

**PEER COACHING AND PROFESSIONAL
DEVELOPMENT: ENHANCING ENGLISH LANGUAGE
TEACHING IN PAKISTAN**

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ABSTRACT

Title: Peer Coaching and Professional Development: Enhancing English Language teaching in Pakistan

This study explores the impact of peer coaching as a professional development strategy to enhance English Language Teaching (ELT) in Pakistan's higher education context. Focusing on lecturers at The University of Lahore, Lahore campus, who participated in a peer coaching program from September 2023 to January 2024, the research adopts a qualitative case study approach. Data were collected through document analysis and interviews and analyzed using descriptive and content analysis techniques. The findings reveal that peer coaching—structured around pre-observation planning, classroom observation, and post-observation reflection—significantly improved instructional strategies, classroom management skills, and collegial relationships among English lecturers. Participants reported increased collaboration, a stronger sense of community, and enhanced teaching confidence. However, the study also identifies key challenges, including the need for communication training, time allocation, and institutional support. The research highlights the untapped potential of peer coaching in Pakistan's higher education institutions and recommends its integration into teacher development programs to address gaps in pedagogical training and improve ELT effectiveness.

Keywords

Peer coaching, English language teaching, professional development, higher education, Pakistan, teacher collaboration

CHAPTER 01

Introduction

The world of work and social interaction has been profoundly impacted by globalization and new technologies. As a result, pressure mounted on academic institutions to clarify their roles, modify them, and make obvious use of them for the advancement of contemporary society. Not just for the advancement of modern civilization but also for individuals employed in all branches and specializations of higher education. Teachers face the problem of adjusting to seemingly perpetual technical and social change, since professional development is essential to their work. Regarding their professional growth, Pakistani higher education staff members have numerous limitations. Basically, those were the requirements for training and professional growth in Pakistan's public universities, and the question was whether they could meet the level of education goals, which included learning English as a language (Nasreen and Mirza, 2012). In order to investigate the personal and social assets that are utilized in this study and with single assistantships, a pilot study on peer coaching for English language Teachers employed in specific sectors of Pakistani higher education were interviewed. Peer coaching is a professional development technique. This study employs English-language terminology rather than English as a second or foreign language. Since English is used as a co-official language in Pakistan, it is actually used as a second language there rather than as a foreign language. The necessity of staff development as a means of enhancing instruction has received a lot of attention during the past ten years (Sparks, 1983b). Studies carried out in the late 1960s and early 1970s indicated that the emphasis for improvement should be on the individual teacher (Nevi, 1988). In an attempt to accommodate adult learners' demands, in-service programs were offered. Staff development programs during this period shifted their focus from teaching content to the teaching process. "Teaching skills have much more often been the objectives of training than academic content and its role as a component of teaching competence," according to Showers, Joyce, and Bennett (1987) (p. 84). Staff developers now have two main concerns as a result of this. One is that teaching tactics are getting too much attention at the expense of content, and the other is that programs might not be thorough enough to effect change. The idea of teacher empowerment has also had an impact on education during the past ten years. Involving teachers in staff development decisions is another aspect of involving them in decision-making (Glickman, 1988; Maeroff, 1988; Sparks, Nowakowski, Hall, Alec, & Lmrck, 1985). According to Maeroff, staff development is essential to teacher empowerment because it can lessen feelings of isolation, boost self-esteem, enliven teachers, expand their knowledge of different techniques and tactics, and involve them in the decision-making process (1988). The organization—or what Nevi refers to as "cultural development"—has become the focal point in more recent times, replacing the individual (1988, p. 61). Creating new ideas with the staff as a whole is often an attempt to bring about some kind of change. Joyce and Showers (1988),

who state that climate change can only occur "through collective action" (p. 8), provide support for this theory. In their work on staff development, Joyce and Showers (1988) provide an explanation of this change-focused approach, which has come to be known as "school improvement." A teacher will find their efforts to enforce standards that are not supported by the faculty as a whole to be extremely frustrating and generally ineffective. A comprehensive system's second goal is to bring school staff members together to research methods to improve the institution and participate in ongoing initiatives to do so. When school improvement is a key component of a school, it becomes exceptional. Neglected programs quickly lose their effectiveness in schools (p. 6). Instructors need to be more involved in staff development decisions, and administrators need to understand what has to happen in order for school improvement to occur. This is especially relevant in view of the recent wave of school reform and how it has affected the advancement of schools (Wildman & Niles, 1987a).

Single-in-service meetings have recently given way to several types of staff development opportunities that offer "cooperative professional development," as defined by Glatthorn (1987, p. 31). Opportunities for professional discussion, cooperation on curriculum creation, peer coaching, peer supervision, and action research are all included (Glatthorn, 1987). As a result, the emphasis of a lot of the staff development programs that are offered today is on cooperative or collaborative activities that involve instructors. The Structure of School Improvement, their book. The four prerequisites that must be met for change and improvement are "instruction-related executive functions, collegial teaching units, continuous staff development, and continuous community involvement (education about education)," according to Joyce, Herz, and McKibbin (1983) (p. 80). They continue by outlining the origins of team teaching, which took place in the late 1950s and early 1960s, before introducing their concept of collegial teaching units. Teachers were supposed to collaborate on curriculum and instructional decisions as part of team teaching. They think that this process of cooperation will bring about changes in conduct and attitude. A common description of the peer coaching model's origins is team teaching. Peer coaching is a word that has been used to characterize a range of activities wherein professionals or other teachers assist teachers in a clinical context. This improvement is concentrated on a particular teaching or instructional technique. The goals of training are defined as "the understanding of any given practice, the skill required to generate the interactive moves necessary to employ that practice, and the cognitions necessary for appropriate and integrated use," according to Showers, Joyce, and Bennett (1987) (Page 85).

According to Wildman and Niles (1987a), three things must happen in order for professional development to take place. They are time, autonomy, and teamwork. They define autonomy as having the liberty to experiment with novel methods and concepts. Alongside this, they propose that teachers can exchange fresh ideas and knowledge when they work together. Lastly, they imply that instructors' time has always been and

always will be a problem. The transfer of training from an in-service activity into classroom practice has been studied. A key element of any program should be the possibility that instructors will use what they have learned back in the classroom. This is because the goal of any staff development in service or training is to give educators new ideas or skills to utilize in the classroom. Showers, Joyce, and Bennett's (1987) meta-analysis offered some recommendations for the kinds of actions that ought to be taken in order to support staff development initiatives that are successful. They recommend that decision-making engage teachers that the training's design be taken into consideration as it will greatly affect its efficacy, and that the organization's support be taken into consideration as it will also have an impact. However, they discovered that there won't be much of an impact on who conducts the training or where and when it's conducted. However, they discovered that there won't be much of an impact on who conducts the training or where and when it's conducted. Researchers who looked at how the training program's design affects the participants' knowledge acquisition discovered that very little change happens when the training consists solely of information distribution. The amount of information gained significantly increases with the inclusion of practice, feedback, and demonstrations. As a result, adding more training levels will enhance knowledge acquisition. But gaining knowledge alone does not guarantee that a newly learned ability will be applied in the classroom. Looking more closely at how new skills can be applied in the classroom, they discovered that the likelihood of the skill being applied in the classroom was low unless there was a coaching component. This study describes the context and the research challenge from the outset. Next, use peer coaching as a tactic for professional growth. The literature demonstrates how the research problem and the study's environment are related to peer coaching among English language teachers in Pakistani higher education. The anticipated research strategy and technique, as well as the theoretical context in which the study would be conducted, are then briefly reviewed.

1.1 The context of the research

Individuals basically shape contexts. Individuals' contexts, which are molded by others, influence how people conduct their professions both individually and collectively, as well as how they mold their jobs to fit the circumstances in which they live (Parker, Kram, and Hills, 2014). The study's context is Pakistani higher education. Pakistan is a paradoxically diverse country. With 212 million people living there, Pakistan is regarded as the sixth most populous nation in the world. The four most well-known socio-ethnic groupings in Pakistan are Sindhi, Baloch, Pashtun, and Punjabi. Pakistan has more than sixty distinct dialects spoken all over the country. There are many languages spoken in Pakistan, but Urdu is the most well-known since it is the country's lingua franca and is understood by the majority of Pakistanis. However, the percentage of individuals in Pakistan who speak it as their first language is fewer than 10%. Despite this, Urdu is the primary language used in administrative and civil services as well as the public sector. That is

the reason that since Pakistan's independence in 1947, English and Urdu have been regarded as the country's two official languages. In Pakistan, English history is more nuanced and intricate. And the Indian subcontinent's colonial past is entwined with that history. The 400-year colonial past has had a profound influence on English, as seen by how it is used and perceived in contemporary Pakistani society (Rahman, 2001). English is regarded as a gateway to success and advancement. It's only my view, but according to others, it's a language of modernization because it helps the country progress scientifically and economically (Shamin, 2008). Even if English is becoming more and more important in the world as a lingua franca and co-official language alongside Urdu, English language instruction in Pakistan is still difficult (Arif and Qasim, 2012; Shamin, 2008). This brings us to the research dilemma, even though teaching and practicing English in Pakistan is challenging. The advancement of English language instructors' careers in Pakistan's higher education system. Every year, the number of Pakistani citizens pursuing higher education rises (Pakistan Higher Education Commission, 2018).

1.2 Problem Statement

Regarding the teaching of English in Pakistan's higher education, there are three main challenges. The first is that there are not enough qualified English language teachers in Pakistan's higher education sector to match the demand for English language instruction (Shamim, 2008). The second is that coaching methods are the least effective and significant (Chaudary, 2011); the English language status is problematic (Hafeed, 2004). Peer coaching is one of the most effective and long-lasting strategies. Peer coaching is regarded as an appropriate way to address all of these issues. As Sahiba Mansoor put it, "There is an urgent need to focus on faculty development by adopting a more innovative approach than the top-down, elitist, and rigid policy adopted by the HEC from 2002–2010 in order to achieve desired results in improving the quality of higher education" (Mansoor, 2010). Pakistan is a developing country in comparison to other industrialized nations, with limited opportunities politicized system of recruitment and deployment; irrational teacher educators' deployment in teacher education institutions; insufficient resources and continuous professional development (CPD) possibilities; and the minimization of a robust quality assurance (QA) mechanism" as some of the reasons why the quality of education in Pakistan is currently lacking. In the meantime, despite Pakistan's clear state support for the English language's spread, there is a severe scarcity of suitably qualified English language instructors at all levels of education. And a weak economy for continuing professional development in higher education (Nasreen & Mirza, 2012); this is particularly true for English language teachers (ELTs), whose contributions are viewed as secondary to those of other curriculum content providers (Dayoub & Bashiruddin, 2012). Other elements are also in play: According to education expert and Aao Parhao advisor Rahat Rizwan, there are "systemic gaps such as According to Shamim (2008).

English is utilized as a second language and as a medium of teaching at the post-secondary level in Pakistan. In Pakistan, no other language was accorded the same level of respect as English (Hafeez, 2004). In Pakistan, English is taught as a required subject from first grade **to graduation**. According to the National Education Policy (2009), English is chosen as the language of instruction in math and science courses at government institutions starting in class six if it is a required subject starting in grade one. English is employed as a medium of instruction and has gained recognition; however, English instruction is not well taught (Shamim, 2008). This is because all Pakistani teachers follow traditional teaching pedagogies and have been doing so since the beginning of time. Teachers continued to educate using outdated techniques and did not adopt any innovative teaching methodologies. It means that both private and public schools continue to employ antiquated techniques (Kasi, 2010). Instructors employ teacher-centered approaches and primarily concentrate on imparting the lesson. The majority of the time, students are taught by having the entire textbook read aloud to them, having it translated into Urdu and other local languages, and having them perform the majority of the tasks. (Shamim, 2008, p. 9; Shamim, 1993). According to Hafeez (2004), the most popular approach, known as the grammar-translation method, is employed in English and has an effect on learners' writing abilities and fluency. Because there are no contemporary methods for teaching English, students become unconfident, which is bad because English is used as the main language of instruction at universities and other higher education settings. Due to variations in students' English competence when they enter universities, teachers typically read lessons from their textbooks from English to Urdu for the students (Kasi, 2010). When examining the challenging nature of the English language in the context of tertiary education, it is also necessary to take into account the fact that the English spoken in Pakistan is a variant version of the language with observable differences in grammar, accent, and vocabulary from Standard English. (1998, Macarthur & McGrath). While it has many similarities to Indian English (IndE), or *inglish*, Pakistani English (PE), sometimes known as *pinglish*, nevertheless has certain distinctive qualities of its own (Nordquist, 2017). The use of one's original tongue in British, American, Indian, and Pakistani English is among the most obvious differences. In Pakistan, Urdu and other temporary languages are spoken using syllable time rather than stress time. The most widely used method is language flipping, along with word borrowing from other languages. English language teachers are needed in Pakistan at the territory level in order to develop and implement strategies for enhancing English proficiency.

1.3 Research Rationale

Every research project has an explanation linked to the research problem. The goal of this study is to support larger efforts to improve teaching standards in Pakistan's university system. Peer coaching has the potential to improve teaching quality, which makes it an important professional development method for English language teachers at a Pakistani public university. The results of this study demonstrate that university professional development programs currently in place fall short of meeting the needs of English language instructors. This draws attention to a weakness in the current methods of teacher preparation and underscores the need for additional courses and alternative methods for English language teachers' professional growth. My experience with these challenges led me to examine peer coaching as a professional development strategy. As was already said, most Pakistani universities provide faculty members with professional development opportunities; nonetheless, it is clear that these opportunities fall short of meeting the needs of English language instructors. The context is specific to the research. Because it demonstrates the deficiency of context-specific knowledge in the English field, Kasi (2010).

1.4 Research Aim

The goal of this research is to ascertain whether peer coaching contributes to the professional growth of English language teachers employed by Pakistani universities. Peer coaching is a well-known and respected professional development technique in western education; however, it is not well-known or utilized in Pakistan. In 2012, Dayoub and Bashiruddin. A large number of ELTs already support and coach their colleagues as they grow as professionals. The aim of this study is to investigate whether this good can be used to benefit ELTs' professional development through the implementation of a more structured peer coaching program.

1.5 Research Objectives

- To explore ELTs' perceptions and experiences of peer coaching as a professional development practice in higher education.
- To understand the challenges and contextual factors that affects the implementation and outcomes of peer coaching among ELTs.
- To examine how participation in peer coaching influences ELTs' self-efficacy and their views on the characteristics of effective peer coaches.

1.6 Research Question

1. How do English Language Teachers in Pakistani universities experience and perceive peer coaching as a form of professional development?
2. What challenges and contextual factors influence the implementation and effectiveness of peer coaching among ELTs in higher education institutions?
3. How does engagement in peer coaching shape ELTs' sense of teaching efficacy and their understanding of the qualities of effective peer coaches?

1.7 ORGANIZATION OF THE THESIS

This thesis is divided into five chapters. In the first chapter, the introduction of the study is presented, including the problem statement and the research aims and objectives. The second chapter reviews related studies and identifies the research gap. Chapter three provides a detailed discussion of the research methodology. In chapter four, the results are discussed and analyzed. Finally, the study's conclusions are presented in the fifth chapter.

CHAPTER 2

Literature Review

Introduction:

In recent years, the field of English language teaching (ELT) has witnessed a growing emphasis on the role of peer coaching as a transformative approach to professional development. Within the Pakistani context, where English language proficiency is increasingly recognized as a crucial skill for academic and professional success, the integration of peer coaching holds significant promise for enhancing the quality of English language instruction and teacher effectiveness. This chapter provides a comprehensive review of the existing literature on peer coaching and its implications for professional development in the realm of English language teaching in Pakistan. Drawing upon a diverse range of theoretical frameworks, empirical studies, and practical insights, this review examines the theoretical underpinnings, key principles, and practical applications of peer coaching within the context of ELT.

2.1 Theoretical foundation of Peer Coaching

The literature review begins by exploring the theoretical foundations that underpin the concept of peer coaching in education. Drawing upon theories of adult learning, social constructivism, and cognitive apprenticeship, this section examines how peer coaching serves as a vehicle for collaborative inquiry, reflective practice, and professional growth among educators. By synthesizing theoretical perspectives, this review elucidates the conceptual framework through which peer coaching operates as a catalyst for teacher development in the Pakistani context.

One should view peer coaching as a chance to pick up knowledge from peers. According to Lieberman (1995), it is common knowledge that engaging in experiential, creative, and problem-solving learning activities will improve students' learning. Teachers, however, are not always granted access to these chances. Workshops often qualify as training, but regrettably, peer-to-peer learning does not. Lieberman emphasizes the importance of engaging colleagues in conversation, thought, experimentation, and concept refinement. Murray (2010) describes peer-coaching in a similar way, describing it as a cooperative effort where participants saw themselves as equals. According to Murray (2010), p. 7, a peer coach is a "partner who offers constructive criticism in a non-judgmental way. " A process by which "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" is how Slater and Simmons (2001) conceptualize peer-coaching (p. 68).Peer-coaching research began in the 1980s, when ineffective in-

service training tactics were identified (Showers & Joyce, 1996). Just 10% of the teachers implemented the concepts they had learned throughout the training sessions. Peer-coaching is a practice where teachers "shared aspects of teaching, planned together, and pooled their experiences," according to Showers and Joyce's (1996) study (p. 14). Comparing teachers who worked alone with those who frequently applied skills and methods showed that such a practice was successful.

Sparks and Bruder (1987) showed in another study that peer coaching improved collegiality and motivated teachers to try out novel approaches. A peer-coaching procedure was enrolled in by two schools, totaling 41 teachers. Instructors gained knowledge on how to watch, document, and provide feedback on a variety of subjects, including class planning, motivation, and active learning. After choosing three peers, the group convened to discuss the procedure and the lessons that had been videotaped. Instructors were asked to submit rating scale surveys before and after the project, and 36 instructors were interviewed by an outside evaluator as part of Sparks and Bruder's evaluation of their implementation. The number of educators who considered advice from other educators to be "very helpful" increased from 52% to 75% following the implementation of peer coaching. Collegiality also improved since there was more idea exchange and conversation about education during lunch, in the lounge, and in the hallways. Lastly, the percentage of ideas and techniques that were experimented with rose from 54% (before peer coaching) to 70% (post-peer coaching). Teachers came to the conclusion from this study that having a partner who was a professional colleague helped to create a supportive environment and a sense of trust before any observations were made. In 1997, Kohler, Crilley, Shearer, and Good conducted research to look at how peer coaching affected the way four teachers adjusted to a new teaching strategy. Instructors used a novel strategy, first alone and then with a skilled peer coach. Scholars scrutinized the arrangement of exercises, categories of educational resources, assignments, and educators' instructions to pupils. An examination of the academic discourse of professors as well as the participation and interaction of students was done. Instructors recognized areas to address and collaborated with their peer coaches in meetings. The four participating teachers implemented "procedural refinements" to their lessons, according to the authors, as a result of the collaborative process they encountered during peer coaching. According to Kohler et al. (1997), "reciprocal observation is preferred because it preserves their co-equal interactions and relations," as the authors point out.

According to the study done by Murray et al. (2009) and Robbins (1991), there are a lot of ways through which professional peers can boost their professional development, but the most common ways are through cooperation with your peers, sharing ideas with them, and, in the end, giving them feedback. All these are helpful for students learning practices. Peer coaching is basically a form of teacher practice in which teachers boost each other's professional development through sharing ideas with each other, reflection, and

giving feedback to each other. Actually, by doing this, they improve the performance of their students (Murray et al., 2009; Robinsons, 1991). So, this is basically an effective method. We can call peer observation a reciprocal process for teachers because they give each other feedback. So this is an effective process in teaching (Charteris and Smardon, 2014). Peer coaching can be defined as a professional development process that emerged in the 1980s. The basic purpose of this technique was to encourage teachers to use new methods, teaching techniques, or a new curriculum that is helpful for students. (Kraus, 1998; Wong and Nicotera, 2006). Showers and Joyce (1996) both talk about the principles for implementing peer coaching in institutes. The first principle is that all the faculty within the institute should agree to the implementation of peer coaching. The second one is that when the curriculum is developed, the main focus should be on practice. The third is that a teacher who is observing another teacher should be called a coach, or the other being observed should be called a coach. The fourth one is about how, through collaboration, all the problems and benefits that come with the process of peer coaching can be overcome. One of the most reflective and non-judgmental types of coaching is peer coaching. To boost teaching skills, peer coaching has become frequent among teachers. Dr. Barbara Gottesman (1987) defines peer coaching as "a simple and non-threatening structure for peers designed to boost their instructional and learning situations." Another definition of peer coaching is that, in this process, pairs of teachers are being made to work together to improve teaching performance. (Becker, n.d.) For all definitions, there are similar rules to improve skills through collaboration and reflection but without evaluation. In the 1980s, peer coaching did not even appear in literature. (Showers and Joyce, 1996, p. 2) It emerged in management literature in the 1950s; the purpose was to develop employees through relationships like master-apprentice relationships. Athlete and sports coaching is translated into a context like managerial in the 1970s.

In general terms, peer coaching is called a cyclic process. According to Showers and Joyce (1996) this process is divided into three stages. Pre-observation, observation, and post-observation stages. According to Sullivan (2012), the first stage is when we explain the process before observing anything, and through the observation, we learn the teacher's expectations and record all the things we observe in this process of peer coaching (Fletcher, 2018). And the correct application of all those techniques that are used in this process is the observation stage (Sullivan, 2012). When teachers observe everything in a planned way, the last point is giving feedback (Morency, 1998). In the next cycle to determine this point (Carr, Herman, and Harris, 2005), (Fletcher, 2018) said that arrangements for the next meeting should be made immediately. Reflection is the next point after feedback in the process of peer observation. Reflection is basically making a relationship between the current situation of teachers, what they are doing right now, past experiences, and what is expected in the future. Reflection is basically a process in which instructors can share their ideas and tell each other about their experiences. (Sullivan, 2012). Yee (2016) studied the process of peer coaching

and said teachers should give fair feedback to each other, so that's why they grow professionally and peer coaching techniques become more effective. Teachers can get a lot of opportunities through peer coaching, which helps them grow professionally. Professional growth is the result of peer coaching, which is obvious after adopting it. (Darling Hammond et al., 2009; Ma, Xin, and Du, 2018).

After knowing the benefits, know that it's time to move on to the disadvantages teachers face in this process of peer coaching. Because peer coaching is a pair's base process, it's very difficult for teachers to give time to each other's from their hectic routine to this hectic process of peer coaching. (Huston and Weaver, 2007; Jao, 2013). Another problem is that they have to make negative remarks instead of constructive ones. (Erdem and Ilgan, 2011; Sider, 2019). Coach training is also important; the absence of the coach is harmful for this activity. It affects the participant's perception. (Wong and Nicotera, 2003; Sider, 2019). When an interview is being conducted, giving teachers space is more important to make them feel more comfortable. In most institutes, there is one common place for staff, where they sit. So finding a suitable space for pre- and post-meetings is a very difficult task. (Jao, 2013). Competition, whether among students or teachers, can affect one side. When one weak or one strong teacher works together, it affects them negatively (Erdem and Ilgan, 2011). When one process is continuously repeated, that might become hectic for teachers. Observations cause anxiety at the start of this peer coaching process. (Jao, 2013). In 1980, Bruce Joyce and Beverly Showers advanced the idea of "coaching" when they were studying the different models for training and practicing those models in the classroom. At that time, they found modeling, simultaneous practice, and the same practice in the classroom, and that practice was combined with feedback as the most productive design for training (1996, p. 13). When teachers were thinking about refining their practice, The same study is related to this because Showers (1996, p. 14) found that the groups that are being formed in this process of peer coaching exhibited retention, which is long-term for better use of those strategies and more appropriate use of those models in teaching. Many models are being used in today's world, but peer coaching is one of them, which is most commonly used in this world for research purposes and the professional growth of teachers in institutes. One of the simple definitions given by Barbara Gottesman in her most famous book. The title of the book is "**Peer Coaching for Educators.**" Peer coaching is being used to improve the teacher's instruction and the learning practice, and we consider peer coaching one of the simple and nonthreatening model designs for peers. Teachers-to-teacher peer models were actually developed to solve classroom problems and improve teachers learning skills on a daily basis (2000, p. 5).

There is some literature in favor of peer coaching. Kohler (1997) basically studied how peer coaching affects students and teachers. In the initial stage or phase, teachers basically planned an activity. In this activity, four teachers participate, and they actually want to check whether the new approach can help their

professional growth as teachers or not. In the second phase, they hired coaches who were mostly experienced. The role of the coach is most important in this process of peer coaching. In the final stage, they are alone again. All these activities that are being planned by teachers are examined by Kholer, and the way the tasks are employed and directions given to students are most important. The way the teachers collaborated with the experienced coach and refined all the procedures (1997, p. 6) There was no refinement found where teachers were not in the connection of their coach. The overall conclusion of the Kholer study was that in the process of peer coaching, relationships are being built between teachers to refine teaching strategies that can better address the students's problems. Bowman and McCormick (2000) compare the supervision of traditional universities to peer coaching. In an experience field, two groups of students from undergraduate programs participated. The education program of teachers is compared to clarity skills, pedagogical practice, and attitudes in all these aspects of field experience. Two groups are being made: experimental and control groups. Peer coaching with the experimental group and supervision of traditional universities with the control group (p. 1). In a peer coaching activity, they observed each other teaching practice lessons and gave each other feedback in the post-conference. A significant difference can be seen with regard to pedagogical practices, clarity, and attitude. The goals of field experience can be attained when peers have been experienced in providing support (Bowman, 2000, p. 6). Instructional effectiveness can be increased when we add peer coaching activities to field experience. Teaching skills are improved through this activity, which is just a seven-week activity.

Jenkins (2002) basically talked about the effects of peer coaching at the elementary level, and the method is eight weeks among pre-service instructors. The purpose of this activity was to determine what kind of knowledge eight pre-service instructors exhibited in coaching activities. In knowledge development, what role play by teacher and coach in methods course of field- based in elementary level education (2002, p.49).

Rink and Werner's qualitative measures of A teaching performance scale is used for pre-service teachers to assess and grade them while they are already involved in this activity of peer coaching. In this cyclic process, basically pre-service teachers observed each other, wrote down their observations in their diaries, and then, at the end, gave feedback to each other. In the end, researchers transcribed the data. Five findings were important. For pre-service teachers, it's an opportunity to learn from teachers and coach roles by engaging in this peer coaching activity. In my field experience, the teacher's subject matter and the discipline in the classroom both important. In a short time, teachers collected data and gave feedback to each other. Conferences of peer coaching has one advantage, give time to teacher to identify problem and find solution of that problem. Jenkins (2002) authenticates Bowman and McCormick's (2000) findings that peers can get useful feedback from teachers. Stephen P. Gordon (2008) compared four schools, and the

participants were principals, teachers, and assistant principals on reflective inquiry. Study groups, instructional supervision, peer coaching and observation, professional development, and curriculum—all schools contain these activities in their processes. In this reflective inquiry, when educators are properly engaged, Gordon says, “Ask them questions, collect data by using those questions, and examine the data to improve the teaching and learning test hypothesis” (2004, p. 2).

In collegial culture, some themes that came across are shared ideas, supervision processes, reflective inquiry, and dialogue. This study is basically different from other studies because Gordon combined the supervision process with peer coaching.

Lam (2002), try to separate supervision from peer coaching. Gordon’s study uses collegial culture to improve students learning skills in the peer coaching process. Rudd (2009) proposed a study in which twelve childhood educators were asked to check whether they use mathematical language to grow professionally with aside-by-side coaching activities. The participants earned their graduate-level hours of 33 percent, and all of them were female. Math-mediated language increases 56 percent in professional development. But in side-by-side coaching, there was a 39 percent increase in professional development (2009, p. 2). After the coaching phase of four weeks, mathematical language use decreased by 39.5 percent. The side-by-side coaching process increased the mathematical language, but teachers stopped the practice after the coaching process was over. So, findings show that peer coaching might be effective if it were a continuous process. While there are a lot of benefits to peer coaching, there are some critical phases through which peer coaching passes. There is some literature that shows the disadvantages of peer coaching. Basically, this discussion is about the limitations and problems that arise in the process of peer coaching. Neufeld and Roper (2003) both studied school coaching. School coaches are basically one person who works as a coach with teachers. School coaching is different from peer coaching. Some of the findings about how to learn coaching came from interviews conducted by researchers with principals, coaches, office administrators, and teachers over six years. In teacher learning, coaching plays a very important role, and also enhances the area for teachers to achieve what they have basically achieved through professional development. Coaching is an instructional plan, not a gimmick (2003, p. 26). So Neufeld analyzes this study by saying that nervousness is one of the main problems that teachers face at the start of coaching, but teacher value their work more.

To make peer coaching a successful activity, there are some preconditions. Robbins (1991) talked about peer coaching as a successful activity for building a perfect school. Before moving towards this process, there are some pre-conditions like trust, availability of time, the most important thing for training, money,

norms that help to take risks, and also supportive leadership (1991, p. 19). According to McQueen (2001), isolation is one of the main problems in peer coaching that is only faced by teachers in classrooms. McQueen said that if you want evaluations in a most adequate and timely way, then teachers should work hard on their daily performance with no coach help or feedback (2001, p. 1). Most of the schools spend money on professional development, training, workshops, and conferences. But students get no help from teachers because teachers are insecure about adopting these strategies in their teaching methodology. McQueen (2001, p. 1). According to McQueen, peer coaching helps teachers make companions, share their ideas, and give feedback to one another. Teachers are being encouraged in this process to give positive or negative feedback to one another, and with their peer coach, they get the opportunity to test the hypotheses. If colleagues want to reflect together, McQueen recommends videotaping, which might be helpful for the extension of peer coaching. Little (2005) says that when teachers collaborate with one another in this peer coaching activity, they actually get the chance to refine their skills to keep in mind feedback. Gottesman model for peer coaching, in which the first phase is about peer watching. This phase is basically for the development of relationships with colleagues and the breaking down of those barriers that developed during the isolation period (Gottesman, 2000, p. 31). The purpose of the coach is to just watch and not provide any feedback. The phase is long or short; it depends on the coachee and the way they are comfortable. The feedback phase is called the transition phase in peer coaching after peer watching. In this phase of peer coaching, the coach is allowed to present facts, but these facts are without any criticism or suggestions for the coachee. Peer feedback basically involves “the way coaches review the notes, visits, requests, and also the talk when the visits are completed and also the process of review.” (Gottesman, 2000, p. 32). The most important portion is the talk after the visit, in which teachers consider those areas that are weak to improve, but the coach's feedback should not be constructive. Peer coaching started when we saw the coach was true. The coach is not allowed to give constructive feedback but can help with improvement plans.

The peer coaching process involves three stages: a pre-planning conference, observation, and post-observation. The **pre-planning conference** involves two conditions. The first one is that the teacher visits another teacher and tells the teacher about their problems, which he is passing on in the classroom. The second situation is that the principal observes the teacher in the classroom, and supervision is given to the teacher by the principal. In that way, the problem is being solved in a warm way through discussion. When principals feel the need that this teacher needs peer experience for his or her problems, they arrange for an experienced teacher. Proper places like the principal office, special room, and senior assistant room should be arranged for pre-observation. Some kind of refreshment, like drinks or food, is shown through respect towards another party. The supervisor should show sympathy for teacher problems. Then the supervisor tells the solution, which works for a long time. A warm and not stressful atmosphere is good for

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both the teacher and the supervisor. If the teacher is emotional during the discussion, at that time the supervisor should show sympathy towards the teacher. The supervisor should wait for a good time for observation. Observation is appropriate for both parties. The second stage is **observation** in the classroom. In the observation process, punctuality is very important. It depends on the supervisor what should be observed in the classroom. Supervisor interest shows the effectiveness of teaching and learning in the classroom, and supervisors also focus on problems that are being faced by teachers. Glathorn (1984) discusses some points that are important for classroom observation. Time allocation includes things like management skills, learning, and teaching. When a teacher gives a lecture, the basic purpose is that the concept is in the mind of students or not, the effect of teaching and learning. While submitting questions, the competence of teachers. Objectives of teaching and learning. Interactions between the teacher and the student, the student-teacher, and also the pupils. In the learning and teaching atmosphere, the supervisor should judge teachers strengths and weaknesses, both for discussion purposes. The last stage is **post-observation**. Supervision depends on the supervisor. Only once can supervisors help solve problems with supervision. It is necessary for both the supervisor and the supervisee to follow the reaction in that case.

2.2 Types of Peer coaching

Reflective peer coaching (Vidmark, 2005) involves actual observation. In reflective peer coaching, the third person ensures that the process is not evaluative in nature. It basically involves two to ten-minute meetings, planning conferences, and reflective conferences. To make this process more effective, the roles of teacher, observer, and coach can be alternated with two or three people. The third-person observer and the coach are not involved in the classroom observation of teachers. It is basically a formative model. The purpose of this model is teaching and better learning, which promote self-assessment and collaboration. Obviously, when colleagues can collaborate, share ideas, and observe one another, this is more effective for them in teaching and learning.

Stephen Barkley talks about technical coaching in his most famous book, *Quality Teaching in a Culture of Coaching* (2005). This technique involves workshops for the development of staff on their teaching methodology, their learning styles, and also the way they cooperate in learning. One of the most important things about this process is that, after receiving objective feedback, teachers can apply the specific strategies in their classrooms. Barkley said that in this process, it is an evaluation, not a coaching session, because perception among teachers is being coached (2005, p. 16).

Barkley (2005) talks about another type of coaching, challenge coaching. In this type of coaching, a team of teachers is being formed to solve all those specific and in-progress problems (2005, p. 17). Mutual trust is the most important thing in this team approach among the colleagues. Problems basically involved the culture of the school, curriculum, management skills, and instructional skills (2005, p. 17). This is different from others because it requires teams of teachers to solve specific problems. Collegial, according to Barkley, is one of the peer coaching techniques. Time and support were provided to teachers to think in a meta-cognitive way in a safe environment with a lot of support (2005, p. 17). Two teachers observe one another; the teacher being observed is the focus of the observation. During the post-conference feedback that is being offered, it is limited to this focus. So, teacher practice should improve, enhance collegiality, and increase professional communication among teachers.

2.3 Functions of peer coaching

Companionship is an opportunity for pairs to interact with one another and solve difficult tasks. To check perceptions, the teachers share ideas, thoughts, and frustrations that reflect on one another. To get more successful results, companions join one another in experiences that make them engage with tasks. Barbknecht and Kieffer (2001) argue that for organizational change, peer connection is a more important vehicle. Connections increase through this collegial relationship. It basically increases teacher knowledge. Barkley (2005) says that one of the other benefits of peer coaching is that he talks about companionship and goodwill; both of these elements are basically attributes for celebrations. Celebration is actually praise and a type of congratulations for colleagues for being good at their job. It basically gives energy and satisfaction to the teachers who are being coached. Joyce and Showers (1985) called it one of the outcomes of this process of peer coaching practice. Barkley (2005) called peer coaching between two equals a relationship. In this process, one person shows genuine concern for professional improvement. One of the functions of coaching is companionship, and in the same way, the next function of coaching is the supply of technical feedback, which, once mastered, can be beneficial for the skills that teachers need to learn. Teachers get valuable feedback when they have peers for observation and technical aspects. Barkley (2005) says if the teacher relationships are based on mutual trust and professionalism, then the coach can make expectations about honest and clear feedback, which addresses the demand to work on more improvement areas.

Another function of peer coaching is analyzing application. Joyce and Showers (1985) called peer coaching an activity in which applications are being analyzed. For technical feedback, the coach is one of the most important parts. Not only in the technical feedback but also in the mechanism of "addition of executive control." When a new strategy is being used, good advice should be given for the new strategy rather than

just simply giving feedback. The strategy should be implemented in the correct way and also in the correct place and time. The responsibility of the coach is not only to provide feedback but also to tell them about the implementation of the strategy “when and also where.”

Another benefit of coaching is that it is important to give feedback when students adopt the strategy. The teachers may have difficulty focusing when implementing the strategy based on the students’s reactions. This is because of the concentration on those technical components that are being used in this strategy by itself. Barkley (2005) explains it by providing different possibilities to colleagues. One portion of teacher practice is cooked in isolation, which depends on the on the teacher's personal experience and each step-by-step guideline for instructional decision-making. Facilitation is one of the last and final roles of a peer coach (Joyce and Showers, 1985). Practice is required when a new strategy is being implemented, and practice support is compulsory. Encouragement is being provided to practice when one teacher works with another teacher in a collaborative way. The coach helps colleagues in the implementation process, which overcomes the isolation of individual teachers in the classroom. According to Vacilotto and Cummings (2007), their study is basically related to English as a second and foreign language and their relationship with peer coaching. When peers interact with one another, teaching skills develop through these interactions. Through a literature review, we understand the most impactful professional development, which is embedded in the everyday routine and not just carried out to address any specific stance (Lawless & Pellegrino, 2007; Rienties et al., 2011; Stes, De Maeyer, Gijbels, & Van Petegem, 2012). While Bachelier (2015) suggests that professional development is actually to improve skills, increase knowledge, and improve practices in higher education, she suggests having meetings to discuss several problems and their solutions.

This section is divided into three parts: a brief review of the role of professional development and continuous professional development in teachers' lives and in higher education in Pakistan; a look at peer coaching and professional development; Enhancing English language teaching in Pakistan; and a review of pertinent studies of peer coaching in ELT and higher education, as well as the applicability of peer coaching to the creation of intentional communities of practice.

2.4 Teacher Professional Development

Peer coaching from the from the 1980s, which emerged for teachers as a professional development technique, is undertaken because of the need from external authorities in order to continue to practice and to encourage teachers to participate in new curriculum and teaching practices. There are also a lot of other motives related to that professional development, including how to learn new skills beneficial for both teachers and students and how to acquire dependence (Ali, 2013). Reliance on the teachers is basically self-confidence, which is known as self-efficacy. For academic development, self-efficacy is an important contributor (Bandura, 1993). Bandura (1993) presents three stages in which we can see the way self-efficacy contributes to academic development: pupil, teacher, and staff. In which we saw that the way students' beliefs in their own capabilities and they can determine their inspirations, motivation level, and academic achievements, and we also saw teachers' beliefs in their personal efficacy to motivate and elevate learning affects the sort of learning environments they can provide and produce, this influences the level of academic progress their pupils achieve. The way academic development is accomplished at their schools is greatly influenced by faculty perceptions of their group's collective instructional efficacy. The way academic development is accomplished is beneficial for both the institution and the individual's professional development. To improve pupils learning skills, a good teacher has one of the best features: he or she always puts effort into his or her pedagogical skills. Glutthor (1995) says that by gaining experience and examining his or her teaching skills systematically, a teacher can achieve professional development. The aims of professional development are in the context of higher education in Pakistan; one of the main aims is to uphold academic standards and the role of technology and pedagogy in improving the outcomes of education. Pre-service professional development is one of the best ways to train teachers in their formal training. The main purpose of the pre-service programs is to develop competence so that they can deliver their lessons in an organized way. Basically, to check the effects of peer coaching practice on teachers management skills. (Rodgers, 2002) If teachers want to advance in their careers, teacher training can help them promote and develop their pedagogical talents. However, in higher education, learning by doing is the most effective way. (Bacheler, 2015) The teachers might not have had their official training, although they are in higher education, but a lack of this teacher training cannot be beneficial for them. So the lack of official training for teachers is an important topic to concentrate on.

Peer coaching plays a very important role in the professional development of teachers. In the advancement of peer coaching, Beverly Showers and Bruce Joyce (1996) talk about the peer coaching activity in the early eighties and the late seventies. They both talk about the changing purpose of peer coaching. In the back, it was the process through which isolation can be broken down from adults, which was being faced by their

teachers at that time. "Close door" is a term used for teachers for spending their whole day, and there was a way for all teachers to be assisted by like-minded fellow workers to implement new approaches. If their purpose is to improve, then teachers should work and plan together and also talk in support of one another. All teachers should agree on the process of implementing peer coaching for professional development and also become part of peer coaching study teams (1996, p. 4). The purpose of this team was to share ideas and support each other, so the findings can affect student learning. One of the most interesting breaks that can exist in peer coaching models is related to the coaching component, which omits verbal feedback. Suggestions given by Joyce and Showers (1996, p. 5) Joyce and Showers (1996, p. 5) said that in the process of peer coaching, when teachers give each other feedback about their observations and perceptions, it looks like collaboration activities may break down. Joyce and Showers (1996), to summarize their work, there are two ways which effects to the school improvement, to directly bind to this peer coaching process. The first one is all faculty with study teams for peer coaching. The second is peer observation, followed by evaluative components, so shift the emphasis away and focus more on team planning. Basically, this showed the difference from other models, which put more emphasis on a cyclic process between pairs of educators in terms of observation, pre-conferences, and reflective post-conferences.

In 1996, Louis, Marks, and Kruse surveyed organizational factors that contribute to a smooth professional community, and as a result, the consequences that are being faced by teachers are to be more responsible for students learning. Identification of five elements related to the professional community; among those five, only four relate to this peer coaching process (1996, p. 760). The first element focuses more on student learning. Second element, in which experts share ideas collaboratively. The third one is related to de-privatization. In this process of trading roles as advisors, teachers visit one another's rooms. The last element is related to reflective dialogue and conversation in a deep way about the teaching and learning process. Murray (2009) says that it is not always the case that peer coaching always gives deep understanding of dialogue. So, it may happen that peer coaching may not produce that type of dialogue.

2.5 The Pakistani Context

There are a lot of reasons for teachers to undertake professional development in service in Pakistan. Teachers in Pakistan have a lot of opportunities; through these opportunities, like meetings, seminars, and conferences, they can grow professionally, improve their teaching pedagogy and skills, and also improve students learning abilities. They should focus more on continuous professional development than professional development. However, in higher education, more focus should be on new faculty training, and improving old faculty skills in Pakistan should be the main focus. . The National Professional Standards for Teachers (NPST) 2009, which were implemented in 2009, are assisting in raising performance standards in

Pakistan's primary and secondary school systems. . (Shamim, 2008) According to him, all primary and secondary teachers' focus should be on going through teacher activities for professional development. But there is no plan for teachers working in higher education (Kuchah, Shamim, & SpringerLink, 2018). Because there is less chance for those teachers who are working in higher education in Pakistan for professional development in contrast to the West. We saw clear information through a close examination of papers that reveal the professional development of teachers, which we clearly saw through their way of upholding standards and educational outcomes. (Hennessy et al., 2014; Smith, Vellenga, Parker, & Butler, 2007). However, professional development for tertiary teachers in Pakistan is a problem itself (Chaudary, 2011; Zafar Iqbal & Irum Sajjad, 2016). In a qualitative study to explore how triennial teachers experienced professional development opportunities in Pakistan, Chaudary (2011) found tertiary teachers to be 'at-risk' practitioners with a pressing need for more sustained help than they currently receive. Peer coaching is basically the solution to all these problems. When we adopt this strategy in our teaching methodology, we actually professionally grow.

2.6 Peer Coaching as a Professional Development Strategy

Peer coaching is an unutilized resource for professional development. Parker et al. (2014). Actually, peer coaching is a continuous process and one of the most cooperative strategies. According to Richards (2005), one of the most well-established strategies for professional development is peer observation. Peer coaching is built on the concept of skill sharing among coworkers to enrich and improve the delivery of curriculum or to create new teaching methods in schools. (Showers & Joyce, 1996).. Peer coaching has been used successfully as a professional development strategy in a variety of higher education contexts (Goosney, Smith, & Gordon, 2014; Trujillo et al., 2008; Waddell & Dunn, 2005; Yee, 2016). There is no specified introduction to peer coaching, which is also known as peer mentoring, peer tutoring, and peer learning. Huston and Weaver(2008) define peer coaching as a “collegial process whereby two faculty members voluntarily work together and become companions to each other to improve or expand their approaches to teaching” (p. 19). {Stes, 2010 #6} Vacilotto and Cummings (2007) found that in this process of peer coaching, teachers actually visit each other, observe each other's strong or weak points, and give feedback to improve themselves. In that way, they improve their individual teaching methods. Davys, McKenna, and Tickle (2008) suggest that peer coaching can also be helpful for teachers' personal and professional competency among teachers working in higher education. There is some proof that improving teachers' instructional abilities through peer coaching also improves students' capacities. Yee (2016) found professional development to be an opportunity for the professional development

of teachers and the way they work together in teams. Actually, in this process, they chose their colleague as a pair for each other, then they visited each other's class and gave each other feedback. Then, with their flaws, they visited the class and tried to improve them.

2.7 Peer Coaching and Communities of Practice

Peer coaching plays a very significant role in today's world, and its demand is increasing day by day with the passage of time to improve teaching practices. Peer coaching and peer learning can both support professional development in Pakistan (Chaudary, 2011; Dayoub & Bashiruddin, 2012). Peer learning can help coworkers share their ideas with each other, observe each other's weak and strong points, and finally give feedback to each other. By seriously taking that feedback, lecturers can improve their skills and enhance their knowledge. CoP exists in a wide variety of settings (Brody & Hadar, 2011). A CoP can be defined as any group of companions sharing a common idea, set of issues, or passion about a topic who are committed to deepening their knowledge and expertise through ongoing interaction toward a common goal (Mercieca, 2017; Wenger, McDermott, & Snyder, 2002). Increasingly, CoP plays a very important and significant role in professional development (McDonald & Cater-Steel, 2016).

2.8 Characteristics of Peer Coaching

Peer coaching is a dyadic (two-person) approach where two instructors collaborate in and out of the classroom to plan instruction, observe each other very clearly, provide support materials, learn by observing one another work with students, and then give feedback. In this process of peer coaching, giving feedback to each other is very important after careful observation. So basically, reflection is one of the fundamental features of the peer coaching process. (Vacilotto & Cummings, 2007). Based on their assessment of peer observation within two faculties within a UK university, Hammersley-Fletcher and Orsmond (2004) argue that critical reflection is considered essential to improving teaching practices and educational skills.

There have been a lot of studies done to determine the effectiveness of coaching and whether it works or not. Clear recommendations from those studies can confirm this. Barbknecht and Kieffer (2001) both recommend the relationship of peer coaching with teacher experience only. This kind of per-coaching relationship is best for established teachers and is not too burdensome for those young teachers with another initiative. Teachers are more authorized to maintain their classroom and come together for student needs instead of following a hierarchical model that was most famous some years ago in decision-making. If teachers are alone in making decisions, then this empowerment can be dim. Showers (1985) in her research

she recommended teachers should play role of coach with one another. For practical purposes, teachers should be aware of new strategies that are going to be implemented. One teacher must have an approach to another teacher's classroom to observe other teaching styles and communicate them.

Carr, Herman, and Harris (2005) argue that culture and philosophy play a very important role in peer coaching relationships. There are some questions that teachers should ask themselves by putting aside all accessibility. These questions are: Can I trust and build professional relationships? We both are willing to put glance on one another teaching practice? We both can take the risk of exposing one another to mistakes, and we can also learn from those mistakes. Can we both be available for one another despite our busy schedules for peer coaching practice? With integrity, can we both apply this peer coaching process? Carr et al. (2005) simply talk about pairing teachers and assigning them roles, so that's why they participate in this process of peer coaching.

Carr et al. (2005) talk about important elements like training and professional development. An experienced coach plays a very important role in the peer coaching process, and coach access to the video and demonstrations is the most significant part of this peer coaching training. One of the integral parts of peer coaching training is for new learners to model the practice. Carr et al. (2005) talk about the components that are being used in the training, like listening, the feedback process, asking questions, focusing on observation, data collection support, working conflict, learning styles, developmental approach, and peer coaching cycle.

Showers (1985) laid the groundwork for coaching and evaluation. The purpose of coaching is to help in obtaining new skills for teachers, not only to do justice in effectiveness. According to Showers (1985), we should not be confused between coaching and evaluation. Allen and LeBlanc (2005) highlight some points about evaluation. For teachers, time-consuming, unusual feedback may affect morale negatively. Anxiety, which is useful for teachers only but not objectively, means competent teachers get nothing and also no help for staff development. Allan and LeBlanc (2005) talk about true coaches; however, coaches provide feedback in time, but coaching is a time-consuming process. Coaching is basically a vehicle for professional development. All these are flaws in the evaluation system.

Showers (1985) not only talks about the role that teachers play in the peer coaching process but also discusses the role of the principal as well. Coaching is supported by principals through substitutes's arrangements and by giving coaches resources. The role of principals is very important for the establishment of an environment that encourages feedback, collegiality, experimentation, and professional development.

Gottesman (2000) studied that in the process of implementation of peer coaching, he outlined the role of principals, like showing your commitment to this process of peer coaching. New norms should be established, like teacher isolation in the classroom, and for instructional improvement, visit and observe the classroom. The first two months provide structure, identify the support of principals, and validate the use of peer coaching in teaching.

The transfer basically shifts towards adults by providing them with learning opportunities. In order to ensure positive results, Brookfield (1986) discusses six points related to adult learning opportunities: participation should be voluntary, respect of participants for one another, collaboration, the critical reflection process, the way learning should facilitate self-direction, and the proactive learning process.

Collaboration is one of the most important points in peer coaching. City, Elmore, Fiarman, and Teitel (2009) gave five critical principles for the improvement of such systems, and these principles apply to the practice of this peer coaching process. By doing that, we learn how to do work, which includes reflecting and also critiquing work. Another point is to separate the person from practice. The next point is that learning is both an individual and a collective process. Individual and collective learning can be enhanced through trust. Similarly, efficiency is also enhanced through individual and collective learning.

2.9 Peer Coaching Strategies

Basically, in peer coaching, there are three strategies that are used. The first one is peer conferencing; the second is observation and data gathering; and the last one is analysis and data reflection. We consider these to be strategies or tactics used in peer coaching. In peer coaching, participants are divided into pairs or groups; they observe each other by visiting each other's classes, discuss teaching strategies, and share comments on any classroom observations. These are known as peer conferences.

Conferencing

The conferencing process authorizes peer partners to think in a more critical and creative way about their teaching techniques (Robbins, 2015). One of the important parts of peer coaching is the overall process of pre-observation conferencing and post-observation conferencing. Santa Rita Jr. and Donanangelo (1996) suggest that a short pre-observation conference helps the partners to talk in a free and comfortable manner and also allows companions to share ideas and select ways of collecting information while in post-observation conferences, which helps gather the information that is gathered in classroom observation. That information should be discussed in post-observation conferences.

Observation and Data Collection

Peer observation is considered one of the most vital parts of peer coaching. In this process, when participants choose their pairs, the next level is observation. Pairs actually observe each other in the classroom. They basically attend each other's class and pay attention to each other's weak and strong points. Driscoll and Teh (2001) argue that individual and professional development is dependent on peer observation, which shows the importance of peer observation in this portion, which basically shows the routine practical activities. There are a lot of ways we can gather data: classroom observations can be recorded by the observing partners in the form of detailed notes, and later in post-conferencing, coaching partners can share peer observations and observe the data gathered. Wynn and Kromrey (2000) advocate using detailed forms for data collection; these forms should clearly specify what type of data is to be gathered, and a similar style is followed for each observation. After the process of data collection, the data is analyzed and reflected.

Analyzing and Reflecting on Data

The third stage is about analyzing the data. In this stage, when the pairs visit each other, they observe each other's strong and weak points and know when to give feedback to each other based on those points written down in the document. Feedback can be positive or negative. Pairs can take those weaknesses and strengths positively and try to avoid them in the next cycle of their observation. This is basically the self-evaluation process. Costa and Garmston (2002) maintain that analyzing and reflecting on the data gathered as a result of observation helps in valuable self-evaluation as well as leading to better classroom practice. In their analysis of pre-service teachers by Kettle and Sellars (1996) on the professional development of instructors, critical reflection had positive effects on the pupils learning practices. The basic peer coaching process used by teachers can be shown in a figure:

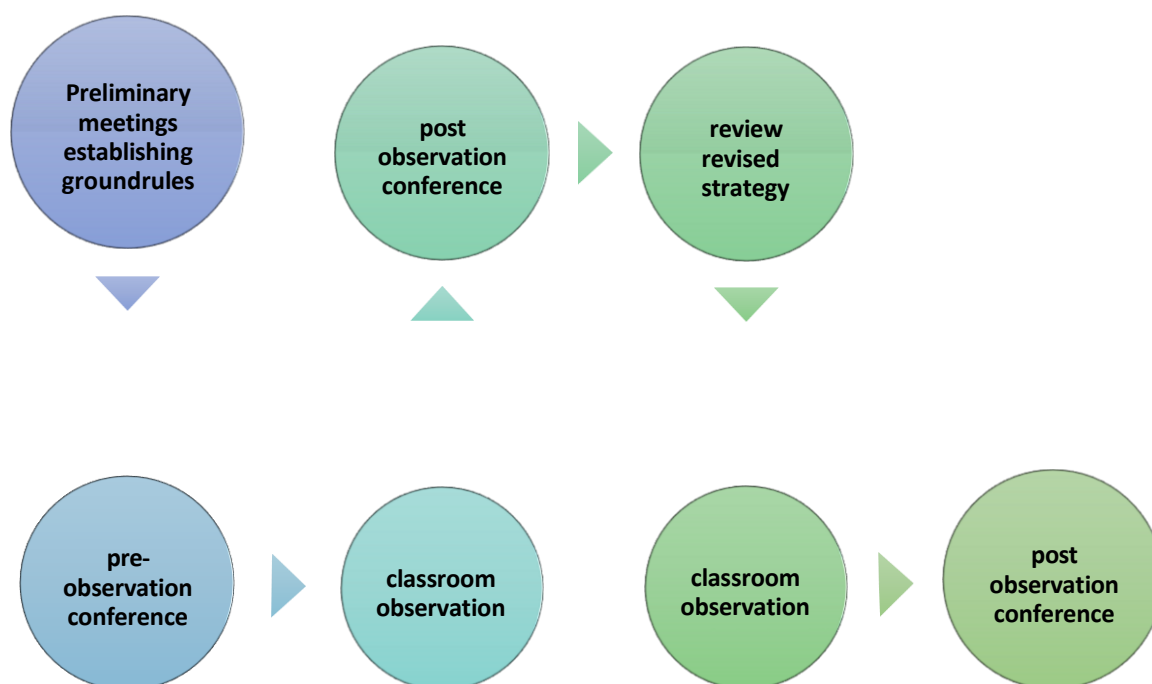


Figure1 Peer coaching process (original diagram)

2.10 Benefits of Peer Coaching

There are a lot of benefits to peer coaching when we academically participate in this activity. In their research on peer-to-peer mentoring between matched faculty pairs from the nursing and chemistry disciplines at a university in Canada, Simmonds and Dicks (2018) found that when we made connections with the person with whom we were most comfortable, we actually made our professional identity strong. Participants feel more resolute and confident when they participate in peer-to-peer coaching. In their investigation of a reflective peer mentoring (RPM) program at a Newfoundland university. Goosney et al. (2014) showed the process of peer coaching and co-monitoring to be very impactful for improving the practices of university-based librarians. Not only instructors can gain benefits from peer coaching but also students in higher education.

Peer coaching programs have been linked to additional advantages besides increased collaboration and training transfer. Phillips and Glickman (1991) found that coaching raised instructors' conceptual levels from 1.89 to 2.033, $p < .05$. This was determined by using the paragraph completion method to measure teachers' conceptual levels. Three out of five teacher teams in the same study showed an increase in conceptual level on the Reflective Teaching Index; nevertheless, the difference was not statistically significant. With the exception of encounters with peer coaches, teachers reported a minor increase in the

quantity of interactions they had with other teachers. They also noted a little rise in the quantity of times they helped and were helped, as well as a drop in the typical amount of time spent interacting with people.

Thies-Sprinthall (1984) conducted research on the enhancement of teachers' developmental level by participation in a coaching procedure. It was discovered that taking on a new position, receiving guidance during introspection, striking a balance between the experience and the reflection on it, and making coaching an ongoing process all contributed to psychological progress. The process is beneficial to coaches as well. Colleague observation has proven to be a valuable experience (Roper, Deal, & Dornbusch, 1976; Rorschach & Whitney, 1986; Smith, 1986). According to Showers (1984), "all peer coaches felt that, as a result of the coaching experience, they had grown and learned more than their trainees. Because the coaching conferences had created new standards for what they discussed with their peers, four of the peer coaches also felt that they had attained a higher level of collegiality with their peers (pp. 24–25). Anastos and Ancowitz (1987) discovered that coaches expanded their toolkit of skills by seeing other educators in action. Freiberg, Waxman, and Houston (1987) reported that coaching was reasonably beneficial for experienced teachers in improving instruction. This was based on their study of the influence of coaching on teachers. Leggett and Hoyle (1987b) credit coaching's collaborative approach for improving the school atmosphere. Additionally, they feel that teaching at facilities with coaching programs is more convenient for novice educators. Lastly, they believe that the introduction of coaching programs enhances instruction. "Teachers' increased sense of efficacy has helped them to overcome their isolation and open their classroom to the potential of professional sharing" (p. 63).

Showers (1984) observed that teachers' utilization of class time was altered by coaching after researching how time was allotted. The amount of time spent structuring behavior decreased significantly; it went from 37% to 21–29%. Furthermore, there was a rise in the frequency of higher-order activities and the amount of time spent processing information, going from 49% to 59–64%. Research by Sparks and Bruder (1987) shows a rise in the utilization of innovations. Instructors were asked to estimate the frequency of their attempts at trying new things both before and after enrolling in a peer coaching program. According to reports, as a result of participation, they increased from 54% to 70%. Additionally, they reported feeling more confident to try new tactics (35% to 67%) and being more likely to try something again (13% to 59% in the event that the initial attempt failed). According to an assessment of the peer coaching program run in Arlington Heights, Illinois, 88% of the participating teachers felt that peer coaching had significantly improved their instruction over the previous year, and 97% of them said they had achieved the learning objectives they had set. Additionally, 94% of respondents said that they had benefited more from peer coaching than from classroom supervision (Munro & Elliott, 1987).

2.11 Potential Challenges and Impediments

The peer coaching studies of Bell and Cooper (2013) and Castañeda-Londoño (2017) present some idea of the complexities of peer observation of teaching. They view cautious participant pairing, the involvement of educational leadership, and an outside coordinator as essential components to any peer coaching project's success. The involvement of our higher education faculty in peer coaching is also a well-established framework. The process actually involves observation, pre- and post-meetings, and reflection. A tiered opt-in/out approach, adequate preparation, including a hands-on workshop, trial observation, and voluntary involvement are all necessary. (Bell & Cooper, 2013).

2.12 Peer coaching in English Language Teaching

Peer coaching among English language teachers has been the subject of a number of studies that are directly relevant to this investigation. In a small-scale study in Bogota, Colombia, the teachers were asked to explore peer coaching as a knowledge construction activity. The instructors are from a private institute where they are English language teachers. They consider this activity good for their professional growth. Castañeda-Londoño (2017) found that the experience of peer coaching surpassed the dialogue, whose intention was to improve practices, and gave an opportunity for teachers to explore their knowledge in action after experiencing this activity of peer coaching, in which they experienced peer observation and had a deeper understanding of their own identity.

2.13 Peer Coaching Models

Numerous models have been put up to carry out peer coaching initiatives. Every model has been created to support a certain objective. Certain models propose that the coach should possess greater experience than the instructor being observed, while other models establish the two as equals. While some peer coaching methods are very specific to training in a new technique or talent, others are more open-ended in terms of what is coached. According to Bruce Joyce, the peer model works better since teachers employ the new skills they are teaching, as opposed to specialists who don't have access to a regular classroom (Brandt, 1987). In a similar vein, Russell and Spafford (1986) propose that "the sharing of meaning in analyzing and interpreting classroom events and in developing new possibilities for action is made possible by the teaching experience" (p. 5). Joyce and Showers are well-known for their particular peer coaching model from 1980, 1981, 1982, 1983, 1987, and 1988. The primary goal of coaching, according to Joyce and Showers, is to convey the

knowledge and abilities gained through staff development training. With this technique, teachers are organized into teams and engage in a cyclical process of mutual observation and feedback. The procedure is connected to instruction in a specific tactic or ability. A clinical evaluation form is frequently created and used to document information while the patient is being observed. After documenting the conduct they have seen, the observer assesses how frequently it occurs. After collaborating for a while, the team will start debating whether a specific tactic is appropriate to employ.

Three distinct models—each with a distinct function—that can be applied to peer coaching are described by Garmston (1987). We refer to the first as technical coaching. This kind is comparable to the peer coaching model developed by Joyce and Showers in that it necessitates in-depth instruction in a novel approach or methodology. Once more, the goal is to assist educators in incorporating a fresh method into their toolkit. When it comes to technical coaching, the observing teacher must exercise more value judgment than in the Joyce and Showers model. The feedback is more evaluative in character because the observer notes the existence of a trait along with its degree of presence. Like the Joyce and Showers model, the model itself includes an observation and a pre- and post-conference. The abilities acquired via training are most likely to be transferred with the aid of this model. Collegial coaching is the second model that Garmston describes. Each observation is accompanied by a pre- and post-conference for teachers. Rather than associating coaching with instruction in a specific skill, the observed teacher chooses the method to be used. The observed instructor assesses if the objectives have been reached after receiving input from the coach. As a result, the observer does not assign values. This paradigm has several advantages, including improved collegiality, and is thus advised if school culture is to be altered. Challenge coaching is the third model that Garmston defines. Teachers who are involved in this model specify an issue. Action research is carried out, and a solution is determined and described. The team then puts the problem's answer into practice. In this instance, the goal is to employ groups to address widespread issues. For high school instructors, Barnes and Murphy (1987) provide a model that can take the place of the official evaluation procedure. Three or four teachers from various departments are formed into teams. Over the course of ten summer days, the teachers receive training. Interims are employed throughout the year to allow team members to observe one another. More than 90% of the teachers have taken part in the program since its start. A few recommendations for a successful program include ensuring that there is no judgment involved, having the teams commit to working together, having a certified administrator on each team, allowing teams to collaborate for two years, aiming for six observations per semester (two for each teacher), holding preservation conferences, appointing one person as chair, letting the teams choose their own protocols, and having all the teams from the same school choose a common focus or theme (Barnes & Murphy, 1987).

In a study comparing the relative benefits of expert and peer coaches, teachers were split into three groups: a control group, a peer-observed group, and a trainer-coached group. The results were interesting. The outcomes demonstrated that peer observation works better than receiving trainer coaching or being a part of the control group. The fact that teachers rarely get the chance to observe other teachers in a regular setting, that peer observers participated in the analysis and coding of feedback during the study, and the fact that peer groups appeared to have higher morale as well as greater trust and self-esteem are other factors that could have had an impact on the results (Sparks, 1986).

In Oroville, California, after comparing the advantages of using a peer coach against an expert coach, the choice was made to use one of their own instructors. Prior to being coached, this teacher received a year of training. They came to this conclusion after considering the advantages of hiring a teacher: the individual has greater credibility, and there is a lower chance that the program will be connected to assessment. Additionally, they discovered that experts were more expensive for the district. As a result, they offered one of their own teachers a compensated one-year leave of absence so that they could receive coaching and teaching techniques. Working with a regional professional development center as a trainer after serving as an observer was the training's main objective. Following a year of training, this individual was tasked with supervising seven newly hired teachers. Before the school year started, new teachers received three days of training, and mentors assisted in providing ongoing coaching to the teachers.

According to Kent (1985), there is a program in which teachers assume two distinct roles: peer facilitator and teacher advisor. The compensation of a regular teacher applies to the full- or part-time role of teacher advisor. For normal teachers, there is a stipend associated with the role of peer facilitator. In this instance, the model was created with the idea that they wanted to promote two different types of collaboration. The first type of cooperation was devoted to creating a technical vocabulary. The second kind of cooperation involved social interaction and the growth of a relationship based on trust. These two new positions were intended to serve as resource coordinators, aid in the creation and execution of curricula and instruction, assist in teacher training, serve as coaches and colleagues, and oversee teachers.

In California, an effort was undertaken to connect coaching and staff development using a framework similar to Joyce and Shower's. A cycle coaching and training program was created. In that instance, during their training sessions, the teachers discussed and prepared for observations. Teachers got the chance to observe in each other's classrooms before participating in pre- and post-observation conference training. Prior to the observation, the workshops provided an explanation of the instruments used for data collection.

This was seen to help reduce the nervousness associated with providing and receiving comments (Mahlman, Kierstead, & Gundlach, 1982).

One form of coaching program focused on training new teachers. Teachers in this district are either on track or off track because classes are held year-round. Two rookie teachers were given coaching assignments by experienced coaches throughout their first year of teaching. Before classes started, the new teachers received a full week of training. Every new teacher was observed by the coach twice a month. According to Moffett, St. John, and Isken (1987), this approach had the advantages of better instruction and greater collegiality for new instructors.

A district in California made the decision to train specific teachers to serve as coaches after learning about the advantages of having colleagues serve as mentors. Selection criteria included the following: responsibility, analytical prowess, self-assurance, inventiveness, adaptability, and interpersonal relationships. A group of seven teacher advisors was chosen. After completing a district training program, these advisors were accessible to any teacher who wanted a coach for aftercare. To ensure that the newly trained instructors applied the skills accurately and consistently, the coaches worked with them. It was observed that a number of other elements affected the procedure. The first was accountability; teachers were more inclined to put the newly learned abilities into practice when they worked with advisors. The coach's companionship and assistance constituted the second. The influence of particular feedback teachers received when using the skill was the final component (Servatius & Young, 1985). The Mid-Continent Regional Educational Laboratory created a concept for teaching teams that makes use of support groups. Teachers were placed in groups of two or three. There were three to four teaching teams in each support group. Every two to four weeks, they got together regularly. Their aim was to offer assistance, expert counsel, and useful support. They decided on the subject of upcoming observations and talked about observations that had been made since the previous meeting (Hutchins et al., 1984–85).

According to McFaul and Cooper (1984), a cooperative approach did not work out. A clinical supervision methodology was implemented with twelve teachers as part of a graduate course that lasted a semester. Teachers received instruction on creating tools for gathering data, holding meetings, using videotape equipment, and analyzing data. However, the researchers discovered that just 20% of the time, the model was applied superficially, and no in-depth examination took place. The professors "seemed to honor an unwritten agreement that no one would be made uncomfortable in the process," according to their suggestion (p. 7).

Several alternative models have been documented in the literature. In one instance, a district chose to have administrators perform the summative review and use a coaching model for formative assessment. Information could be reported using different tools that were designed (Christen & Murphy, 1987).

In a different district's model, the coach assisted in teaching the class by acting as a team teacher. Together, the two educators designed, delivered, and assessed the lesson. Several traits of effective coaches were mentioned in this study. They discovered that the coach ought to know more about the subject than the teacher does. Coaches in this concept were subject-matter experts. Additionally, they believed that coaches needed to be competent educators in order to have credibility. They believed that the teacher still needed to maintain authority over the classroom, even though the coach should assist and facilitate the instruction. Lastly, coaches need to be reachable and available to teachers in the classroom (Neubert & Bratton, 1987).

The release of instructors from the classroom to observe other teachers is one of the worries of schools that have started coaching programs. Naturally, having to employ substitutes has a financial cost, and many teachers find it difficult to leave their classrooms. One district solved this issue by investing in VHS equipment. After videotaping one another, educators got together to go over the recordings (Rogers, 1987). A school district with wide gaps between its schools created another innovative strategy. Instructors followed up on their observations through teleconferences (Hauwiller, 1986).

Gaps in the literature

This study highlights the fact that university professional development programs currently in place do not effectively meet the needs of English language teachers. This draws attention to a weakness in the methods used in teacher preparation programs now in place and underscores the necessity for further training initiatives and novel ideas for ELTs' professional growth. Peer observation and receiving feedback on one's instruction are considered useful strategies for improving practice since they encourage teacher performance improvement and disseminate efficient disciplinary measures, according to the literature. (Davys and others, 2008). In our society, peer mentoring is not practiced as a technique for ongoing professional development. The main goal was to integrate this tactic into our own culture as an ongoing process. Since it demonstrates that there is a dearth of context-specific competence in the subject of English, the research is essentially context-specific.

CHAPTER 3

RESEARCH METHODOLOGY

The approach used to examine the efficacy of peer coaching among English Language Teaching (ELT) lecturers at The University of Lahore, Lahore Campus, as a professional development activity is outlined in this chapter. In-depth discussions of the research design, participant selection procedure, data collection techniques, and ethical issues offer a thorough grasp of the study's structure and protocols.

3.1 Design of the Research

An integrated single-case study methodology was used to investigate the efficacy of peer coaching among ELT lecturers at The University of Lahore, Lahore Campus. Holistic single-instance study design is a technique for qualitative research that concentrates on comprehending a specific instance or phenomenon in detail, enabling a thorough examination of the subtleties and complexities within a given context. This qualitative research methodology allows for a more in-depth examination of the phenomenon in the unique setting of the institution. This methodology enables a thorough grasp of the complexities required in putting peer coaching principles into practice by digging deeply into a single instance.

3.2 Participants and the Milieu selection Method:

To ensure representation from a range of departments in The University of Lahore, Lahore Campus. Participants were chosen using a strict stratified selection method. Stratified sampling is a sampling strategy in which participants are chosen from each stratum to guarantee proportionate representation once the population is split into subgroups, or strata. This methodology improves the findings' generalizability by incorporating a range of viewpoints from around the university. Random selection approaches were used within each department to reduce bias and guarantee fair participant selection.

3.3 Recruitment Process:

Following an expression of interest during a peer coaching conference, twelve ELT instructors willingly took part in the study. When people voluntarily choose to participate in a study without being forced or subjected to improper influence, this is referred to as voluntary participation in research. A seminar was organized for the participants. The purpose of the seminar was to provide an overview of the study's goals, methods, and possible advantages for participants. Potential participants were able to make well-informed decisions because of our open recruitment approach.

3.4 Informed Consent:

Participants were fully informed about the goals of the research, the methods used, and the voluntary nature of their involvement before any data was collected. In an informed context, subjects willingly consent to participate in the research study after being fully told about its goals, methods, risks, and rewards. Each participant received an informed consent form detailing their rights, confidentiality policies, and the freedom to leave the study at any time without facing any consequences. Throughout the research procedure, this ethical protocol guaranteed respect for the autonomy of participants and protected their interests. This study attempts to provide important insights into the efficacy of peer coaching as a professional development strategy among ELT teachers at The University of Lahore, Lahore Campus, by abiding by strict methodological guidelines and ethical norms.

3.5 Data Collection Methodological Overview:

To capture the dynamic nature of peer coaching exchanges and enable a thorough examination of the practice over time, data was collected over the course of a full semester, from September 2023 to January 2024. Semi-structured interviews were the main method used to collect rich, qualitative information about the experiences, opinions, and thoughts of participants in peer coaching. To maintain privacy and individualized attention, these interviews were done one-on-one. The semi-structured format's adaptability allowed for the examination of emerging themes without detracting from the major research topics. Peer coaching sessions were observed in order to gain firsthand knowledge of the dynamics, tactics, and results of coaching interactions. Researchers were able to record in-the-moment coaching practices, such as cooperative problem-solving techniques, feedback systems, and communication patterns, thanks to this direct observation. Through a thorough immersion procedure, researchers were able to obtain a more nuanced knowledge of the coaching process and its efficacy.

3.6 Analysis of Data

Thematic Framework Methodology:

A theme framework technique was used for data analysis, which involved methodical coding, classification, and interpretation of qualitative data. The first coding process was led by a preset topic framework that was informed by study aims and theoretical concerns. A thorough and data-driven analytical approach was ensured by the discovery of emerging themes and patterns within the data through inductive content analysis.

3.7 Validity and Reliability

Inter-Rater Reliability: In order to improve validity and reliability, inter-rater reliability analyses were carried out to evaluate how consistently researchers coded the data. In order to assess the dependability of coding frameworks and guarantee methodological rigor, researchers measured agreement statistics by independently coding a portion of the data and comparing coding choices.

Data triangulation: To increase the validity and reliability of the results, triangulation—the synthesis of several data sources and methodologies—was used. Through the process of triangulating data from focus groups, observations, and interviews, researchers were able to provide a thorough picture of peer coaching effectiveness from a variety of perspectives, limit researcher bias, and corroborate findings.

Member Checking: Member checking strengthened the study's validity by having participants validate research interpretations and conclusions. By actively confirming that the research findings matched their viewpoints and lived experiences, participants helped to ensure that the findings were accurate and pertinent. The study's findings were more credible and transferable in the setting of BZU, Multan, because of this collaborative validation procedure.

3.8 Ethical Consideration

Anonymity and Confidentiality:

Ensuring secrecy and anonymity was crucial to safeguarding the privacy of the participants and reducing the possibility of harm. Participants' identities were made anonymous by the use of pseudonyms, and sensitive data was protected by the use of strict data security procedures. Confidentiality was prioritized by researchers in order to respect ethical standards and build participant trust. Power Differences: Encouraging fair research techniques requires addressing power differences between participants and researchers. Participants' voices were acknowledged, and their agency was honored in a cooperative and courteous study environment. By using inclusive decision-making procedures, open communication, and reciprocal respect for other points of view, researchers were able to identify and lessen power disparities.

3.9 Including Metaphorical Questions in the Mix

Metaphorical Inquiry: To extract participants' metaphorical interpretations and conceptualizations of peer coaching practices, a series of strategically placed metaphorical questions were incorporated into the interview guide. In order to gain access to more profound levels of meaning, subjective experiences, and implicit knowledge, researchers invited metaphorical terms. By offering symbolic insights into participants' perspectives, feelings, and cognitive frameworks around peer coaching, metaphorical data enhanced the qualitative study.

Organized Metaphorical Data Analysis:

A methodical coding, classification, and interpretation of metaphorical terms were used in the analysis of metaphorical answers. Metaphors were broken down, grouped according to their thematic significance, and combined into broad themes and patterns. Researchers discovered underlying metaphoric representations of peer coaching dynamics and clarified their symbolic value within the research environment by applying analytical rigor to metaphorical data.

Conclusion:

This study attempts to provide a nuanced view of the efficacy of peer coaching as a professional development technique among ELT teachers at The University of Lahore, Lahore Campus, by taking a thorough and methodologically sound approach to data collection, analysis, and interpretation. By using many data sources, following ethical guidelines, and applying metaphorical inquiry, this study aims to improve understanding, guide practice, and add to the continuous discussion on successful pedagogical development in higher education settings.

CHAPTER 4

DATA ANALYSIS: FINDINGS AND DISCUSSION

The data for this analysis was gathered by the researcher from three distinct sources: focus groups, observations made by teachers when they visit one another's classes, and teacher interviews. The data is first presented narratively, which includes an overview of the observations and the interview transcripts. After that, the data is examined to investigate textual themes. Basically, there were two approaches utilized for the data analysis. Thematic analysis and inductive content analysis were these two techniques. In essence, thematic analysis entailed carefully categorizing, coding, and interpreting qualitative data. A predetermined topic structure that took into account the goals of the study and relevant theoretical issues guided the first coding procedure. An exhaustive and data-driven analysis.

Methods of Peer Coaching

The three actions that were carried out as part of the peer coaching program were reflections, meetings, and observation. The specifics of these activities are shown in Table 2.

Codes	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12
Observation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Meetings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflection	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

The primary activities of peer coaching include observation of lessons, pre- and post-observation meetings, and reflection. Participants said that rather than being based on assessment or inspection, the lesson observations were carried out in a structured and planned manner, adhering to the reciprocal professional contribution concept. L1 said, "We have instructors at our university that observe each other's courses. These lesson observations are conducted based on the subjects that were previously identified.

4.1 Peer-coaching Practice's Impact on Teaching and Classroom Management Capabilities

The analysis of the data with reference to the study question about the impact of peer-coaching practices on lecturers' professional development led to the topic of "effect of peer coaching on lecturers' instructional and classroom management skills." Figure 1 presents the data in detail.

Peer coaching improved lecturers' understanding of instructional and classroom management techniques, as seen in Figure 1. When lecturers completely participate in peer coaching activities, they are able to attend three different types of meetings: observation, feedback, and final observation. After the pre- and post-observation meetings, the peer coaches essentially begin the feedback process by sharing their thoughts, opinions, experiences, and recommendations for solving the issues. According to L4, "We scheduled meetings for students, which are classified as pre-meetings in this peer-coaching process. These meetings concerned the lecture and the student profiles. We can clearly identify our shortcomings and provide comments following observation by discussing our lesson ideas in advance as peer coaches and colleagues and then putting them into practice. One of the finest activities to do both before and after observation is self-evaluation. "We fixed our goals to identify our strengths and weaknesses, and we also strengthened our weaknesses not only to grow professionally but also to improve our classroom teaching skills," L3 said in reference to the needs analysis. According to L6, university instructors witness each other's lessons together. The researcher then schedules pre- and post-lesson meetings, after which they provide comments to one another. In a similar vein, L7 stated that we, as colleagues, monitor each other's classes and participate in pre- and post-observation meetings in order to provide comments. We are required to receive feedback since it helps us strengthen our areas of strength and weakness. According to L8, meetings are being scheduled for both the lesson observation and the student profile. What we actually do is tell each other about our lesson application, including how to prepare our lesson and their applications, and then we provide comments to each other. Recalling the needs analysis from L9, we discussed our strong and weak areas with one another after attending meetings and watching our lesson. Discussing each other's strong and weak points essentially aids in professional development as well as the improvement of our teaching abilities. According to L10, both the observation of the lecture and the observation itself are beneficial to me. On the other side, feedback helps us identify our areas of strength and weakness. According to L11, adopting and using new techniques is advantageous and helpful for me. My class benefits from applying all of these techniques, and the feedback we receive after doing so helps us to develop our teaching and management techniques in the classroom. Lecturer 12 makes similar observations, stating that meetings, lesson observation, and feedback are all crucial for skill improvement.

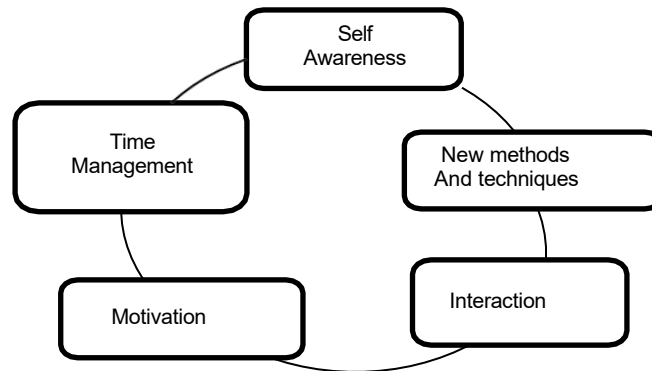


Figure 2. Peer-coaching effect on classroom Instructional and Management Skills

L1 said, "We normally think that we are doing things in a proper and effective way. It is very normal for us to think that we are doing things in a proper and effective way," in reference to this issue. Right now, another person who will reflect both of us gives us inspiration for our positive traits and highlights the areas where we still need to grow. Stated differently, this research significantly contributes to the establishment and growth of our teaching skills, basically self-realization. "I learned how to improve my strong and weak points, which I noticed and also what my colleague noticed in observation and learning how to improve myself," are two other positive outcomes of the observations that we carry out. L6 said it can expose our opinions and experiences that can challenge our assumptions, beliefs, and biases. L7 said that by listening to and learning from our peers, I can gain new insights into myself and my situation and identify areas for improvement or change. L8 said that it can provide me with honest and constructive feedback that can help me assess my strengths and weaknesses and recognize my impact on others. L9 said it can encourage me to reflect on my actions, decisions, and goals and evaluate my progress and outcomes. By reflecting on my learning and development, I can acknowledge my achievements, celebrate my success, and address my challenges. L11 said, It can boost my confidence and self-esteem, increasing motivation and engagement, improving emotional intelligence and social skills, fostering a growth mindset and lifelong learning, and enhancing creativity and innovation. L12 said, Through peer mentoring, I can recognize my values, appreciate my contributions, leverage my strengths, set realistic and meaningful goals, pursue passions, understand and manage my emotions, empathize and connect with others, resolve conflicts, embrace challenges, seek feedback, learn from mistakes, explore new ideas, experiment with different approaches, and collaborate with diverse peers. Various classroom instructional and management techniques were also in According to L3 and L5, respectively, fluence is determined by lesson observations and interviews with

colleagues conducted as part of the peer coaching process. L2 reported that her knowledge of instructional techniques and her propensity to use them increased as a result of the lesson observations made during the peer coaching process, saying that when I was an observer and also when I was being observed, this activity of peer coaching contributed a lot to my knowledge. For example, I learned how my colleagues used different methods to improve teaching skills, and I saw all this observation activity. So due to that reason, I used various activities in my classroom. Before receiving peer coaching, L5, who had said that having too much tolerance led to issues with her education and classroom management, said, "With this practice, I've learned various instructional and classroom management techniques." L7 stated that it was beneficial for us to adopt methods like lesson observation, pre- and post-meetings, and feedback and apply these methods in our class to improve our classroom instructional and management skills. L9 said that when we adopt these methods of peer coaching, I feel that I improve my classroom management skills. L10 stated that I learned a lot from observation, like how to motivate students to take part in classroom activities and how to manage them. L11 said that my colleague told me in advance before observation how she manages the classroom and also motivates students. L12 talks about peer coaching, one of the best activities to manage classroom instructional and management skills.

Peer coaching was also proven to improve interactions between students and teachers as well as between students in the classroom. Lecturer 2 stated that through the feedback report, we carefully learn how to use our time in the most effective way, how to give clear instructions to students, and how the way we praise students can develop teacher-student relations and also the interaction between them. Lecturer 1 said that when we attend the lectures of our colleagues in peer coaching activities, we learn basically about the observation lesson and also about the activities. This peer coaching method encourages me to work in pairs, and for that reason, the interaction of not only colleagues but also with students has increased. Peer-coaching has a good impact on interactions; as L5 noted when she said, I gain a lot of knowledge and experience from my colleagues when I actively participate in the peer coaching process. Automatically, our interaction improves. Similarly, L6 said that students as well as teachers can both gain insight into our own learning styles and our strengths and weaknesses. L7 said, similar to L1, that when we work in groups, it improves our interactions not only with colleagues but also with students as well. L8 said that one of the best ways to improve interaction with students is through peer coaching activities. It is not only beneficial for students but also for colleagues who took part in this activity. L9 said that the interaction of teachers with students can also improve when teachers receive feedback, like clear instructions that should be given to students. We should make careful use of the time we as teachers spend with students. L10 said there is a lot of workload on us, and we cannot be able to participate in this activity in a proper way. Similarly, L12 said that I am more focused on covering my syllabus on time, so I don't have enough time for all these

activities. L11 stated that peer coaching is one of the best activities to enhance interaction among colleagues. They visit one another's class to observe their strengths and weaknesses. Together, they attend pre- and post-observation meetings; all this basically plays a very significant role in increasing their interactions.

The peer-coaching program also improved participants' time management abilities. In relation to this matter, the attendees expressed the following:

In fact, the more I watched, the more I became aware of how much I spoke in the class. I then took care to cut down on my own speaking time. I was able to handle the lesson more skillfully and adhere to the lesson plan more readily as a result of this circumstance. (L1)

"I clearly saw how I should manage and use my valuable time." (L4). L7 said that after the observation, I felt how much time I gave to students and also how much I talked about my lesson. So, keep these things in mind. I reduce that part from my part that can divert my attention to other things instead of lessons.

I learned from this phenomenon how I should manage time (L8). Similarly to L7, L10 said that from feedback, I learned that I should reduce my own talking time in the classroom. L11 also has similar comments, saying that through all this, I actually learned to manage my time correctly. L12 said that time for peer coaching practice is adequate. L8 stated that by adopting these methods, I learned how to manage my time in class or other activities. Similarly, Lecturer 6 talks about the importance of time and the workload from the institution that we bear. Basically, after attending meetings and university classes, we feel fully exhausted. We don't even have time for ourselves.

Increased motivation was the final outcome of the peer coaching. L1 reported that her motivation was boosted by realizing her effective practices, saying, "I feel motivated when my work is considered successful. Lecturer 2 said that I feel motivated when I can manage my class by getting help from those suggestions. "Obviously, I realized that I am good at classroom management. This increased my motivation considerably." L7 said, I feel more motivated when my work is successful. L9 said that the thing that motivates me more is when I look towards my goal and the way I manage my classroom effectively. Similar to what L10 said, I basically feel motivated when my colleagues praise me. The way they gave positive comments for effectively managing my classroom. L12 said that by adopting this technique, I consider myself able to achieve my goals. L4: When we work together and correct one another's flaws in a positive

way that motivates me a lot. L5 said that we work together and become a source of motivation for one another. L6 stated that we both participate in this activity actively and praise one another's work positively without being affected by negative comments. Basically, we take each other's suggestions and try to improve them.

4.2 The Impact of Peer-Coaching Practices on Colleague Relationships

Peer coaching was found to have both good and negative impacts on relationships between coworkers. Table 3 lists the effects of peer coaching on coworker relationships.

Table 3.

The Effects of Peer-coaching Practice on Relationships between Colleagues

Theme	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12
Intimacy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Solidarity	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
Communication problems	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

The findings of Table 3 indicate that, although communication issues may occasionally arise, peer-coaching was found to have a good impact on the closeness and mutual support among colleagues.

The following are the participants' perspectives of the ways in which peer-coaching fostered intimacy:

“When we work together and receive good feedback from one another, this not only improves our relationships but also brings us closer to one another.” I was able to develop a closer relationship with some of my coworkers and now feel more comfortable expressing myself to them. I got the chance to know my colleagues personally as well as professionally. (L2)

"We were able to see the things we had not noticed before and be more sincere with my colleagues thanks to the meetings and suggestions made following the observation." (L3)

“More comfortably, I can share my thoughts and opinions with my colleagues. (L4) Similarly to L1, L7 said that the way we work as peers to achieve a specific goal, we give useful feedback after observation to one another to correct ourselves, which brings us together. L8 said that now I can express my feelings and thoughts more clearly to my colleagues after knowing him personally and professionally both. L10 said that when we sincerely give feedback to one another, notice useful points, and make another suggestion to

improve it, we basically get close to each other. L11 said we feel comfortable when we are genuinely concerned about one another and share our thoughts, opinions, and experiences. L12 said that when we are in this activity of observing one another, we receive feedback and work accordingly to improve our mistakes, which makes us close together. L6 stated that we both take part in this activity of lesson observation and feedback, and due to that reason, we spend a lot of time together. We are now more close to one another in a personal and professional way. After adopting this method of peer coaching, I and my peers spent a lot of time together to observe one another and discuss our strengths and weaknesses.

In this regard, solidarity and cooperation play a very important role in peer coaching activities. When colleagues work together, this brings unity among them. Lecturer 1 stated that peer coaching makes us comfortable finding solutions to our problems, which colleagues experienced together. L5 also said that we as colleagues get a chance to work together on our problems and also to improve ourselves." Peer coaching had a positive impact on lecturers' solidarity and cooperation. L6 said all credit goes to these studies, which make us able to experience problems with our peers together and find solutions by sharing one another's views or opinions regarding the problems. L8 said I decided to improve my weak and strong points, which was a suggestion I received from my colleagues, and I take it as a positive way to improve our relationships. Similarly to that, L9 said that I take my colleagues suggestions in a positive way. L10 said that after observations and the feedback and suggestions given by my colleagues to me, I work accordingly to them and improve myself. L11 said, and we now share thoughts, opinions, and experiences with other peers in a more comfortable way. L3 also talks about the solidarity and cooperation of the teachers, which are only possible through peer coaching. L7 views are similar to L6 in that when we work together and face those problems and try to find their solution,

Peer coaching, however, has been linked to communication-related issues, as noted by Lecturer 1, who discussed the problem of colleagues discouraging remarks, saying that it's very hard for all colleagues to hear negative remarks related to our methodology. Sometimes it can be hard to hear bad or negative things." Lecturer 2 also stressed the importance of taking criticism personally, saying that it was the most problematic for us to hear personal comments from our colleagues, and L4 said that we should not pay any attention to those issues that arise during the peer-coaching process. Lecturer 5 said that when I received negative comments from my colleagues, which discouraged me a lot from taking part in these types of activities, L6 said it was difficult for me to bear these comments, which are basically personal and confuse me. In L7, one of the main problems is the lack of seriousness by teachers to actively participate in this type

of activity, which helps a lot in our professional development. L8 said the purpose of colleagues should be to encourage one another, but instead of doing this, they demotivate each other when they are passing feedback. L9 said that when we have no time for other activities and are more focused on covering their subject syllabus and workload, this causes a communication gap. We don't actively participate in the observation meetings. L10 said, I don't have time to fully participate in these types of activities; I have a lot of other things to do. In the last L12, it was said that lack of trust creates a significant communication gap among us. L3 stated that communication problems arise when one peer takes this activity seriously and the participation of another peer is zero. L11 said that when one peer doesn't even try to participate, trying to discourage another peer is also one of the causes of communication problems among colleagues.

4.3 Problems Encountered during Peer-coaching Practice

The problems encountered during peer-coaching practice are communication related problems, peer face lack of time, Expertise in peer coaching field, stress and anxiety related problems and also the last one is attitude. All these problems are given in the table 4.

Theme	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12
Expertise	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Communication	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
LackofTime		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Stressand anxiety		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Attitude	✓			✓	✓	✓	✓	✓	✓		✓	✓

Table 4 lists the issues that arose throughout the peer-coaching exercise.

Table 4 illustrates how issues arising from inadequate knowledge, inadequate communication, insufficient time, tension and worry, and attitude were identified throughout the peer-coaching process. The issue that was highlighted the most frequently was found to be a lack of competence. L2 underlined ignorance when speaking on this matter, stating that knowledge is needed to make a post-observation meeting successful. "L1 stated that something that causes problems among colleagues is behavior and ideas related to that field. It's true that I found several of the post-observation meetings to be pointless. L3 said, "Something that confuses my teaching methodology is the suggestions they gave and the weaknesses that I discovered in my lesson that do not match this approach. This may even have been the thing I struggled with the most. Similarly to L2, L5 said that to make post-observation meetings more efficient, knowledge is compulsory. Teachers should have knowledge about peer coaching phenomena and also know in the observation period what to observe and how to comment on other peers their weaknesses and strengths. L9 said that sometimes problems that colleagues bear are due to their behavior or ideas, which do not match the

knowledge they have about this specific field. It's a reality when we participate in peer coaching activities and we don't even know how to participate because we, as participants, or due to our workload, were not able to attend initial peer meetings. L11 said that sometimes I question my own teaching methods because of my colleague's feedback, which is totally opposite to my personality. This happens due to the personal garages of colleagues with one another. Instead of appreciation, they directly comment on one another's teaching methodologies. L6 stated that when we take part in this activity, we should have proper knowledge about how we participate and what consequences we face after participation. Consequences should be positive or negative, both of which help them improve themselves. L7 stated that when we are not fully aware of this phenomenon, how can we participate in these activities? Before starting this activity of peer coaching, proper knowledge should be given about peer coaching practice. L8 said that when we observe one another's lesson and also attend meetings, the only thing that makes us feel motivated is positive feedback. By receiving positive feedback, we consider ourselves efficient because our ideas match that phenomenon. Observation is only possible when we are fully aware of peer coaching activities. L10 stated that the role of the coach is important in this phenomenon; besides being a being a teacher, the coach should also have knowledge about it. Besides all this, coach communication skills, personality traits, and critical thinking skills matter a lot because, at the start of this process, the coach is the only person who can guide about phenomena. So teachers as well as coaches should be experts in this field.

Communication-related problems were another issue that arose during the peer-coaching process. L1 said that it's hard for us to hear negative and discouraging comments. L5 stressed the significance of creating an effective communication system for an effective peer-coaching process by stating that "regarding observation, it's important for us teachers and also peers to explain our weak points with one another and find solutions for those weaknesses from recommendations. Lecturer 5 said that when I received negative comments from my colleagues, which discouraged me a lot from taking part in these types of activities, L6 said it was difficult for me to bear these comments, which are basically personal and confuse me. In L7, one of the main problems is the lack of seriousness by teachers to actively participate in this type of activity, which helps a lot in our professional development. L8 said the purpose of colleagues should be to encourage one another, but instead of doing this, they demotivate each other when they are passing the feedback. L9 said that when we have no time for other activities and are more focused on covering their subject syllabus and workload, this causes a communication gap. We don't actively participate in the observation meetings. L10 said, I don't have time to fully participate in these types of activities; I have a lot of other things to do. In the last L12, it was said that lack of trust creates a significant communication gap among us. When we are working together as a team, a lack of trust can play a very significant role in overall cohesion and in communication. L2 stated that not only peers should communicate with one another, but also their

observations, meetings, and the problems they are facing together, as well as their positive responses. L4 stated that if one peer, due to their personal reasons, does not participate in this activity of peer coaching, what can we expect from her? Then there is no participation and also no communication. Communication problems also arise due to that reason. I fully participate in these peer coaching activities, but the problem is that I don't receive any appreciation from my peers or from my coach. Motivation is important because negative comments from my colleagues discourage me from participating in these types of activities. L11 stated that due to the workload on us from the university, we don't have time to discuss observations and meetings with our colleagues at the university. To overcome these problems, if they want us to fully participate in these types of activities, they should lessen our burden.

Additionally, it was found that difficulties might arise from lecturers' attitudes during peer-coaching sessions. Regarding this, L1 said, "I feel that some of my coworkers participate in these activities without thinking about it; other times, I don't think it's appropriate. In addition, L4 highlighted that a problem arose as a result of the coach's behavior during one of the observations, saying that when someone interrupts my lesson, it is problematic for me. L5 put more emphasis on the attitude issues. L7 said that due to workload or other issues related to that that create problems among colleagues, they don't take this practice seriously. L9 said that this is more troublesome for me when someone interrupts my lesson and tries to teach my students. L11 said it's the responsibility of a good coach to appreciate both positive and negative aspects. L2 comments, similar to L1, that when we participate in this type of activity without knowing its importance and just for fun, how can we consider it appropriate? How we communicate and also solve the problems related to that phenomenon. L3 stated that our credibility broke down when our coach, without our permission, visited our class and tried to show their dominance and discourage us. L6 stated that some peers don't take this practice seriously, but their responses to other people are enough to discourage them. Because they are not doing it, they don't want anyone to do it. L8 stated that we also face time-related issues when we are waiting for a meeting for discussion but another person, without any reason, postpones the meeting.

Stress and anxiety were the fourth issue in peer-coaching practice. According to L2 and L5, during observation, I experienced a lot of problems, like stress and anxiety. And when I am continuously attached to these activities, it causes stress-related problems. Being too enthusiastic at the start of the task prevented the learning environment from maintaining its organic flow." L7 said that due to our everyday routine work, which is already too much for us to participate in, this type of activity is also stressful for us and causes anxiety. L9 said that for me, observation causes stress and anxiety. The reason is lack of time because we as lecturers are doing a lot of things, and taking part in this type of activity and observing things are boring for

me. L11 said that for me, it's very difficult to participate after observation meetings, and to memorize those observations is also a difficult task for us. Sometimes we forget about those meetings. L12 said that when this process starts, we actively participate in it, but it ends with stress and anxiety. L1 stated that taking part in these types of peer coaching activities is troublesome. L3 said that we feel stress and anxiety when we wait for our colleagues for a long time after our hectic university routine for discussion and our colleagues postpone the meeting. L4 stated that after our workload, we participate, but the reward we get is negative feedback; no motivation causes stress for me. L6 stated that when we observe one another class, after observation, the meeting, which is recalled immediately, also causes problems for us. L8 stated that the university workload is enough for us; besides this, all activities can cause stress and anxiety issues.

Ultimately, peer-coaching practice was found to have time-related issues. Lecturer 2 highlighted the difficulty of completing a lot of work in a short amount of time, saying that in a short time there are a lot of things to do, and it is tiring for me. Lecturer 3 stressed how difficult it would be to set aside time for a meeting right away following the observations, saying that sometimes meetings are postponed due to overwork among colleagues from the university. L6 said we have a lot of work to do, so carrying out these activities on time is very difficult for us. Actually, we are busy and have a workload on us. L9 said it's not possible to attend a meeting immediately after the observation. It's because of our hectic daily routine. L12 said it's difficult for me to remember observations. Due to a busy schedule, sometimes meetings are postponed. L1 stated that we are already loaded with a lot of stuff, and at the same time, managing these activities is difficult for us because it causes stress and anxiety-related problems. L4 stated that managing time for meetings on the same day is also difficult due to workload. The only way is possible; the university should lessen our burden. L5 stated that when we observe the lesson and also attend the pre- and post-meetings and give and receive recommendations, all this is basically a time-taking process. L7 stated that nothing is arranged on time; this is basically the coach's responsibility to arrange meetings on time, but sometimes feedback meetings are postponed and sometimes observation meetings are arranged.

4.4 Qualities of a Good Coach

The qualities of a good coach are strong communication skills, constructive personality traits, and critical thinking abilities and the last one is professional knowledge and experience. All these qualities are given in table 5.

Table 5

What Makes a Good Coach?

Theme	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12
Strong communication skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Constructive personality features		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Critical thinking skills	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓
Professional knowledge and experience	✓	✓			✓	✓	✓			✓	✓	✓

Table 5 outlines the characteristics of an effective coach.

It was discovered that an effective peer coach should possess excellent communication abilities, positive personality attributes, professional knowledge and experience, and critical thinking abilities, as shown in Table 5. The following are the participants' remarks on the most stressed quality, which is communication skills:

To make post-observation meetings effective, post-observation meetings are held, for which communication is most important (L1).

"Good communication is definitely required for the use of language in the most effective way. (L2)

Staff's motivation is directly related to the success of students, their ability to provide constructive criticism, and their support for their professional development, if the primary objective of professional development practices is to increase the success of the institution by offering the students a higher quality of language instruction (L3).

"It is important that they can express themselves correctly." (L4)

"They ought to be able to recognize our advantages. Thus, we may continue to be inspired as we continue to grow. (L5)

Strong communication skills are definitely required to be a good coach. A coach should have strong opinions and knowledge about this field. A coach should be an expert in that field. (L6)

Motivation is one of the most important aspects for teachers to continue working. A good coach can boost the morale of teachers and help in their professional development. (L7)

We expect appreciation for our strong points, and a good coach also gave appreciation and suggestions for weak points as well. A coach should motivate all the teachers equally without showing bias. For coaches, everyone should be equal. (L8)

A coach should have strong communication skills so that when we come across any problem, we directly contact him, and knowledge of the English language is also compulsory. Language plays a very important role in communication. (L9)

We are usually mentored by coaches to acquire specific skills. So for that reason, he should be an expert in this field and also have knowledge about language. (L10)

We get help from our coach to set our priorities because we consider her a mentor. Basically, he should be responsible. (L11)

We, as teachers, require substitutes and also a lot of changes in schedule. So, it is the duty of the coach to manage our schedule and arrange meetings for us. (L12)

Second, it was highlighted that having positive personality attributes was crucial for a peer coach. L3 underlined the value of empathy in relation to this matter by stating, "Coaches look at things from the colleague's perspective. L4 added, "Coaches shouldn't be egocentric, so the practice could help everyone." L2 concluded, "Coaches should avoid bias.

A coach should generate a trusting relationship with the coachee and avoid bias. Basically, trust relationships mean having a firm belief in their coachee regarding their participation and achievement in peer coaching activities. (L5)

Success can be predicted by empathy, trust, and an unconditional positive response. These are basically things that a good coach should have to motivate their coachee. (L6)

I saw a coach as sensitive and supportive of disclosing our sensitive information. According to my point of view, he should avoid being egocentric. To put aside his ego, he should help teachers equally and also motivate them for participation. (L7)

He should behave in a good manner so that we, as teachers, can perceive his competence and trustworthiness. (L9)

If we want to see the qualities of a good coach, training methods and experiences are enough for that. (L12).

We can see integrity when a coach shares his or her personal values and beliefs and then acts accordingly. (L10)

It was determined that critical thinking abilities should be the third quality that peer coaches possess. Regarding this matter, L1 remarked, "They should recognize which points of propriety should be given, for example, in peer coaching, propriety should be given to interviews or observations. L2 added that in peer coaching, our focus should be on the point. L3 further said, "The lecturer should look at events from their colleague's point of view."

To be successful in coaching, critical thinking is essential to better comprehending your coachee because the coach needs motivation, while on the other hand, the coach should avoid biases. (L5)

A coach should be critical to compare and contrast different perspectives and arguments. (L6)

A coach should seek diverse and credible sources of information and knowledge. (L7)

A coach seeks feedback from other coaches and mentors so that these experts can help the coach be open to constructive criticism. (L10)

Critical thinking basically leads to better coaching quality and credibility. (L12)

Self-awareness is one of the most important aspects for the coach to think critically about the phenomenon, like how he arranged the peer coaching activities that help peer management, classroom instructional skills, and the professional development of teachers. (L8)

Professional expertise and experience were mentioned as the final qualities of a successful peer coach. L1 and L2 discussed the need for professional knowledge in interpreting the lessons observed and the significance of having knowledge about the field. L5 added, "I believe that in addition to their teaching

experience, they should have undergraduate and graduate degrees in English language teaching." In this way, I think they can have a lot of different academic knowledge and help their colleagues more while coaching."

The lesson they observe, they have knowledge about that field to interpret that lesson. Basically, they should have knowledge about the activities and how they help the professional development of teachers working in higher education in Pakistan. (L7)

The main aim of a coach is to produce optimal performance and to give feedback to improve work. It's compulsory to give feedback because most teachers take feedback seriously to improve their skills and grow professionally. (L10)

For reflection, a space is needed, provided by the coach, which is important for learning and professional growth. (L11)

They should have a strong grip not only on the English language but also on the peer coaching phenomenon. For coaches, academic knowledge is compulsory to help teachers grow professionally. (L12)

4.5 Metaphors for the practice of peer coaching

Table 6 lists the metaphors that the participants in the peer-coaching exercise employed. These metaphors are Mirror, Operating system, Super Mario game, Turn into a butterfly and also Canvas.

Metaphor	Image	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12
Mirror	Awareness	✓						✓					
operatingsystem	Awareness		✓				✓					✓	✓
SuperMario game	improvement and cooperation			✓						✓			
turn into a butterfly	improvement				✓								
Canvas	awareness, improvement, cooperation					✓			✓		✓		

Table 6 illustrates that when discussing peer coaching, all participants employed positive metaphors. Most associated participants linked "awareness" to peer coaching. L1 stated as follows: "In actuality, we reflect our own teachings and teaching methods with these studies, whether we are the ones being observed or the observers. In the same way, L5 underlined the value of self-awareness by saying we can see our weak points and correct them with the application of useful techniques. L2 also stated that we actually try to heal ourselves from problems by recovering our weak points. When we incorporate mirror metaphor into coaching practice, L7 said that the thing that came across is to explore our inner selves, meaning what changes we should bring to our activities after the suggestion that we received from our peer in the feedback meeting, keep in mind the authenticity of these changes in mind, and also think about the benefits we can get from this phenomenon in the future. Similarly, we should look into the mirror of self-reflection, how we correct our mistakes, and also focus on an extraordinary journey, which is personal transformation.

Peer-coaching was linked to "improvement and change" by four participants. L2 highlighted the role of improvement, stating that we are updating our knowledge after discovering our problems. We discover problems and try to heal them. According to L10, we should take our peers feedback positively, act accordingly by correcting our mistakes, and consider this change positive for the professional development of teachers. We should update our systems by learning from others mistakes. This change might help our professional and personal growth. According to L4, "the feedback you receive and the methods you apply make you develop and become independent, like turning into a butterfly from a caterpillar," while L5 states, "We improve ourselves by noticing our weak aspects and correcting them with new and useful techniques, as if we try to reach the most beautiful painting by constantly developing and advancing in the infinity of the canvas." L8 stated that the application of new methods to correct our mistakes was helpful to improve ourselves and grow professionally. L11 stated that we learn how to handle and improve mistakes, which can help us in our learning methods.

Lastly, three participants linked peer-coaching to "cooperation." In response to this, L3 underlined the value of receiving recommendations and diverse viewpoints from peers, stating that we need the suggestions of our colleagues when we fail at some point. L5 added that during this practice of peer coaching, my colleagues experience helped me a lot to improve myself. L10 stated that when we are doing this peer coaching practice, my colleagues help me a lot with how to manage class, and I learn a lot from the experiences and opinions given by my colleagues.

4.6 Metaphors in Practice for the Coaches

Table 7 lists the metaphors that participants used to describe the peer coaches they worked with during the peer-coaching exercise. Metaphors which participants used for coaches are Light Bulb, Engineer, Mario's brother, Snake, and painting instructor.

Metaphor	Image	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12
Light Bulb	enlighten and explode	✓					✓						
Engineer	feedback, remain up to date		✓					✓	✓				✓
Mario's brother	support, help			✓								✓	
Snake	renew, support				✓					✓			
Painting instructor	new, useful, help					✓					✓		

Table 7 illustrates that, of the participants' comments about the peer coaches they worked with, most highlighted the "improvement and change" feature. L2 commented that coaches can cover our problems in teaching by giving feedback. L4 stated that when we are open to change and development in peer coaching, we are basically starting a new era, like a snake changing its skin. Similarly, L5 noted that some teachers are like trainers, adding something new and useful for students. L6 stated that the coach should be up-to-date about the new knowledge, and to improve the teacher's skills, he should give positive suggestions for problems and try to cover the teacher's weaknesses. L8 stated that teachers should be open to new additions in peer coaching activities that basically help teachers with their professional development. L10 stated that my colleagues are very creative, like my mentor, always ready to add something new to this peer coaching phenomenon. L12 stated that a coach should have knowledge, strong personality traits, and good critical thinking skills, which help peers improve their skills.

Participants also highlighted their peer coach's "support" function. Participants made the following statements:

"My coworkers are similar to Mario's brother Luigi and other family members; they helped him when he needed it most with various abilities. They assisted me with the peer-coaching exercises, took part in the observations, offered feedback, and enabled me to identify my teaching's strong and weak points. (L3)

Everyone is doing their best to achieve their goals with limited resources by supporting one another. (L4)

"Like the painting instructors I mentioned, my colleagues also contribute to my growth and development during these practices by providing their experience in a helpful way." (L5)

My colleagues are like a family to me because they help me without any hesitation in peer coaching activities and also teach me how to manage my class and time. (L7)

My peer partner is my friend. We not only come close professionally but personally through this phenomenon because we share with one another not only our experiences but also our opinions and observations related to that peer coaching activity. My colleagues basically contributed to my professional development. (L9)

However, one participant brought out the potential that coaches may create issues by employing the "light bulb" metaphor. L1 states that "they will shed light as long as it does not explode" in this regard. Nonetheless, there is a good chance that an explosion will occur when you least expect it.

Discussion

The qualitative case study was conducted to explore the peer coaching model and how it affects teaching skills and helps teachers in their professional development. A literature review provided a lot of models and concepts that were used for the planning of peer coaching activities. The purpose of this study is to examine the effects of peer coaching on teaching and classroom management skills, relationships and solidarity among colleagues, the professional development of lecturers, and implementation challenges at The University of Lahore, Lahore Campus. The research shed light on the experiences of twelve instructors who worked in pairs during the peer coaching exercise. The results demonstrated how peer coaching might support lecturers' professional growth and present chances for additional study. The findings showed that observations, self-evaluation, and pre- and post-observation meetings were carried out during implementation. This approach aligns with the peer-coaching paradigm put forward by Joyce and Showers (1982). A safe and welcoming environment was created by allowing participants to select their own peer coaches throughout the session. As Sider (2019) came to the same conclusion in his research, participants felt liberated in this setting. It was also determined that participants wanted more autonomy in their actions during peer coaching. This finding takes on greater significance in light of the study by Scott & Miner (2008), who claim that peer-coaching procedures might support university faculty autonomy and be carried out without coercion with proper and efficient preparation. Peer contacts were restricted to pre- and post-observation meetings, according to another finding. Future procedures might address this issue, and peer coaches could be given more opportunity for professional discussion. According to Yee (2016), informal interactions in staff rooms or other settings can facilitate peer coaching, which might benefit teachers' professional growth. Regarding expectations, participants thought they would receive in-depth instruction in peer coaching. This conclusion is reinforced by Sider's (2019) finding that peers' insufficient knowledge of one another's classes or the system served as a distraction during peer coaching, as well as Ladyshevsky's (2017) finding that effective peer coaching required teacher training to maintain non-evaluative, collegial, and trustworthy coaching. It was determined that peer coaching improved lecturers' instructional and class management abilities in terms of its impact on professional growth. By raising their self-awareness, peer coaching, according to all participants, improved their teaching abilities. It can also boost our confidence and self-esteem. This was consistent with earlier studies' findings (Jao, 2013; Kuru-Gönen, 2016; Sider, 2019; En, 2008; and Vacilotto & Cumming, 2007) that teachers were given the chance to reflect on their own behavior through observations in the classroom and that this helped them develop reflective thinking abilities regarding their methods of instruction. When we listen to others and learn from our peers, we can

gain new insights into ourselves. Basically, self-awareness can expose us to different perspectives, opinions, and experiences, which we have to use to challenge our assumptions and biases. Peer coaching also improved instructors' motivation, involvement in the classroom, effective use of time, and capacity to employ a variety of teaching strategies. When we observe, both contribute a lot for us. It was very beneficial for all of us to adopt these methods and techniques, which we noticed in our observations of the lesson, and apply them in our own classes to improve our management and classroom instructional skills. And we improved our classroom instructional skills through the implementation of these peer coaching techniques. Similarly, peer coaching improved instructors' instructional abilities, which in turn encouraged the implementation of various teaching methodologies (Hanna, 1988; Alsakeh, Alabdulhadi, & Alrwaished, 2017). Additionally, peer coaching helped instructors improve their ability to teach and their use of activities to boost student involvement, according to Kohler et al. (1997). Murphy (2012) noted that peer coaching also improved instructors' self-efficacy and enthusiasm to educate. Additionally, participants said that peer coaching improved their classroom management abilities by bringing up the topic of class management with lecturers, offering fresh approaches gleaned from lesson observations, and enabling them to use these approaches in their own classrooms. When we all work in groups and in pairs, it not only improves our interactions with colleagues but also with students as well. When we carefully use our talking time and praise students with clear instructions, it can contribute a lot to their interaction between students and teachers. Knowledge and experience can also enhance the interactions between students and teachers. The more we observe, the more we realize how much time we, as teachers, are spending on study or on personal talk. We should use time clearly. Peer coaching also improved communication and time management. According to Kohler (1997), Murphy (2012), and Yalçın-Arslan & İlin (2013), peer-coaching enhances instructors' abilities in classroom management by assisting with lesson planning, fostering a supportive classroom environment, encouraging student involvement and interest, and helping teachers manage their time effectively. Peer coaching practice revealed that time, expertise, communication, and stress were the main causes of the issues encountered. It was difficult, according to participants, to set up adequate time for peer coaching activities. They thus asked for fewer observations. In addition, Alsakeh, Alabdulhadi, and Alrwaished (2017) discovered that the participants' workload made it difficult for them to find time to meet together. Reducing the number of observations would lessen the practices' efficacy, as they let coworkers gain knowledge from one another's experiences and gather information on performance. We as teachers feel tired when we continuously work for a long time because there is a lot of workload on us from the university. Besides this, participating in peer coaching activities was a time-consuming and hectic process. Rather, the administration might offer the release time needed for the peer coaching activities, as mentioned by Sider (2019). The ignorance of peer coaches was another issue. Ladyshevsky

(2017) also pointed out that it was critical for peer coaches to be knowledgeable about non-evaluative feedback and questioning strategies. The fourth issue was the participants' tension, particularly during the initial observations. When we continuously cope with this peer coaching activity in our hectic routine, it can cause stress and anxiety-related problems for us. Jao (2013) also came to the conclusion that tension may first arise from thinking about what the other instructor would think of one's instruction, but that stress may eventually subside. Regarding relationships with coworkers, peer coaching was found to have both favorable and unfavorable outcomes. Intimacy and solidarity were in favor, but communication problems were not in favor of good relationships with colleagues. Peer-coaching fostered a sense of unity inside the university as lecturers assisted one another in developing their teaching abilities. This outcome supported the finding of Slater & Simmons (2001) that peer coaching enhanced teacher connections and reduced feelings of isolation. We participated in this type of study and found solutions to our problems related to those problems that we experienced together in peer coaching practice. We easily find solutions to those problems by asking our colleagues about their experiences and opinions about this activity. Basically, we as teachers increased our efforts to help each other in our weak and problematic aspects. Furthermore, the opportunity for lecturers to get to know one another better and discover traits in each other that they had not previously noticed improved their sincerity and fostered a more relaxed and cooperative work environment (Alsakeh, Alabdulhadi, & Alrwaished, 2017). However, during peer-coaching practice, communication issues such as taking criticism personally, taking remarks personally, and not taking the exercise seriously occasionally surfaced and badly impacted the relationships amongst coworkers. We face communication problems with our colleagues when we observe each other in class and give suggestions to one another related to their problems. At that time, some teachers made negative comments that discouraged us a lot, and sometimes these comments were like a personal attack on us. Some teachers were not too serious about practice and also not open up about the improvement. Basically, these types of teachers were not serious about feedback or practice. This outcome defied earlier research, which showed that peer-coaching improved relationships, collaboration, and solidarity among coworkers (Kasapoğlu, 2002; Jao, 2013; Slater & Simmons, 2001). When we examined teachers responses related to the questions that we asked them during the interview sections, It was very interesting when we grouped them without paying any attention to whether they were experienced or not. Then we interviewed them by asking why they joined that program of peer coaching. Some teachers were so experienced that they answered in a listed way that they wanted to reduce their own isolation; some teachers wanted encouragement from their friends; some said they had a chance to see their colleagues and also get help from them related to their issues and problems; and in the end, some teachers said that they wanted to grow not only professionally but also personally. Some participants, who were new, answered that they heard something new from their colleagues; they got

encouragement from their department HOD, and the HOD told them that they got the chance to know other teachers teaching skills and if they wanted to professionally grow. It seemed that the new participants were waiting for feedback from others. There was some perception among teachers that this peer coaching program and its implementation could affect collegiality. For some teachers, it was the only time through which they could talk to other colleagues about their teaching methods. Most teachers are familiar with these peer coaching activities and how they are beneficial to reducing isolation. Actually, with this method, teachers wanted to check on one another's teaching methods, and obviously, they respect each other a lot. Now the question was: how can this peer coaching activity affect classroom management and instructional skills? Teachers told me that when they work in groups and take part in classroom observation and give feedback, they learn from each other's teaching methods. The teacher who worked for an extended period can share their strategies with those who are less experienced and want to grow professionally. In addition to their professional qualifications, coaches need to possess specific personality traits and interpersonal skills, according to another study finding. The study's findings suggest that peer coaches should be accurate in their communication, acknowledge the good aspects of others, offer helpful feedback, and have empathy. According to Hammersley-Fletcher & Orsmond (2005), in order for peer-coaching to achieve the intended degree of benefit, clear, comprehensible, and productive dialogues were necessary. The figurative questions revealed that most participants thought highly of peer coaching. The analogies led to the conclusion that "change," "development," and "awareness" were related to the peer-coaching process. As a result, instructors saw peer coaching as a development-focused approach that helped them recognize and address their areas of weakness. According to Jao (2013), Kuru-Gönen (2016), Sider (2019), Şen (2008), Vacilotto & Cumming (2007), and other researchers, peer-coaching favorably impacted instructors' understanding of professional abilities and instructional procedures. This finding confirmed their conclusions. It was determined that the metaphors used to describe coaches were related to "improving" and "helping." Scholarly works such as Husone & Weaver (2007), Kasapoğlu (2002), Jao (2013), and Slater & Simmons (2001) have also linked peer-coaching to collaboration and unity. Lastly, the lecturers in this research thought of their peers as people who helped them grow and supported them along the way. To summarize this, it was decided that a trusting atmosphere would be created for this development-focused peer-coaching practice. For the implication of peer coaching to be effective, it was also determined that enhancing professional discourse among peers in formal and informal settings, offering training on effective communication and non-evaluative feedback, fostering a climate of trust, and encouraging peer coaches to set aside time for peer coaching are necessary.

CHAPTER 5

Conclusion and Recommendations

The qualitative case study was conducted to explore the peer coaching model and how it affects teaching skills and helps teachers in their professional development. The purpose of this study was to examine the effects of peer coaching on teaching and classroom management skills, relationships and solidarity among colleagues, the professional development of lecturers, and implementation challenges at The University of Lahore, Lahore Campus. The research on peer coaching crystallizes the experience of the instructors who participate in this activity of peer coaching as pairs. The study results basically showed how peer coaching might help lecturers in their professional growth and also check the present chances for additional study. The results basically showed that the implementation process of peer coaching involved observations, self-evaluation, and pre- and post-observation meetings. The peer-coaching paradigm put forward by Joyce and Showers (1982) basically lines up with this model. Peer coaches were allowed throughout this session of peer coaching to select their own peers for participation in a safe and welcoming environment. Participants felt free in this activity of peer coaching, as Sider (2019) came to the same conclusion in his research. It was also noted that participants wanted more sovereignty in their actions during peer coaching. In the study of Scott & Miner (2008), this finding basically takes on greater significance. They claim that peer-coaching procedures might support university faculty autonomy and be carried out without compulsion with proper and efficient preparation. According to another finding, peer contacts with one another in this activity of peer coaching were restricted to pre- and post-observation meetings. This issue might be addressed by further future research in which peer coaches could be given more opportunity for professional discussion and development. According to Yee (2016), peer coaching can be facilitated through informal interactions in staff rooms and also in other settings. These interactions between colleagues are beneficial for professional growth. The participant's expectation about this was that they would receive in-depth instruction in peer coaching. The result is reinforced by Sider's (2019) finding that insufficient knowledge of peers about one another's classes is a kind of distraction during peer coaching activities, as well as Ladyshevsky's (2017) finding that to maintain non-evaluative, collegial, and trustworthy coaching, effective peer coaching required teachers training. Answers to research questions are as follows:

5.1 How do English Language Teachers in Pakistani universities experience and perceive peer coaching as a form of professional development?

Participation in peer coaching not only improves lecturers' instructional and class management skills, but if they want to check its impact, it helps teachers in their professional growth and development. Peer coaching had a positive effect on classroom management skills and the instructional process. When participants raised their self-awareness, peer coaching improved their teaching abilities. It can also help participants to boost their confidence and self-esteem. This was consistent with earlier studies' findings (Jao, 2013; Kuru-Gönen, 2016; Sider, 2019; En, 2008; and Vacilotto & Cumming, 2007). Through observations, teachers were given the chance to reflect on their own behavior in the classroom, and this helped them develop reflective thinking abilities regarding their methods of instruction. Peer coaching also improved instructors' motivation, involvement in the classroom, effective use of time, and capacity to employ a variety of teaching strategies. Kohler et al. (1997) also talk about peer coaching, which helps teachers in their teaching methods and also helps to increase activities for the students's participation. Murphy (2012) said that the effect that peer coaching had on teacher motivation and self-efficacy can be considered positive. By raising awareness for lecturers regarding management, Kohler (1997), Murphy (2012), and Yalcin Arslan and Ilin (2013) put their emphasis on supporting lesson design, good classroom atmosphere, interest, student participation, and one of the most important time management skills for teachers in peer coaching. Peer coaching was found to have both favorable and unfavorable outcomes when we talk about the relationships of coworkers with one another. After the participation of teachers in this activity, they helped one another in the university regarding time management, class management, and also in improving teaching skills, which led to solidarity in the university. Peer-coaching fostered a sense of unity inside the university as lecturers assisted one another in developing their teaching abilities. This outcome supported the finding of Slater & Simmons (2001) that peer-coaching enhanced teacher connections with one another and reduced feelings of isolation. Furthermore, the teachers get the opportunity to know one another in a more close way and also discover traits in each other that they had not previously noticed, which improves their sincerity and fosters a more relaxed and cooperative work environment (Alsakeh, Alabdulhadi, & Alrwaished, 2017). However, during peer-coaching practice, communication issues such as taking criticism personally, taking remarks personally, and not taking the exercise seriously occasionally surfaced and badly impacted the relationships amongst coworkers.

5.2 What challenges and contextual factors influence the implementation and effectiveness of peer coaching among ELTs in higher education institutions?

The problems that were faced during peer coaching practice were time, expertise, communication, and stress. These were the main causes of the issues encountered during peer coaching practice. According to the participants, managing proper time for this peer coaching activity was a difficult task for all colleagues because they already have a lot of workload assigned from the university. So due to that reason, participants asked for fewer observations in peer coaching practice. In addition, Alsakeh, Alabdulhadi, and Alrwaished (2017) discovered that the participants' workload from the university made it difficult for them to find extra time to meet together for pre- and post-observation meetings and also for feedback. On the other hand, reducing the number of observations would lessen the effectiveness of the peer coaching practices' because the coworkers gain knowledge from one another's experiences and gather information on performance.

5.3 How does engagement in peer coaching shape ELTs' sense of teaching efficacy and their understanding of the qualities of effective peer coaches?

According to another study's findings, when we talk about professional qualifications, coaches should possess these personality traits, like strong communication skills, personality features, critical thinking skills, and professional knowledge and experience. Another study found that a coach should have good communication skills, effective use of the language, and knowledge about that language and activity. They expressed themselves and their ideas correctly. And they should also have the ability to motivate us, appreciate our strengths, and give suggestions regarding our weaknesses. According to Hammersley-Fletcher & Orsmond (2005), clear, comprehensible, and productive dialogues were necessary in order to achieve benefits. The coach looked from the perspective of colleagues as well, and they shouldn't be egocentric. The lesson coaches observed had professional knowledge to interpret it as well as knowledge about that field. There were metaphors that participants used for coaches, which showed that all participants used positive metaphors for peer coaching activities. The results of the metaphor showed that the peer coaching process is associated with change, development, and awareness. So the practice is called development-oriented practice, which helps teachers recognize their areas of weakness. So the result showed that teachers should be aware of professional skills and the teaching process in a positive way. On the other hand, metaphors used by coaches are mostly associated with improvement and help. Scholarly

works such as Husone & Weaver (2007), Kasapoğlu (2002), Jao (2013), and Slater & Simmons (2001) have also linked peer-coaching to collaboration and unity. Lastly, the lecturers in this research thought of their peers as people who helped and supported one another to grow professionally and personally.

In summary, it was determined that a trusting atmosphere was created for this development-focused peer-coaching practice. For the implication to be effective, it was also determined that enhancing professional discourse among peers in formal and informal settings, offering training on effective communication and non-evaluative feedback, fostering a climate of trust, and encouraging peer coaches to set aside time for peer coaching are necessary.

RECOMMENDATIONS

In order to improve the teaching quality of ELTs teacher, following steps must be taken.

1. ELTs teachers must be properly trained by the senior ELTs teachers in the very start of their career.
2. Seminars and training must be given to ELTs teachers by the government on a bigger scale.
3. Peer coaching should be well planned and also teachers should be provided with relevant resources to carry out the activity.
4. Head of the department should ensure that mentees have the required skills and knowledge for effective practice.
5. Future research should be focused on the impact of peer coaching on student achievements.
6. Researchers focused should be on that schools where peer coaching programs have been in place at least from three years.
7. The selection of peer does not need to be voluntary. With the help of assigned teams this program works successfully.
8. First of all check the climate of the school. If the climate is not supportive, develop a plan to improve these areas before start the peer coaching program.

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