

**The Effectiveness of Using Peer Coaching Strategy on Developing
The Faculty of Education Non-Majors' English Language Basic Skills and
their Attitude towards the Strategy**

Prof. Mohamad Abdel Tawab

Dr. Amal Gomaa Abdel Fattah

Dr. Abeer El-Sayed Mohamad

Ms. Karima Mohamad

Abstract

The present study is focused on enhancing the deteriorated standard of the faculty of education non majors when the English language skills are concerned through the implementation of the peer coaching strategy. The study put forward two training booklets; one introducing the skills of reading and writing while the other put special emphasis on the communication skills namely listening and speaking. The study sample included a group on the faculty of Education non majors belonging to both the literary and scientific sections. The study was implemented during the second term of the academic year 2011/ 2012. It was proved through the analysis of the results that the used strategy had a positive impact on the development of the reading and writing skills, as well as the communication skills which showed a substantial advance. It was also clear that the students had a positive attitude towards the used strategy and that the development of the reading and writing skills was directly proportional to that of the communication skills. The same relation was evident when examining the relation between the previously mentioned skills and the students' attitude towards the strategy.

The Effectiveness of Using Peer Coaching Strategy on Developing The Faculty of Education Non-Majors' English Language Basic Skills and their Attitude towards the Strategy

Prof. Mohamad Abdel Tawab

Dr. Amal Gomaa Abdel Fattah

Dr. Abeer El-Sayed Mohamad

Ms. Karima Mohamad

Introduction:

It is unquestionable that the twenty first century could be called "the age of communication". The world now has turned into a global village which is closely linked in a way that leaves nobody the chance to isolate himself or others from the overwhelming changes taking place everywhere (Wallace, 1991). The ever-increasing pressure on communication increases the demand for foreign language learning. Languages are seen as international channels of communication and thus language learning has become ever more important. Foreign language learning is no more a matter of personal preference but rather a national need of considerable urgency.

It could not be disputed that the development of the world usually means a better position and an increase in the importance of the variant skills of the English language as "something like 600 million people use English as their first or second language" (Brumfit, 1982). The growth of business and increased occupational mobility depends mainly on English as a common medium of communication, and access to much scientific and technical literature is difficult for those with no knowledge of English. It was as early as the fifties of the last century when English was established as the principal international language of science.

In the primary and secondary levels of national educational systems, and in various types of language institutes, most of the EFL activity is intended to teach English as a language for general purposes. This is due to the belief that English at such stages is "part of a broad education". But when considering the tertiary level, the importance of English increases because it is "helpful in academic studies". Therefore, English is taught in nearly all faculties as the medium of instruction in some cases or as a subject in the curriculum in others. In our case, the Faculty of Education, English

is introduced as a subject in the curriculum to all English non-majors during their initial years of study.

The main problem of with English language teaching at the Faculty of Education is that students are usually disillusioned with the value of instruction and their ability to learn the language. They often find themselves either unable to cope with the materials introduced to them or disinterested in the programs as a whole. This can be attributed to various reasons, some of them are the deductive method of instruction used by most teachers where the teachers perform all the roles paying no attention to the mutual interaction among the students in addition to the unsuitability of the materials used for training the students. The extent of students' abilities, their interests and their individual differences are not put into consideration at all.

To overcome these problems, a new more appropriate approach has to be used. It is possible that considerable progress could be achieved if some thought is given to the construction of a suitable approach (Mitchell, 1986). Becker (2000) affirms that the improvement of professional practices, and consequently the enhancement of student learning, requires teachers and students to have accessible opportunities and models for collaboration, sharing of ideas, feedback and assistance with their practice so that students may have the most optimal situations for learning, achievement, and success. The statistical analysis of various teaching/ learning practices proves that:

- 5% of learners will transfer a new skill into their practice as a result of theory
- 10% will transfer a new skill into their practice with theory and demonstration
- 20% will transfer a new skill into their practice with theory and demonstration, and practice within the training
- 25% will transfer a new skill into their practice with theory and demonstration, and practice within the training, and feedback
- 90% will transfer a new skill into their practice with theory and demonstration, and practice within the training, feedback, and coaching.

It is believed that long-term professional development that includes mentoring, coaching, and peer coaching provides the opportunity for teachers to engage in integrated, structured interactions in which they can discuss the challenges posed by the diverse linguistic conditions in their classrooms coaching could be defined as a type of assistance provided to individual teachers and sometimes small groups of teachers that addresses complex challenges to learning, teaching, and assessment of language and opens teachers to exploratory, self-critical, and reflective dimensions of

interaction through a process of inquiry that is co-constructed and dialogic (Sherris, 2007, 2010).

In this way, peer coaching could be defined as a partnership between teachers in a nonjudgmental environment built around a collaborative and reflective dialogue. It is a confidential process through which instructors share their expertise and provide one another with feedback, support, and assistance for the purpose of enhancing learning by refining present skills, learning new skills, and/or solving classroom-related problems (Dalton & Moir, 1991). Additionally, the process builds trust and develops strong professional relationships between trusted colleagues. Peer coaching is often used as a professional development method in K-12 teaching and administration situations. It has been shown to increase collegiality and improve teaching (Joyce & Showers, 1995).

Variations of the term *peer coaching* appear in the literature, such as *technical coaching*, *team coaching*, *collegial coaching*, *cognitive coaching*, and *challenge coaching*. Ackland, 1991; Becker, 1996 Showers & Joyce, 1996 suggested that the terms can be grouped into three general categories based on the professional development strategies used. Technical coaching and team coaching focus on incorporating new curriculum and instructional techniques into teachers' routines. Collegial coaching and cognitive coaching seek to improve existing teacher practices by refining techniques, developing collegiality, increasing professional dialogue, and assisting teachers to reflect on their teaching. The third type of coaching, challenge coaching, concentrates on identifying and treating a specific problem and can be used in a larger context than the classroom such as a school or grade level. The peer coaching strategies differ among these categories, but all of the programs use peers to achieve the goal of improving the teaching and learning process.

In spite of the various coaching models existing, partners or teams typically work together through a non judgmental process which includes the following stages: a) pre-observation planning conference with establishment of observation criteria; b) classroom observation and collection of data; c) post-observation reflecting conference with data analysis, and formation of instructional goals with subsequent observation criteria. Individual coaching program partners are directly involved in determining

when and how often the observations will take place, under what conditions the observations will be conducted, and what specific instructional data the visiting coach will record (Kinsella, 1995).

Showers 1984 described five functions of successful peer coaching model: **Companionship:** Teachers talk about their successes and failures with a new model of teaching, reducing their sense of isolation; **Feedback:** Teachers give each other objective, non-evaluative feedback about the way they are executing skills required by a new model; **Analysis:** Teachers help each other extend their control over a new approach until it is internalized, spontaneous, and flexible; **Adaptation:** Teachers work together to fit a teaching model to the special needs of students in the class; and **Support:** The coach provides whatever support is needed as the peer teacher begins to apply a new strategy

Peer coaching is a positive solution to some of the problems of traditional inservice offerings that have been used to educate teachers (Galbraith & Anstrom, 1995). Instead of one-time workshops with no follow-up, peer coaching provides the ongoing assessment of a specific skill or strategy that enables the teacher to continue his/her training in the classroom. This follow-up and continued professional dialog are particularly essential for mainstream and bilingual teachers whose educational training and philosophy may vary widely. For example, inservice pertaining to the integration of language teaching and content instruction could be followed by having the bilingual teacher observe his/her mainstream partner's classes with the objective of noting the presence or absence of particular strategies, such as the use of graphic organizers or the repetition of key phrases. In coaching conferences, peers can discuss individual and school needs as well as give and receive feedback about the specific skill being observed. Coaching reduces isolation by providing the professional dialogue that encourages teachers to generate solutions to their own problems.

Some of the other benefits reported by professionals who have been involved in peer coaching are:

- improved student achievement
- enhanced student progress
- enhanced sense of professional skill
- increased ability to analyze their own lessons
- better understanding of what we know about best practices in teaching and learning

- wider repertoire of instructional strategies/resources
- deeper sense of efficacy
- stronger professional ties with colleagues
- improved teaching performance

However, the problems that may result from a peer coaching program are problems that occur in many school reform programs: insufficient training, limited resources, and lack of evaluation. Research on peer coaching cites the need for quality training for the coaches to develop an effective professional development program (Evertson & Smithey, 2000; Holloway, 2001; Perkins, 1998).

Following, the researchers believe that though the peer coaching strategy could be of an evident benefit and yield good results when implemented in students' training, it has not received the due attention. Such strategy could prove effective in helping the students acquire the necessary language abilities, so the current study attempts to make use of peer coaching as a strategy in training English non-majors.

First: Statement of the Problem and its Study Plan:

Specifying the Study Problem:

- The study problem could be simply as there is an evident deterioration in the Faculty of Education English non-majors standards in the four basic skills of the English language. This fact was assured by:
 - a. The researchers' observations of the English non-majors during their practice teaching sessions.
 - b. The researchers' observations of the English non-majors during their discussions in lectures.
 - c. The wide variety of their linguistic mistakes in written tests.
 - d. The points of view of the staff members at the faculty concerning the English non-majors level in the four basic skills of the English language.
 - e. The results of the needs analysis implemented to the English non-majors and their assurance that they require immediate enhancement of those skills.
 - f. The recommendations of many research works that assured the importance of developing the English non-majors basic skills such as Abo Zaid, 1999.
- It was also proved by many previous research works that the methods used for training English non-majors are non-motivating to a clear extent such as (Evertson & Smithey, 2000; Holloway, 2001; Perkins, 1998). In this way, the researchers believe

that the traditional methods used in training the English non-majors might play an important role in the deterioration of their standard. New strategies and techniques need to be found and used to help in enhancing the students' general standard.

In this way, the research is attempting to find an answer for the following question:

- What is the effectiveness of using the peer coaching strategy in developing the Faculty of Education English non-majors' basic skills of the English language and their attitudes towards the strategy?

The following sub-questions might be derived:

1. What are the basic English language skills required by the Faculty of Education English non-majors?
2. What is the effectiveness of using the peer coaching strategy on developing the Faculty of Education English non-majors' reading and writing skills?
3. What is the effectiveness of using the peer coaching strategy on developing the Faculty of Education English non-majors' listening and speaking skills?
4. What is the effectiveness of using the peer coaching strategy on developing the Faculty of Education English non-majors' attitudes towards the strategy?
5. What is the relation between developing English non-majors reading and writing skills on one hand and the development of their speaking and listening skills on the other?
6. What is the relation between developing the basic English language skills and the students' attitude towards the use of the strategy?

The Study Limitations:

The present study was limited to:

1. The reading and writing skills of the English language.
2. The listening and speaking skills of the English language.
3. The second term of the academic year 2011/ 2012.
4. The Faculty of education English non-majors (scientific and literary sections).

The Study Aims:

The present study aims at specifying:

1. The basic skills needed by the Faculty of Education English non-majors.

2. The effectiveness of using the peer coaching strategy on developing the Faculty of Education English non-majors' reading and writing skills.
3. The effectiveness of using the peer coaching strategy on developing the Faculty of Education English non-majors' listening and speaking skills.
4. The effectiveness of using the peer coaching strategy on developing the Faculty of Education English non-majors' attitudes towards the strategy.
5. The relation between developing English non-majors reading and writing skills on one hand and the development of their speaking and listening skills on the other.
6. The relation between developing the basic English language skills and the students' attitude towards the use of the strategy.

The Study Significance:

The present study is considered significant as:

1. It would introduce teachers to some new teaching strategies and techniques that might help in the achievement of teaching the English language basic skills aims and thus develop their teaching styles.
2. It is expected to enhance the Faculty of Education English non-majors basic skills in a functional way.
3. It is expected to provide a well constructed guide for the procedures to be followed when implementing the peer coaching strategy in developing the English language skills.
4. It might help in enhancing the English language reading and writing skills of the Faculty of Education English non-majors in a way that cannot be developed in any other way.
5. It might help in enhancing the English language listening and speaking skills of the Faculty of Education English non-majors in a way that cannot be developed in any other way.

The Study Hypotheses:

The study attempted to test the following hypotheses:

1. There is a statistically significant difference between means of scores of the study sample in the pre and post implementations of the reading and writing test in favour of the post one.
2. There is a statistically significant difference between means of scores of the study sample in the pre and post implementations of the listening and speaking test in favour of the post one.
3. There is a statistically significant difference between means of scores of the study sample in the pre and post implementations of the attitude towards the strategy measure in favour of the post one.
4. There is a statistically significant correlation between the means of scores of the study sample marks in the reading and writing test and that of speaking and listening.
5. There is a statistically significant correlation between the means of scores of the study sample marks in both the reading and writing and the speaking and listening tests on one side and the attitudes towards the strategy measure.

The Study Method:

The present study used both the descriptive and experimental methods:

The descriptive method was utilized in the historical background and review of literature. It was also used in the planning and designing of the study tools. The experimental method was used in the part of the experimentation. The current study used one experimental group design and provided it with the necessary training in English language basic skills using the peer coaching strategy.

The Study Procedures:

The study followed the following procedure:

1. Preparing a list of the English language main skills and show it to a group of specialists to specify whether they are suitable for the Faculty of Education English non-majors.
2. Reviewing the literature and previous studies related to the following:
 - Strategies and techniques use in developing the English language main skills.

- Peer coaching strategy.
3. Specifying the basics for peer coaching such as its characteristics, advantages, steps, etc. in addition to specifying the nature of the English language basic skills and the suitable method for their development.
 4. Preparing the training booklet for developing the reading and writing skills of the Faculty of Education English non-majors.
 5. Preparing the training booklet for developing the reading and writing skills of the Faculty of Education English non-majors.
 6. Preparing the English language reading and writing test and showing it to the jury members to specify whether it can be implemented or not.
 7. Preparing the English language listening and speaking test and showing it to the jury members to specify whether it can be implemented or not.
 8. Preparing the students' attitude towards the strategy measure and showing it to the jury members to specify whether it can be implemented or not.
 9. Calculating the validity and reliability of the two tests and the measure.
 10. The pre-implementation of the study tests and measure to gain pre-data for statistical analysis.
 11. Teaching the suggested content dealing with the basic English language skills using the peer-coaching strategy to the Faculty of Education English non-majors.
 12. The post-implementation of the study tests and measure to gain post-data for statistical analysis.
 13. The results statistical analysis and its explanation.
 14. Recommendations and suggestions.

The Study Terms:

Effectiveness:

It is the degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing" (Business Dictionary, 2002). It is also defined as the extent of effect that could be created by the experiment as an independent variable in the dependent variables (Hassan Shehata, 2003).

In the present study, it is the scope of effect that could be achieved by the peer coaching strategy in developing the basic English language skills and the students attitude towards the strategy. It could be decided on by calculating the difference between the students mean scores in the pre and post implementations of the study tools.

Strategy:

It is a group of procedures selected by the teachers for presenting lessons in a certain sequence using the facilities and materials available to achieve the best outcomes possible and realize the aims of teaching (Hassan Hussein Zayton, 1999). It is a set of procedures followed by the teacher in class so as to create an environment in which all students can participate to the best of their abilities as each student has his or her own unique set of physical and intellectual abilities, perceptions, and needs, their learning styles may vary widely (Career Education, 2010).

The strategy is defined in the present study as the group of procedures followed by the peer teacher and peer learner inside the classroom before, during and after the presentation to achieve the target objectives in the best way possible using a group of techniques, activities and assessment means.

Peer coaching Strategy:

It is a series of procedures that allow learners to cooperate together as one of them functions as the peer teacher as he provides others (peer learners) with knowledge, experience and basic skills of the language he has acquired previously under the supervision and control of the teacher.

Reading and Writing:

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers

may use morpheme, semantics, syntax and context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory). Other types of reading are not speech based writing systems, such as music notation or pictograms. The common link is the interpretation of symbols to extract the meaning from the visual notations.

Writing is a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer (*The World's Writing Systems*).

a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system (*The Blackwell Encyclopedia of Writings Systems*)

Listening and speaking:

Through the years, numerous definitions of listening have been proposed. Perhaps the most useful one defines listening as the process of receiving, attending, and understanding auditory messages; that is, messages transmitted through the medium of sound. Often, the steps of responding and remembering are also included. The process moves through the first three steps —receiving, attending, understanding— in sequence. Responding and/or remembering may or may not follow. For example, it may be desirable for the listener to respond immediately or to remember the message in order to respond at a later time.

In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages. According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. While another expert, Theodore Huebner said Language is essentially speech, and speech is basically communication by sounds. And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies.

Attitude towards using the peer coaching strategy:

An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment (Zimbardo et al., 1999) In the opinion of Bain (1927), an attitude is "the relatively stable overt behavior of a person which affects his status." "Attitudes which are different to a group are thus social attitudes or 'values' in the Thomsonian sense. The attitude is the status-fixing behavior. This differentiates it from habit and vegetative processes as such, and totally ignores the hypothetical 'subjective states' which have formerly been emphasized. It is how one judges any person, situation or object.

North (1932) has defined attitude as "the totality of those states that lead to or point toward some particular activity of the organism. The attitude is, therefore, the dynamic element in human behavior, the motive for activity." For Lumley (1928) an attitude is "a susceptibility to certain kinds of stimuli and readiness to respond repeatedly in a given way—which are possible toward our world and the parts of it which impinge upon us." (Wikipedia.com)

In the present study, it is defined as the feeling of supporting or rejecting the use of peer coaching strategy in teaching and skills acquisition. It could be derived from the students' response to the attitude measure and it can be represented by the total mark gained by the student in that measure.

Preparing the Study Tools and Field Study

1. Preparing the Study Tools:

The present study aims at specifying the effectiveness of using peer-coaching strategy in developing the English language basic skills of Faculty of Education non-majors and their attitudes towards the strategy, It required the preparation of the following tools:

- A students' booklet in the English language basic skills.¹
- The teacher's guide in the English language basic skills.²
- The English language basic skills test.³
- The attitude towards the strategy measure.⁴

The suitable scientific procedure was followed in preparing the tools of the study and its validity and reliability were also measured.

2. The Field Study:

The field study included the following:

First: The field study aims at specifying the effectiveness of using peer-coaching strategy in developing the English language basic skills of Faculty of Education non-majors and their attitudes towards the strategy by comparing the results of the students in the pre and post implementations of the study tools.

The Study Sample:

The study sample was selected as follows:

- Specifying the population to be used in specifying the sample which is the students of the Faculty of Education.
- The fourth year students were selected as they were the ones willing to share in the experiment.

The Study Variables:

- a. The Dependent variable:** The dependent variable in the present study is the use of peer coaching strategy.
- b. The Independent Variables:** The independent variables in the present study are: the basic skills of the English language and the students' attitude towards using the strategy.
- c. The Controlled variables:** The quasi-experimental study design was used utilizing only one group (the experimental). In this way the controlled variables were made directly stable such as the students' age, social and economical status, the sample symmetry, the teachers and the

¹ Appendix (1) The final version of students' booklet in the English language basic skills.

² Appendix (2) The final version of teacher's guide in the English language basic skills.

³ Appendix (3) The final version of the English language basic skills test.

⁴ Appendix (4) The final version of the attitude towards the strategy measure.

nature of the teaching/ learning content as the experiment was implemented to the same group so the pre-implementation of the tools controlled the post one.

The Implementation of the Study Tools and Teaching of English Language Basic Skills:

To implement the study tools and carry out the experiment, the researchers carried out the following procedure:

a. The Pre-Implementation of the Study Tools:

The test of the English language basic skills and the attitude towards the strategy measure were implemented before the beginning of the training program. They were corrected and the results were recorded.

b. Teaching the Suggested Course:

After the implementation of the pre test and measure, the prepared course in the English language basic skills was introduced. It continued for 36 hours.

c. The Post-Implementation of the Study Tools:

After the introduction of the suggested course, the test of the English language basic skills and the attitude towards the strategy measure were implemented post to the training program. They were corrected and the results were recorded.

The Study Results

The Study utilized version 19 of the SPSS Software in analyzing the results of the study.

The results included the following:

- The results of the reading and writing test implementation and their discussion in light of the previous studies.
- The results of the listening and speaking test implementation and their discussion in light of the previous studies.
- The results of the attitude towards the strategy measure implementation and their discussion in light of the previous studies.
- The results of the reading and writing test in comparison to those of the listening and speaking test implementation and their discussion in light of the previous studies.

- The results of the reading and writing test and that of the listening and speaking test implementation in comparison to those of the attitude towards the strategy measure and their discussion in light of the previous studies.

First: the discussion of reading and writing test:

Considering the first hypothesis that states that:

There is a statistically significant difference between means of scores of the study sample in the pre and post implementations of the reading and writing test in favour of the post one.

To test the hypothesis, the value of "T" was used to compare the mean scores of the students in the pre and post implementations of the reading and writing test as shown in the following table:

Table (1)

The "T" value and its statistical significance between the pre and post implementations of the reading and writing test

Implement.	No.	Mean	St. Dev.	Freedom Degree	Tabulated "T" value		Calculate "T" value	Signif. level	Scope of Effect
					0.05	0.01			
Pre	65	6.41	2.57	64	2	2.66	26.58	0.01	6.64
Post	65	18.33	1.99						

From table (1), it is clear that the mean score of the students in the post implementation of the reading and writing test (18.33) was higher than that of the pre implementation (6.41). The value of the calculated T was (26.58) and its tabulated value equals (2) at 0.05 and (2.66) at 0.01, in this way the scope of effect proves to be large as it is higher than 0.8. It equals (6.64). From what precedes, the calculated value of "T" proves to be higher than the tabulated one proving that "There is a statistically significant difference between means of scores of the study sample in the pre and post implementations of the reading and writing test in favour of the post one" and verifying the first hypothesis.

Those results are affirmed by the efforts of other researchers such as, Branigan (2002) who concluded that Missouri's eMINTS program, which combines computer technology, an inquiry-based approach to teaching, and extensive professional development, including coaching, produced impressive results in students who took

the Missouri Assessment Program (MAP) test. “Results show that a higher percentage of students in eMINTS classrooms scored in the ‘Proficient’ or ‘Advanced’ categories...when compared with other students who took the MAP tests...” McMaster, Fuchs and Fuchs (2006) assured that peer-assisted classes witnessed a clear development of reading abilities and its students outperformed others in control classes in reading fluency and comprehension. Following the same line of thought Connor (2011) stated that PC may be seen as an evidence-based practice suitable for use with children who have not responded adequately to the routine literacy teaching

Second: the discussion of listening and speaking test:

Considering the second hypothesis that states that:

There is a statistically significant difference between means of scores of the study sample in the pre and post implementations of the listening and speaking test in favour of the post one.

To test the hypothesis, the value of "T" was used to compare the mean scores of the students in the pre and post implementations of the listening and speaking test as shown in the following table:

Table (2)

The "T" value and its statistical significance between the pre and post implementations of the listening and speaking test

Implement.	No.	Mean	St. Dev.	Freedom Degree	Tabulated "T" value		Calculate "T" value	Signif. level	Scope of Effect
					0.05	0.01			
Pre	65	2.21	2.53	64	2	2.66	21.92	0.01	5.47
Post	65	9.33	0.71						

From table (2), it is clear that the mean score of the students in the post implementation of the listening and speaking test (9.33) was higher than that of the pre implementation (2.21).The value of the calculated T was (21.92) and its tabulated value equals (2) at 0.05 and (2.66) at 0.01, in this way the scope of effect proves to be large as it is higher than 0.8. It equals (5.47). From what precedes, the calculated value of "T" proves to be higher than the tabulated one proving that "There is a statistically significant difference between means of scores of the study sample in the pre and post implementations of the listening and speaking test in favour of the post one" and verifying the second hypothesis.

Those results come in accordance with the results introduced by Richard (2003) who noted that coaching, which was part of a broader package of reforms, was producing test score improvements in the San Diego School District. Guiney (2001) on the other hand, looked at the impact of literacy coaching in Boston Public Schools and concluded that, “Several schools have had dramatic increases on parts of the state’s difficult test, the MCAS [Massachusetts Comprehensive Assessment System]—increases that can be directly connected to teachers’ work that was undertaken with their coaches”.

Third: the discussion of the attitude towards the peer coaching strategy measure:

Considering the third hypothesis that states that:

There is a statistically significant difference between means of scores of the study sample in the pre and post implementations of the attitude towards the strategy measure in favour of the post one.

To test the hypothesis, the value of "T" was used to compare the mean scores of the students in the pre and post implementations of the attitude towards the strategy measure as shown in the following table:

Table (3)

The "T" value and its statistical significance between the pre and post implementations of the attitude towards the strategy measure

Implement.	No.	Mean	St. Dev.	Freedom Degree	Tabulated "T" value		Calculate "T" value	Signif. level	Scope of Effect
					0.05	0.01			
Pre	65	34.61	5.99	64	2	2.66	35.28	0.01	8.82
Post	65	66.69	4.36						

From table (3), it is clear that the mean score of the students in the post implementation of the attitude towards the strategy measure (66.69) was higher than that of the pre implementation (34.61). The value of the calculated T was (35.28) and its tabulated value equals (2) at 0.05 and (2.66) at 0.01, in this way the scope of effect proves to be large as it is higher than 0.8. It equals (8.82). From what precedes, the calculated value of "T" proves to be higher than the tabulated one proving that "There is a statistically significant difference between means of scores of the study sample in the pre and post implementations of the attitude towards the strategy measure in favour of the post one" and verifying the third hypothesis.

It is widely believed through the review of previous research works that many coached instructors report positive changes in their behaviors, when provided with an appropriate program that insures accountability, support, companionship, and specific feedback over an extended period of time (Licklider, 1995; Tschantz, & Vail, 2000). Findings from a study done with preservice teachers, by Vacilotto & Cummings in 2007, indicated that peer coaching fostered the exchange of teaching methods and materials, cultivated the development of teaching skills, and encouraged participants to reflect upon their own teaching methods and styles.

Fourth: the results of the relation between the reading and writing test on one hand and the listening and speaking test on the other:

Considering the fourth hypothesis of the study that states that:

There is a statistically significant correlation between the means of scores of the study sample marks in the reading and writing test and that of speaking and listening.

To verify the hypothesis, the researchers calculated the correlation coefficient between the means of scores gained by the students in the post implementation of both the reading and writing test and that of speaking and listening. The Spearman rank correlation coefficient was calculated and proved to be (0.90) proving that the marks in both tests are directly proportional proving that the development of reading and writing means an increase in the listening and speaking abilities as well for the sample of the study. In this way, the fourth hypothesis was verified.

Hedrick and Cunningham (1995) examined the relationship between wide reading and listening comprehension in the first language. They concluded that higher levels of wide reading were associated with stronger listening comprehension ability, and that there was indirect evidence to suggest that wide readers may be increasing their listening comprehension ability. Walker (2010) believed that the two facets (writing and speaking) must be paired with reading and listening to gain a full appreciation and skill. Only when all four aspects are worked at will you become fluent in the language. But the more one skill is practiced, the more the others improve. With regards to the close relationship between writing and speaking this counts double. One will help the other to improve, pulling up the overall standard.

Fifth: the results of the relation between the reading and writing test, the listening and speaking test on one hand and the attitude towards the strategy measure on the other:

Considering the fifth hypothesis of the study that states that:

There is a statistically significant correlation between the means of scores of the study sample marks

in both the reading and writing and the speaking and listening tests on one side and the attitudes towards the strategy measure.

To verify the hypothesis, the researchers calculated the correlation coefficient between the means of scores gained by the students in the post implementation of the reading and writing test and that of the attitude towards the strategy measure. The Spearman rank correlation coefficient was calculated and proved to be (0.95). The researchers also calculated the correlation coefficient between the means of scores gained by the students in the post implementation of the listening and speaking test and that of the attitude towards the strategy measure. The Spearman rank correlation coefficient was calculated and proved to be (0.897), proving that the marks are directly proportional proving that the development of reading, writing, listening and speaking means an increase in the positive attitude towards the strategy for the sample of the study. In this way, the fifth hypothesis was verified.

Conclusion

Using peer coaching is a proven technique which can change teacher practice. Experience with this form of professional development shows us the building blocks that need to be in place to make it successful. Like any other professional development methodology, coaching won't be successful unless it is closely aligned with the institute's educational goals, budget, and other resources. If it is used as an integral to a larger instructional improvement plan that targets professional development, it would become a powerful vehicle for improving instruction, and, thereby, student achievement.

One of the key themes is how important it is for students to be able to talk to each other about their progress, establish effective working relationships and learn how to improve their practice through these discussions. This supports a social constructivist

approach to learning and recognises peer coaching as a process. It encourages a learner driven climate where student teachers identify goals within their teaching/ learning context. Putting an emphasis on the teachers learning validates the learners' pursuit to improve and develop skills and also build confidence. Concentrating on the skills and not the individuals involved reduced the importance of sustaining a prolonged relationship with just one peer at least.

The Study Recommendations:

1. Students' needs, interests and proficiency levels should be taken into consideration when designing language courses introduced to various sections.
2. The English language courses should be presented to the English non-majors throughout the four years of study.
3. Peer coaching should be included in the Faculty of Education as a vital component of the professional development programs.
4. Peer coaching must be included as a component of the teacher certification programs, so the curriculum in teacher preparation programs should be restructured.
5. Provide opportunities for student teachers to form inter and intra-section collaborating teams according to individual needs.
6. Faculties of Education must provide funding for training, time and personnel to include peer coaching in professional development programs.

References

- Ackland, R. (1991). A review of the peer coaching literature. *The Journal of Staff Development, 12*(1), 22–27.
- Becker, J. M. (1996). *Peer coaching for improvement of teaching and learning*. Teachers Network. Retrieved on February 6, 2003, from <http://www.teachnet.org/TNPI/research/growth/becker.htm>.
- Bogner, J. (2002). Teacher Leadership and Peer coaching. Masters' Project. Principal Leadership Institute.
- Branigan, C. (2002). Study: Missouri's ed-tech program is raising student achievement. *eSchool News Online*. Retrieved April 25, 2006, from <http://www.eschoolnews.com/news/showStory.cfm?ArticleID=3673>
- Brumfit, C. (1982) English as an International Language: What do we Mean by English? *English for International Communication*. Ed. C.J. Brumfit. Oxford University Press.
- Carver, R. P. (1990) Reading Rate: a Review of Research and Theory. Boston: Academic Press. ISBN 0-12-162420-x.
- Connor, M.J. (2011). Reading-Aloud Effects on Early Literacy : and Peer Coaching for Fluency
- Dalton, S. and Moir, E. (1991). "Evaluating LEP teacher training and n-service programs." Paper presented at the Second National Research Symposium on Limited English Proficient Student Issues. Washington, DC.
- Evertson, C., & Smithey, M. (2000). Mentoring effects on protégés' classroom practice: An experimental field study. *Journal of Educational Research, 93*(5), 294–304.

- Galbraith P. and Anstrom, K. (1995). Peer Coaching: An Effective Staff Development Model. *Directions in Language & Education National Clearinghouse for Bilingual Education*, 1 (3), Spring.
- Guiney, E. (2001). Coaching isn't just for athletes: The role of teacher leaders. *Phi Delta Kappan*, 82(10). Retrieved May, 10, 2002, from <http://www.pdkintl.org/kappan/k0106gui.htm>
- Hedrick, W. B. and Cunningham, J.W. (1995) The relationship between wide reading and listening comprehension of written language. *Journal of Reading Behavior*, 27 (3), 425-438.
- Holloway, J. H. (2001). Research Link/The Benefits of Mentoring. *Educational Leadership*, 58(8).
- Kinsella, K. (1995) Peers Coaching Teaching: Colleagues Supporting Professional Growth Across the Disciplines. Professional and Organizational Development Network in Higher Education. University of Nebraska – Lincoln.
- Kline, J. A. (1996) Listening Effectively. Washington: US Government Printing Office. www.au.af.mil/au/awc/awcgate/kline-listen/b10disc.htm
- Legge, G.E., J.S. Mansfield & S.T.L Chung. (2001). Psychophysics of reading. XX. Linking letter recognition to reading speed in central and peripheral vision. *Vision Research*, 41,725-734,
- Les Foltos, Puget Sound Center for Teaching, Learning, and Technology. (2006) Peer Coaching: Changing Classroom Practice and Enhancing Student Achievement.

Licklider, B.L. (1995). *The effects of peer coaching cycles on teacher use of a complex teaching skill and teachers' sense of efficacy*. *Journal of Personnel Evaluation in Education*, 9 (1), 55-68.

McMaster, K., Fuchs, D. and Fuchs, L. (2006). Research on peer-assisted learning strategies: the promise and limitations of peer-mediated instruction. *Reading & Writing Quarterly*, 22(1), 5-25.

Mitchell, H. (1986) Helping Slow and Unmotivated Teenagers Learn English. *English Teaching Forum*, XXIV(2). April.

Omniglot (2000) The Online encyclopedia of writing systems and languages. www.omniglot.com/writing/definition.htm.

Perkins, S. J. (1998). On becoming a peer coach: Practices, identities, and beliefs of inexperienced coaches. *Journal of Curriculum and Supervision*, 13(3), 235–254.

Prince, T. Snowden, E. and Matthews, B. (2010) Utilising Peer Coaching as a Tool to Improve Student-Teacher Confidence and Support the Development of Classroom Practice. *Literacy Information and Computer Education Journal (LICEJ)*, 1(1) March.

Richard, Alan. (2003). Making our own way: The emergence of school-based staff developers in America's public schools. Retrieved December 16, 2005, from http://www.emcf.org/pdf/student_ourownroadbw.pdf

Robbins, P. (1991) How to Plan and Implement a Peer Coaching Program. <http://www.ascd.org/publications/books/1991robbins/1991robbinstoc.html>.

- Scott, V. and Miner, C. (2008) Peer Coaching: Implication for Teaching and Program Improvement. *Transformative Dialogues: Teaching & Learning Journal*, 1(3).
- Sherris, A. (2010) Coaching Language Teachers. CAL Digest. July. www.cal.org
- Sherris, A. (2007). The lay of the land. In A. Sherris, T. A. Bauder, & L. Hillyard, *An insider's guide to SIOP coaching* (pp. 3–13). Washington, DC: Center for Applied Linguistics.
- Sherris, A. (2010). Leadership et formation mutuelle parmi les enseignants: le cas du Ghana [Teacher leadership and peer coaching: The case for Ghana]. In M. Komarek (Ed.), *Former des enseignants pour des écoles multilingues: Expériences et perspectives en Afrique* (pp. 111-131). Paris: L'Harmattan.
- Showers, J. & Joyce, B. (1996). The evolution of peer coaching. *Educational Leadership*, 53(6), 12–16.
- Susanti, A.D.H. (2007) Using role play in teaching speaking. English Department. Faculty of Tarbiyah and Teachers Training. Jakarta. State Islamic University.
- Tchantz, J.M., & Vail, C.O. (2000). *Effects of peer coaching on the rate of responsive teacher statements during a child-directed period in an inclusive preschool setting*. *Teacher and Special Education*, 23, 189-201.
- Walker, J. (2010).** Writing and Speaking - the Relationship. Language Tutoring Website. <http://www.languagetutoring.co.uk/writing-and-speaking-the-relationship.html>
- Wallace, M. J. (1991) *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University Press. 1st ed.

Wong K. and Nicotera, A. (2003) Enhancing Teacher Quality: Peer Coaching as a Professional Development Strategy. A Preliminary Synthesis of the Literature. Vanderbilt University Publication Series No. 5

Vacilotto, S., & Cummings, R. (2007). Peer Coaching in TEFL/TESL Programmes. *ELT Journal*, 61(2), 153-160.