



EFFECTS OF PEER COACHING FOR THE CLASSROOM MANAGEMENT SKILLS OF TEACHERS

(MESLEKTAŞ KOÇLUĞUNUN ÖĞRETMENLERİN SINIF YÖNETİMİ BECERİLERİ ÜZERİNDEKİ ETKİLERİ)

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ABSTRACT

The present study aims to examine the probable effects of peer-coaching on the classroom management skills of English Language Teachers at University level. In order to find out about the issue, a semi-structured interview was held with six teachers of English. Ideas gained by means of a search through related literature and data gathered from the interviews, a classroom management checklist consisting of 21 items, was utilized. Then one class-hour of each participating teacher was videotaped and each teacher was invited to observe her/his peers' classes on the basis of the checklist prepared. After watching the videos, they gave feedback to each other. Three weeks later, the same procedure was followed with the same checklist. The results reached by the two checklists were compared and contrasted in order to find out whether there was a significant difference between the first and the second lessons conducted by each of the participating teachers. Later interviews were made with the peers for triangulation purposes. The results reveal that peer coaching can be used as an effective model for teachers to develop their teaching practice, especially when implemented for longer periods of time, as the participant teachers suggested at the end of the study.

Keywords: Peer coaching, classroom management, teacher

ÖZ

Bu çalışma, meslektaş koçluğunun Üniversite düzeyinde İngilizce Öğretmenlerinin sınıf yönetimi becerileri üzerinde olası etkilerini incelemeyi amaçlamaktadır. Konuyla ilgili bilgi almak için, altı İngilizce öğretmeniyle yarı yapılandırılmış bir röportaj yapıldı. İlgili literatürden alınan fikirler ve röportajdan alınan veriyle oluşturulan 21 maddeli bir kontrol listesi kullanıldı. Daha sonra çalışmaya katılan her öğretmenin birer saatlik dersi kaydedildi ve hazırlanan kontrol listesi baz alınarak her öğretmen bir meslektaşının dersini gözlemlemeye davet edildi. Videoları izledikten sonra, öğretmenler birbirlerine dönüt verdiler. Üç hafta sonra, aynı kontrol listesiyle aynı prosedür izlendi. Her katılımcı öğretmenin uyguladığı birinci ve ikinci dersleri arasında anlamlı bir farklılık olup olmadığını öğrenmek için iki listeden alınan sonuçlar benzerlikleri ve farklılıkları açısından kıyaslandı. Daha sonra üçleme amacıyla öğretmenlerle röportajlar yapıldı. Sonuçlar, katılımcıların da çalışmanın sonunda önerdikleri gibi, meslektaş koçluğunun, özellikle daha uzun vadelere uygulandığında, öğretmenlerin öğretmenlik uygulamalarını geliştirmede etkili bir model olarak kullanılabileceğini ortaya çıkardı.

Anahtar sözcükler: Meslektaş koçluğu, sınıf yönetimi, öğretmen

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INTRODUCTION

Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace (Robbinson, 1991). It is mostly agreed that when teachers improve themselves, their practice will improve and their students' success will increase as well (Zwart, Wubbels, Bergen,& Bolhuis 2007) . Richardson and Placier (2001:920) claim that "changes in beliefs appear often to precede changes in practices, or that the process of changing beliefs and practices is at least interactive and synergistic".

Nowadays, everything is changing rapidly because of technology. Like all professions, teachers always have to keep up with new information in order to support their students' learning. In order to manage this, as in all professions, teachers may need support from their colleagues. Robbins (1991:28) supports this idea and defines peer coaching as "a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine and build new skills; share ideas; teach one another; conduct classroom research; or to solve problems in the workplace".

Peer coaching is thought to be an effective way of improving teachers' practice. Coaching is defined as a relationship between two equals, one of whom is committed to making personal and professional improvements. In parallel with this term, peer coaching, which is the main focus of the present study, involves a teacher observing another teacher colleague, then using the results of that observation to collaboratively set an informal goal for developing and improving instructional skills, strategies and techniques (Hudson, Miller, Salzberg&Morgan,1994). The definition suggests that peer coaching enables teachers to get feedback and support from each other in order to improve their classroom practice. Therefore, it can be said that a culture of coaching improves teaching and student learning. "It is clear that, under the guidance of coaches, many teachers are adopting new strategies that appear to be resulting in improved student learning" (Guiney, 2001).

Literature about peer consultancy supports that teachers' skill development markedly increases when opportunities and feedback are provided (www.plsweb.com). When teachers learn and develop a skill, they may transfer it into the world of the classroom. In this way, peer coaching may provide a transfer of these skills into the classroom environment. Beyond this transfer, the feedback provided by coaching is specifically beneficial. Through peer coaching teachers get the chance to share their own experiences and knowledge. Therefore, not only teachers' classroom practice but also their beliefs and attitudes can be affected by post-observation meetings. Consequently, it appears that both the observer and the observed teacher make use of these meetings.

One of the studies related to peer coaching has been conducted by Morgan, Menlove, Salzberg & Hudson (1994). In their research they aimed to investigate the effectiveness of a peer coaching approach that included videotaped feedback, self-evaluation, and coach evaluation in improving the direct instruction teaching behaviors of low-performing pre-service trainees. The results show that peer coaching increased the effectiveness in the trainees' teaching.

In a similar study by Hasbrouck (1997), peer coaching research was conducted with pre-service teachers, but from a different aspect. The study examined preliminary implementation of a new method for training pre-service teachers -a mediated form of peer coaching using an instrument designed to guide peer observation followed by coaching to improve instructional skills. The utility and feasibility of this training method for novice teacher trainees were the focus of that research. The results indicate that the pre-service teachers improved their teaching skills such as planning, instruction, organization and classroom management. The participants also cited that peer coaching improved their teaching skills and increased their self-confidence and sense of professionalism.

Kohut, Burnap & Yon (2007) also made use of peer coaching under the title of peer observation. They compared the perceptions of the observer and the observed teachers regarding the process of peer observation, the reporting of peer observations, and the usefulness of peer observation as an evaluation tool. The results imply that both observer teachers and the observed teachers valued peer observation process and believed that their peer observation instruments were an effective measure of teaching. Although observers feel more stress about peer observations than the one being observed, both groups experience minimal stress in participating in observations.

Pollara (2012) examined the effects of peer coaching on instructional practice, the use of common planning time collaborative activities and teachers' perceptions of peer coaching, the results reveal that the frequency of the use of common planning time for collaboration was increased. Participants explained that peer coaching increased confidence and reduced isolation. It was also added that since peer coaching takes place in a natural environment and is self-directed, it was perceived as an effective means of professional development.

Peer coaching was dealt from a different aspect by Murphy (2012). The researcher tried to find out the link between peer coaching and teaching efficacy at one school. According to the results reached, peer coaching program enhances the efficacy of teachers to accomplish more, feel less stress, and maintain student engagement and teaching motivation.

Zwart, Wubbels, Bolhuis and Bergen (2008) explored just what and how eight experienced teachers learn during a one-year reciprocal peer coaching circle by examining their learning activities, their learning

outcomes, and the relations between these. The different activity sequences undertaken by the teachers during a reciprocal peer coaching circle were found to trigger different aspects of their professional development.

On the other hand, Huston and Weaver (2008) examined the literature of peer coaching as a professional development opportunity for the experienced faculty. Six guidelines emerged from the literature and the authors' experiences. These were goal setting, voluntary participation, confidentiality, assessment, formative evaluation, and institutional support. The authors explained that similar guidelines have been published for creating peer coaching programs for junior faculty, but the guidelines in their study are tailored to address senior faculty partnerships.

In a similar way, Lu (2010) reviewed eight studies covering the years 1997 through 2007 to identify similarities and differences of peer coaching and to examine its feasibility and challenges in pre-service teacher education. There were four similarities among the studies identified. These were: study participants, coaching relationships, coaching duration, and coaching strategies. The differences detected were in relation to the following four areas; the purposes of peer coaching, the nature of the field-based experiences of the programs, the training for peer coaching, and the effects of peer coaching.

Finally, Goker (2006) compared two groups of student-teachers in terms of their self-efficacy, and development of instructional skills. One of these groups was trained using a peer coaching training program after teaching practicum sessions in teaching of English as a foreign language, and the other group just received traditional supervisor visits. There is a statistically significant difference in favor of the experimental condition on 7 variables measured. The findings also have implications for how peer coaching can be a vehicle to develop self-efficacy.

Several approaches to peer coaching are reflected in the literature. An overview of technical coaching, challenge coaching and collegial coaching is included in this review.

Technical Coaching

In technical coaching, it is believed that objective feedback can improve one's teaching performance. It is mostly given following staff-development workshops on specific teaching methods. It aims to see whether the teacher immediately applies a specific strategy in the classroom or not. Although it is thought to have tremendous value, it is criticized in a few ways. Specific strategy and behaviors showing up in the classrooms are recorded on assessment forms. It is thought that these forms may not give enough information. They may give the air of a formal evaluation (<http://www.plsweb.com>).

Challenge Coaching

Challenge coaching involves a group of teachers working together to solve a specific instructional challenge or problem. It is a team work. Unlike other forms of coaching, the team may consist of non-educators called in to provide perspectives and expertise to help resolve a problem. The challenge coaching process begins with the identification of a problem. They focus on solving the problem together. There is one-on-one interaction in technical and collegial coaching. However, challenge coaching consists of a group working together to deal with the problem (<http://www.plsweb.com>).

Collegial Coaching

Its intent is to improve teaching practices, enhance relationships with colleagues and increase professional communication about teaching practices. In this coaching, teachers get the chance to acquire and develop teaching strategies and habits and reflect upon his/her own teaching abilities when given the opportunity to develop and practice these skills with feedback from peers. Collegial coaching is focusing on the collaborative development, refinement and sharing of professional knowledge and skills, as well as developing alternative behaviors. It is a system for continual improvement and growth for both educators. Collegial coaching is built on a trusting relationship between a pair of teachers (<http://www.plsweb.com>). The term “reciprocal coaching” is also used with the same meaning with the term “collegial coaching” in the literature. In reciprocal coaching, becoming a volunteer is essential and two teachers are expected to learn from each other as much as they can. The teachers in each pair take turns serving as the teacher and the coach (Pollara, 2012).

Collegial coaching is the focus of the present research. In the light of the studies mentioned above, it is seen that peer coaching has been dealt with from different aspects by many researchers. Some of these studies focused on the effectiveness of peer coaching (Morgan et al., 1994), some of them searched about the relationship between teaching efficacy and peer coaching (Murphy, 2012), while some emphasized the participants perceptions of peer coaching (Kohut, Burnap & Yon 2007). The present descriptive study bears a parallel approach to Kohut, et. al., (2007)’s research mentioned above. However, it is different in some ways. Although the teachers have only one role, either observer or the one being observed in their study, in this study the peers experience both roles. Therefore, this two-way interaction is assumed to double and thus, they can learn from each other more and eventually, contribute to each other’s professional development more. Both peers will receive feedback from each other. The literature lacks peer coaching studies carried out for the classroom management skills of English Teachers in Turkey. The focus of the majority of studies is action research such as Atay’s (2006). Thus, the present study, therefore, aims to contribute both to professional development in this sense as well as teachers’ classroom

management skills through peer coaching by describing the procedure in an in depth manner.

METHODOLOGY

Participants

Four female and two male, totally, six volunteering in-service teachers who work at a state university in Turkey participated in the study. They, at the time of the study, were teaching English to preparatory students from different departments. They had an average of four years of teaching experience and all had approximately fifteen hours of English classes per week.

Data collection instruments

At the beginning of the research, a semi-structured interview was carried out in order to learn about the difficulties teachers experience in their classrooms. The collected data revealed that classroom management was a common problem for all the participants. Later literature was reviewed in order to prepare a classroom observation checklist. Thus, a 21 item observation checklist developed through a combination of the items of a checklist devised by University of Alberta, (www.ualberta.ca/uts) and results reached at the end of the analysis of interviews held with the teachers. (Appendix 1).

After the instrument was developed, each teacher's one class hour was recorded and then checklists were given to the teachers in order to observe and rate their peer's classes. Teachers were asked to give feedback to each other after the observation and keep their feedback in the written form. Three weeks later, teachers' classes were recorded again and the same procedure in the classroom was repeated. Because of time constraint, the second cycle of lessons were recorded only three weeks later, and one class hour of each teacher was recorded. They once again gave feedback to each other and kept written records of their feedback. Later, each peer's first and the second observation checklists were compared and contrasted to see whether a change could be detected in the way the teachers managed their classes. In other words, the lessons were observed to see whether the teachers involved had considered their peers' feedback while planning their lessons.

The data gathered by means of the instruments mentioned above, different approaches were used. To illustrate, in the analysis of the checklists, the ratings for each item were identified on the basis of each participant and compared and contrasted with their ratings of the second application. The items which revealed a significant change between the first and second times were found. On the other hand, the data gathered by interviews and classroom observations were subjected to content analysis.

FINDINGS

The findings reached in the study are presented in this part as a combination of the comparison of first and second lessons on the basis of feedback the teachers received, observation and interview results. After coaching conferences, the data gathered from their first and second checklists were examined. The items that revealed a change during this period were displayed as below.

Table 1. Analysis of Teacher 1's Time 1 and Time 2 Lessons

Statements (Teacher.....)	Time 1	Time 2
2- Uses positive and appropriate humor	3	5
12- Accepts constructive criticism	3	5
16- Responds to wrong answers constructively	4	5
18- Communicates with a sense of enthusiasm and excitement	4	5

As it is seen in the table, Teacher 1's use of "*positive and appropriate humor*" and "*accepting constructive criticism*" were rated as 5 in Time 2 while they were 3 in Time 2. Moreover, her "*response to wrong answers constructively*" and "*communication with a sense of enthusiasm and excitement*" were both observed 5 times in Time 2 while these were seen 4 times in Time 1. Based on the findings revealed at the end of the analysis, we can say that Teacher 1 considered the feedback provided by her peer. The findings indicate that the participant teacher experienced a change in terms of creating a positive teaching atmosphere both for learners and herself, which is a noteworthy skill in terms of classroom management. This can be considered as a sign that the teacher reflected upon the experience she had with her peer and displayed observable change in her teaching manner.

Table 2. Analysis of Teacher 2's Time1 and Time 2 Lessons

Statements (Teacher.....)	Time 1	Time 2
4-Relates current course content to the previous	2	4
6- Relates content to objectives and assignments	2	4
10- Recognizes when students do not understand	4	5
16- Responds to wrong answers constructively	4	5

Table 2 shows that Teacher 2 (also) made a similar progress between Time 1 and 2. “*Relating current course content to the previous*”, “*relating objectives, and assignments*” were rated lower in Time 1 however; these were rated as 4 in Time 2. The findings displayed that the participant teacher had a change in terms of lesson design and content, which is also very essential for classroom management skills. Therefore, it can be inferred that she made, though slight, a certain progress during this process.

In their first feedback session Teacher 2 suggested Teacher 1 that she should learn and use some basic expressions in Turkish to warm up or control the class better. She also advised her to speak more slowly since she is a native speaker as the students may have difficulties in following her while speaking. After the second observation Teacher 2 explained:

Excerpt 1:

“I have noticed that she would sometimes use the mother tongue of the students to drill and/or motivate the students at least by using some very common words or expressions, and that the students would cheer up when she used some Turkish vocabulary items”.

In their first feedback Teacher 1 said that she had found the class very quiet and suggested that Teacher 2 should increase students’ motivation by asking them to do tasks in pairs or groups. She thought that through group or pair work students may feel more confident to speak up in the classroom. After the second observation Teacher 1 explained that she had made use of the feedback. She added that since it was a grammar lesson she used a projector and gave examples from the internet. She summarized as;

Excerpt: 2

“From the second class that I observed, it seemed that Teacher 2 was using different techniques to attract the student's attention --she had a projector up and was using examples from the web or things she had composed herself to help them practice grammar points and understand sentence structure. I think this helped keep their attention”.

As for the first pair of teachers, it can be inferred that the feedback they had given to each other worked in some ways. Both of them agreed that the feedback they received was useful and considered it in their lessons.

Table 3. Analysis of Teacher 3's Time1 and Time 2 Lessons

Statements (Teacher.....)	Time 1	Time 2
7-Solicits student feedback	3	4
8- Treats class members equally	4	5
9- Listens to students' comments and questions carefully	4	5
12- Accepts constructive criticism	3	4
15- Encourages contributions by all students	3	4
16- Responds to wrong answers constructively	3	4
19- Encourages the students to actively participate	3	4

Table 3 displays that Teacher 3 made use of this process. His “*soliciting student feedback*” was rated as 3 in Time 1 and it was 4 in Time 2. In addition, his “*treating class members equally*” and “*listening to students' comments and questions carefully*” were rated as 5 while they were rated as 4 in time 1. Moreover, “*accepting constructive criticism*”, “*encouraging contributions by all students*”, “*responding to wrong answers constructively*” and “*encouraging the students to actively participate*” were ranked as 4 in Time 2 and they were (rated as) 3 in the Time 1. As it is seen in Table, Teacher 3 also got benefit from this process in terms of classroom management skills by encouraging the participation of learners, creating a positive learning atmosphere for them. It can be understood that this process has been useful for Teacher 3 as well.

Table 4. Analysis of Teacher 4's Time1 and Time 2 Lessons

Statements (Teacher.....)	Time 1	Time 2
4.Relates current course content to the previous	4	5
5.Explains difficult content in more than one way	4	5
17.Allows sufficient time for activity completion and debriefing	4	5
19. Encourages the students to actively participate	2	4
20.Uses time effectively and properly	3	4

As displayed in Table 4. Teacher 4 has made the most progress in “*encouraging the students to actively participate*” since in Time 1 it was 2, it was scored as 4 in Time 2. In “*relating course content to the previous subjects*”, “*explaining difficult content in more than one way*”, “*allowing sufficient time for activity completion and briefing*”, he was rated as 4 in the pre-test and as 5 in the post-test. In terms of “*using time*” he was rated as 3 in

the pre-test and as 4 in the post-test. Table 4 presents that classroom management skills of Teacher 4 were impacted by this process and he made an advance in terms of lesson design and time planning.

Teacher 4 focused on two points in his first feedback. They were to be witty and more active.

Excerpt 3:

“During the lesson Teacher 3 was tolerant and willing to teach the subject...To evaluate objectively, I recommend that he should be wittier to make students feel relaxed...The last point I want to add is that if he walks through the aisles more, it can be better.”

In his second feedback, he explained that he realized that his feedback worked and Teacher 3 walked between the rows and this time, all the students appeared to be more active.

Teacher 4, on the other hand, gave feedback to Teacher 3. He suggested that Teacher 3 use a warm-up activity. He should give examples since it was a writing class. In addition, he thought that Teacher 3 should use the board more in order to take students’ attention in his sentences below:

Excerpt 5:

“I think warm-up activities were not enough to encourage students to write more enthusiastically. He should have constructed an exact relationship between students’ task and their prior experiences. ...I think a few sample sentences which would be highly illuminative for the task could have been written on the board.”

In his second feedback, Teacher 4 explained that his feedback worked not wholly but partially. He added that the teacher still did not use the board very often. However, he guided the students better by asking relevant questions about the reading task.

The results of the tables show that both Teacher 3 and Teacher 4 made use of this process. Perhaps, it is not as much as expected. Yet both seem to have developed some classroom management skills through the feedback they received from each other.

Table 5. Analysis of Teacher 5’s Time 1 and Time 2 Lessons

Statements (Teacher.....)	Time 1	Time 2
4-Relates current course content to the previous	3	5
5- Explains difficult content in more than one way	4	5
6- Relates content to objectives and assignments	2	4
18- Communicates a sense of enthusiasm and excitement	4	5

Table 5 shows that Teacher 5 made greater progress in terms of “relating current course content to the previous”, as well as “objectives and assignments”. In addition, her/his “explaining difficult content in more than one way” and “communicating a sense of enthusiasm and excitement” were rated as 5 while they were rated lower in time 1. Thus, we may suggest that Teacher 5 benefitted from this process.

Table 6. Analysis of Teacher 6’s Time1 and Time 2 Lessons

Statements (Teacher.....)	Pre-test	Post-test
7.Solicits student feedback	3	5
8.Treats class members equally	3	5
14.Encourages students to listen to each other	2	5
20.Uses time effectively and properly	3	5
21.Give rewards to students when they accomplish a task	3	5

As seen in Table 6, Teacher 6 has made significant progress in terms of classroom management between Time 1 and Time 2. For “soliciting student feedback”, “treating students equally”, “using time effectively and properly”, and “giving rewards to the students” she was scored as 3 in Time 1 while it was 5 in Time 2. However, the biggest progress was in “encouraging students to listen to each other”. Although it was scored as 2 in Time 1, it was 5 in Time 2.

In the first feedback Teacher 5 suggested that Teacher 6 should use the time more efficiently. She told her that she sometimes let students use much more time than needed for some activities; she should use her praising and flattering words as much as her nodding and smiling. The following excerpt below helps to elaborate the discussion:

Excerpt 6:

“While doing reading, she asks students to do silent reading. However, she spends more time than needed. Thus, there comes out some murmuring after five minutes and this makes it difficult for her in terms of classroom management. When the students begin to give answers to some questions, she uses her gestures rather than verbal feedback and she uses her body language and posture as a reward to the student but as another teacher of English, I would recommend her that she should use her praising and flattering words as much as her nodding and smiling.”

In her second feedback Teacher 5 observed that Teacher 6 shortened the length of the activities and she added that she used both body and verbal language. Therefore, she thought that Teacher 6 paid attention to the feedback.

Similarly, Teacher 6 gave feedback to Teacher 5 and she told that she liked her tone of voice, her paraphrasing words, sentences and meaning in different ways. However, Teacher 6 criticizes that students do not talk very much during the class; Teacher 5 does most of the talking, which can discourage the students. Taking this situation as a base, she advised that Teacher 5 should avoid explaining things in detail or she could ask student to explain it.

In her second feedback, Teacher 6 observed that Teacher 5 was careful about her talking time:

Excerpt 7:

“Although I didn’t give any feedback about blackboard use, she used it more frequently than before and she gave model sentences from the students’ daily life; she asked students to make up their own sentences. So that I think my feedback has been useful for her.”

As it can be inferred from the feedback, both peers considered one another’s feedback and tried to make use of it.

Analysis of the Interviews

In order to validate the results of the data after the second feedback session interviews were held with the participants of the study and the results were then transcribed and subjected to content analysis.

Teacher 1 thought that it was a fruitful experience. She added that it worked very well; the feedback she got was very beneficial for her classroom practice. She suggested that they should keep practicing peer coaching. She said “Continually evaluating and helping each other have great importance in teaching.”

Similar to Teacher 1’s views, Teacher 2 believed that it was a very effective model for teachers because, as she pointed out, one of your colleagues observes you and give you feedback about the drawbacks you might not even have noticed. She emphasized that it is a two-way interaction and you get benefit from every step of it such as during the observation, in receiving and providing feedback, sharing experiences and the like.

Teacher 3 mentioned that it was an effective way of improving classroom management skills. However, he added that in the long-term teachers may be embarrassed or fed up with being observed and they may not be natural.

Teacher 4 held the belief that generally he got benefit from this process and he thought that it increased his ability to analyze his own way of teaching, that is objectively assessing himself and he thought that an outside eye can be more objective, so that he can give him more ideas about the drawbacks in his classes.

Parallel to all the above participant teachers, Teacher 5 explained that peer coaching had been very useful for her. She also gave an example and said that she was not aware that she was talking this much in the class till her peer, Teacher 6, warned her. She added that after that feedback she had realized that she was quite right and she had been more careful about her talking time later. She generally believed that it was a very useful process for her not only in terms of feedback sessions but also the observation sessions contributed to her understanding of teaching a lot. She added that she was very excited in each feedback session and explained:

Excerpt: 8

“It is a very exciting process because your peer can tell you about something you have not realized before; so that you share your knowledge and experiences. It was great fun for me.”

It is seen that Teacher 5 not only made use of this process but she also enjoyed it very much. Thus, we may suggest that this process contributed to Teacher 5’s awareness of her lacks and enabled them to share their knowledge and experiences.

Teacher 6 deemed this process as a great experience for her. She elaborated on her opinions as follows:

Excerpt 9:

“I saw that I was not alone, other colleagues could have problems as well. It is very useful because when I have some questions about my teaching in my mind when someone observes me I can get the answers of these questions. I can learn new techniques while observing another colleague’s class. We can share our experiences. I wish it could be a long-term study.”

It is evident that Teacher 6 found this staff development model effective. Thus, considering the results reached at the end of the study, we may suggest that peer coaching is an effective model for professional development of the teachers.

CONCLUSION

The present study aimed to examine the probable effects of peer-coaching on the classroom management skills of English Language Teachers at University level. In order to collect data, participating teachers formed pairs and observed each other at the beginning and at the end of the study on the basis of the classroom observation checklist utilized.

However, a qualitative dimension was added to the study as well since the results of Time 1 and Time 2 observations were quantitative. Therefore, these results were supported by data collected from the feedback sessions and then there was a lot more to say. At the end of the study, the results reached in

general terms, reveal that all peers benefitted from this process in various ways. First of all, from the feedback of the peers it can be said that in each pair, both peers had something to say to each other. The criticism they provided were both negative and positive. Secondly, teachers benefited from the positive sides of each other's teaching methods and mentalities; moreover, they get the chance to think about negative sides, try to find out solutions by working collaboratively in a sincere atmosphere. These findings were parallel to Pollara (2012)'s study. In her study, the participants stated that they found peer coaching as a beneficial method in terms of classroom management and teachers' instructional practice.

Since both teachers know that this process was designed to contribute to their classroom instruction skills and enlighten the questions in their minds related to their teaching ways, they were very willing to contribute to the process. Generally they emphasized that through replications of this process they could enhance their students' learning; so that it is useful for students as well as for teachers. As Matos (n.d) claims, there is a positive correlation between coaching and academic success (<http://peercoachingpd.wikispaces.com>). That is, in a peer coaching model, peers should be volunteers and willing to change and be open to new ideas; thus, this will increase their teaching practice which will later lead to an increase in the students' success. Ellis (1996) also pointed that peer coaching influenced teacher collaboration and student achievement. He also reported that coached teachers felt more certain about their instructional practices than non-coached teachers.

The present descriptive study has some common findings with Kohut, et al. (2007)'s research mentioned above. In both studies, the participants reported that they valued peer observation process. The results of both studies supported the idea that volunteer colleagues who trust and respect each other can improve each other's teaching.

When the results are generally considered, it can be inferred that all participants found this process beneficial for their classroom management skills. These skills included lesson design, creating a positive atmosphere, providing the participation of students, time planning.

Moreover, all the teachers in this study hold the belief that that peer coaching process should be applied in the long-term. Actually, since learning is a lifelong process, teachers may learn more in longer periods. During these periods, they can observe each other more often, share their ideas and discuss what worked well, what did not work at all, and try to find solutions for each other's problems.

Additionally, they focus on the importance of post-conference meetings. Since peer coaching models provide the teachers with reflecting on their teaching practice, it bears a great value. Murphy (2012) explains this by making a link with the teacher efficacy and states as "some professionals are reflective sometimes, but the action of implementing a strong collaborative

peer coaching program can encourage professionals to make reflection a part of their daily lives, thus leading to increased teacher efficacy”.

In conclusion, it can be summed up that a peer coaching model worked well with this small group, even though it lasted for a short time. Lastly, we can recommend that this study should be replicated with bigger groups with both novice and experienced teachers as well.

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APPENDIX 1

CLASSROOM OBSERVATION CHECKLIST FOR PEER COACHING

Please rate the scale below from 1 to 5 while watching classes recorded.

5- Always 4- Usually 3-Sometimes 2- Rarely 1- Never

The teacher.....

1.Speaks audibly and clearly	5	4	3	2	1
2.Uses positive and appropriate humor	5	4	3	2	1
3.Selects examples relevant to student experiences	5	4	3	2	1
4.Relates current course content to what has gone before	5	4	3	2	1
5.Explains difficult content in more than one way	5	4	3	2	1
6.Relates content to objectives and assignments	5	4	3	2	1
7.Solicits student feedback	5	4	3	2	1
8.Treats class members equitably	5	4	3	2	1
9.Listens to students' comments and questions carefully	5	4	3	2	1
10.Recognizes when students do not understand	5	4	3	2	1
11.Responds to distractions effectively and constructively	5	4	3	2	1
12.Accepts constructive criticism	5	4	3	2	1
13.Gives students time to answer questions	5	4	3	2	1
14.Encourages students to listen to each other	5	4	3	2	1
15.Encourages contributions by all students	5	4	3	2	1
16.Responds to wrong answers constructively	5	4	3	2	1
17.Allows sufficient time for activity completion and debriefing	5	4	3	2	1
18.Communicates a sense of enthusiasm and excitement	5	4	3	2	1
19. Encourages the students to actively participate	5	4	3	2	1
20.Uses time effectively and properly	5	4	3	2	1
21.Give rewards to students when they accomplish a task.	5	4	3	2	1