post-observation conference. In the pre-observation conference they have to agree on the set of teaching skills they are going to observe. In the observation , they need to use the observation worksheet provided by the researcher so that they can check good and weak points of the lesson. Then, in their post-observation conference, a discussion should be held in order to find ways for improvement of the instructional skills of the observed teachers.

3.4.2 The Control Group

The control group teachers are not taught the POT programme. They are following the usual mode of supervision. They were asked individually to prepare a lesson and present it in front of the class. During the observation visit, the researcher herself as a supervisor takes notes about the good and weak points.

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Then in a post meeting, the researcher discusses with the teacher his/her instructional behaviour trying to provide him/her with feedback that may help in the betterment of his/her performance.

3.5 The Instrument of the Study

In order to evaluate Iraqi EFL teachers' performance of the teaching skills due to the impact of the POT programme, the researcher has constructed an observation checklist. This checklist consists of three dimensions: pre-instruction, instruction and post-instruction. Each dimension consists of a number of components. Each of the above mentioned components consists of a number of items. The total number of the checklist's items in its final form is 30(see Appendix A).

3.5.1 The Psychometric Properties of the Observation Checklist

Psychometrics properties include the construction and validation of measurement instruments and assessing if these instruments are reliable and valid forms of measurement (Cramer and Howitt, 2004: 129). The researcher has examined the validity and reliability of the observation checklist as follows:

3.5.1.1 Validity

Validity is one of the qualities to consider when selecting or constructing a research instrument. Two types of va-

lidity has been examined by the researcher: face validity and construct validity.

A. Face Validity

Face validity is defined as the degree to which test respondents view the content of a test and its items as relevant to the context in which the test is being administered (Holden, 2010: 637). The observation checklist has been displayed to a jury of specialists (see Appendix B) in order to give their opinions about the face validity of the checklist items that show their performance of English

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language teaching skills. The jurors are requested to approve whether the checklist is suitable or not. The jury members have showed approval with a percentage of 100% to the description of items of the three dimensions.

B. Construct Validity

Construct validity which is a type of validity that is based on the extent to which the items in a test reflect the essential aspect of the theory on which the test is based (Richards and Schmidt, 2002:112).

Table 6 and table 7 show the details of construct validity of the correlation coefficient of the relation of each item with the whole observation checklist and that of the correlation coefficient of the relation of each item with its dimension, respectively.

Table 6

**Construct Validity of the Correlation Coefficient of the
Relation of Each
Item with the Whole Observation Checklist.**

No. of the item	correlation coefficient	No. of the item	correlation coefficient	No. of the item	correlation coefficient
1	0.246	11	0.266	21	0.319
2	0.231	12	0.237	22	0.292
3	0.497	13	0.484	23	0.410
4	0.290	14	0.297	24	0.486
5	0.329	15	0.213	25	0.367
6	0.287	16	0.222	26	0.331
7	0.477	17	0.298	27	0.340
8	0.198	18	0.374	28	0.234
9	0.456	19	0.437	29	0.152
10	0.186	20	0.385	30	0.356

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Table 7

**Construct Validity of the Correlation Coefficient
of the Relation of Each Item with its Dimension**

Pre- Instruction		Instruction				Post- Instruction	
No.	Correlation coefficient	No.	correlation coefficient	No	correlation coefficient	No	correlation coefficient
1	0.449	1	0.441	11	0.511	1	0.494
2	0.581	2	0.476	12	0.422	2	0.591
3	0.1546	3	0.381	13	0.361	3	0.342
4		4	0.446	14	0.511	4	0.342
5		5	0.602	15	0.422	5	0.546
6		6	0.464	16	0.552	6	0.477
7		7	0.489	17	0.602	7	0.528
8		8	0.346			8	0.544
9		9	0.586			9	0.677
10		10	0.361			10	0.558

3.5.1.2 Reliability

Alpha-Cronbach formula is used to account the reliability coefficient for each dimension in the observation

checklist. The total reliability coefficient is found to be 0.82 which is considered acceptable if not less than 0.50. Consequently, the observation checklist has been considered a reliable tool of measurement in its final form(see Table 8).

Table 8

Reliability Coefficients for the Observation Checklist

	Pre-Instruction	Instruction	Post-Instruction	Total
Reliability	0.79	0.81	0.74	0.82

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3.5.2 Scoring Scheme

For measuring Iraqi EFL teachers' performance, a rating scale is used. One way to make marking scale is more objective is to write careful descriptions of what the different scores for each category actually represent (Harmer:2007:172). The checklist is intended to be scored according to a five point scale (always, usually, sometimes, rarely, never). The marks are assigned as follows : always 5,

usually 4, sometimes 3, rarely 2, and never 1 .

3.6 Final Administration

After ensuring the observation checklist's validity and reliability , all subjects in both groups has been observed throughout the experiment time. Each teacher (in both groups) has been visited by the researcher who uses the observation checklist to measure the teachers' performance of teaching skills .

4. Results, Conclusions, Recommendations and Suggestions

4.1 Results

4.1.1 Presentation of Results

Components	Groups	No.	Mean	S.D	t-value		d.f	Significance at 0.05
					Computed	critical		
The pre-instruction	Experimental	30	11.833	1.368	7.626	2.009	58	significant
	Control	30	4.666	1.468				
The instruction	Experimental	30	64.066	3.501	6.529	2.009	58	Significant
	Control	30	28.333	5.088				

The post instruction	Experimental	30	37.966	2.152	9.465	2.009	58	Significant
	Control	30	16.9	3.994				
The total performance	Experimental	90	37.955	21.324	1.127	1.97	88	Significant
	Control	90	16.633	10.395				

The aim of the study is to find out the impact of teaching a suggested POT programme for Iraqi EFL teachers on their teaching performance. The results that fulfil this aim are as follows (see Table 9)

Table 9

Means, Standard Deviations, and t- Values for the Overall Teachers' Teaching Performance

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Using t-test for two independent samples at 0.05 level of significance and 58 degrees of freedom, the results indicate that the computed values of three dimensions (pre-instruction, instruction and post-instruction) 7.626, 6.529 , and 9.465, respectively are higher than the critical value 2.009 when the level of significance is 0.05 and the degree of freedom is 58. Moreover, the computed t-value of the overall teaching performance of the two groups 1.127 is higher than the critical t-value 1.97 when the level of significance is 0.05 and the degree of freedom is 88. This re-

sult shows that there is a statistically significant difference between the two groups in the total teaching performance in favour of the experimental group. Thus, the null hypothesis which states that “ there is no statistically significant difference between the mean score of the experimental group total teaching performance and that of the control group ” is rejected.

4.1.2 Discussion of the Results

In the light of the results of the study, it can be concluded that the programme proved to be effective in improving Iraqi EFL teachers’ teaching performance. This is clear in verifying the hypothesis of the study. These positive results could be due to the content of the programme which is based on the following assumptions:

- a. EFL teachers can play an active role in improving their own professional development through collaboration and reflection.
- b. Classrooms are not only places where students learn- they are also places where teachers can learn.

4.2 Conclusions

In the light of the empirical evidence revealed in this study and in relation to the researcher’s own observation, the programme is found to:

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- 1.be positively effective on EFL teachers’ performance. Thus, Iraqi EFL teachers are really in need for an effec-

- tive and up-to-date POT training programme in order to enhance their teaching performance;
2. provide Iraqi EFL teachers with opportunities to share knowledge and create a forum for addressing instructional problems.
 3. provide a positive and creative learning atmosphere, since it reduces the fear and stress of supervisors' assessment.

4.3 Recommendations

In the light of the results, the researcher recommends that:

1. EFL supervisors have to shift their interest from the traditional method of supervision into new modern strategies, such as POT. They have to encourage EFL teachers to have an effective role in improving their own performance. This can be done by holding conferences, meetings, and workshops that sustain the use of POT strategies.
2. Colleges of education / English language Departments can adopt the POT strategies to improve the student teachers' performance during the practicum period.

4.4 Suggestions

1. A study can be conducted to investigate the effect of POT programme on a EFL student teachers' performance.
2. A study can be conducted to examine the effect of POT strategies on developing Iraqi EFL university instructors' performance.

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Appendix(A)

The Final Form of the Teachers' Observation Checklist

Components	Items	Always	Usually	Sometimes	Rarely	Never
Planning and Preparation	1. The lesson plan has clear suitable objectives.					
	2. The lesson is planned to link up prior learning to lesson's objectives.					
	3. Materials, resources, and aids are well-prepared and checked in good time.					

Lesson Presentation	4. The teacher employs different teaching methods compatible with students' abilities and interest and the purposes of the lesson.					
	5. The use of language is suitable for students' level and ability.					
	6. The teacher takes into account the students' different learning styles.					
	7. Materials , resources, and aids are used to good effect.					
	8. The time spent on different activities is well-managed.					
	9. Transition between activities are smooth.					
	10. Asks different types of questions to monitor students' progress.					
Classroom Mangement	11. T. encourages student to student interaction.					
	12. T. sets up interactive pair /group activities appropriately.					
	13. T. makes eye contact to manage the class.					
	14. sets equal opportunities to exist for all students.					
	15. Uses the students' names					

Classroom Climate	16. Provides a non-threatening environment					
	17. supporting and guiding students to reflect upon their learning and identify their learning needs.					
	18. Teacher- students relationships are largely based on mutual respect.					
	19. motivates students to participate					
	20. The teacher is enthusiastic about and interested in the lesson.					

Components	Items	Always	Usually	Sometimes	Rarely	Never
Assessment	21. Uses and develops appropriate quizzes to evaluate students' progress and increase motivation .					
	22. Uses a variety of authentic and alternative assessment techniques (e.g. tests, observations, checklists, portfolios).					
	23. Assigns homework to ensure students' practice of the new language material .					
	24. Gives appropriate feedback to students about their progress					
Feedback	25. Assigns homework to ensure Ss' practice of the new language material					
	26. Makes sure that the students understand what to do with the homework.					
	27. The teacher checks the assigned homework.					
Reflection	28. Checks to what extent lesson objectives are achieved.					
	29. The teacher reflects on information gained from assessments and adjusting teaching practices to facilitates students' progress toward the learning objectives.					
	30. The teacher regularly revises the strategies and techniques he/she uses to deal with sources of stress.					

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Appendix (B)

The Academic Ranks, Names, and Locations of the Jury Members

No.	Academic Rank	Name	Location
1	Prof., Ph.D. in ELT.	Hashim A. Hussien	College of Education, University of Al-Qadissiya.
2	Asst. Prof., Ph.D. in ELT.	Chassib F. Abbas.	Al- Qadissiya Open Educational College .
3	Asst. Prof., Ph.D. in Linguistics.	Maysaa' K. Hussein	College of Education, University of Al-Qadissiya.
4	Asst. Prof., M.A. in Linguistics	Rajaa M. Flaih	College of Education, University of Al-Qadissiya.
5	Asst. Prof., Ph.D. in ELT	Salam H. Abbas	College of Education(Ibn Rushd), University of Baghdad.
6	Ass. Prof., M.A. in Linguistics	Salima Abdulzahra	College of Education, , University of Al-Qadissiya
7	Asst. Prof. , Ph.D. in Linguistics	Zainab Abbas	College of Education University of Diyala.

الخلاصة

تهدف الدراسة الحالية إلى إيجاد تأثير برنامج مشاهدات المدرسين لأقرانهم على أداء مدرسي اللغة الانكليزية لغة أجنبية. ولتحقيق هذا الهدف ، استخدمت الباحثة تصميم المجموعة الضابطة مع تطبيق قبلي وبعدي لاستبانته المشاهدات الصفية من قبل الباحثة. تكونت عينة الدراسة من 60 مدرسا ومدرسة من مدرسي اللغة الانكليزية في المديرية العامة لتربية القادسية. واعتمادا على التصميم التجريبي، قامت الباحثة بتوزيع العينة عشوائيا في مجموعتين، تألفت كل منها من 30 مدرسا ومدرسة. وطبقت الباحثة استبانته المشاهدات الصفية تطبيقا قبليا على مدرسي ومدرسات كلتا المجموعتين لملاحظة أداءهم التدريسي. وبعد ذلك قامت الباحثة بتدريس البرنامج المقترح لمشاهدات المدرسين لأقرانهم للمجموعة التجريبية فقط ، في حين لم تتلق المجموعة الضابطة تدريسا للبرنامج واتبعت المنهج التقليدي لمشاهدات المشرفين.

استمرت التجربة لخمس أسابيع، قامت الباحثة بعدها بتطبيق استبانته المشاهدة الصفية تطبيقا بعديا لملاحظة التحسن الحاصل في الأداء التدريسي لمدرسي اللغة الانكليزية في كلتا المجموعتين.

أظهرت النتائج وجود فروق فردية في التطبيق البعدي لاستبانته المشاهدة الصفية بين مدرسي اللغة الانكليزية في كلتا المجموعتين لصالح مدرسي المجموعة التجريبية في الأداء التدريسي. واعتمادا على النتائج، استنتجت الباحثة ضرورة استخدام برنامج مشاهدات المدرسين لأقرانهم وذلك لأجل تحسين أداء مدرسي اللغة الانكليزية لغة أجنبية من العراقيين.