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FACULTAD DE LENGUAS

**PEER COACHING AS A USEFUL STRATEGY
TO GIVE FEEDBACK TO PRACTITIONERS.**

**A THESIS SUBMITTED TO THE
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**LICENCIATURA EN LA ENSEÑANZA DEL
INGLÉS**

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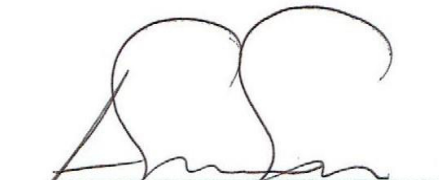
**PEER COACHING AS A USEFUL STRATEGY TO GIVE FEEDBACK TO
PRACTITIONERS**

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the degree of

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ABSTRACT

Peer coaching originated in the 60s; however, with Joyce (1996) in the 80s took much more relevance when Showers began to believe that changes in the school organization and training design could solve implementation problems or ease them. Joyce and Showers (1980) believes that “*modeling, practice under simulated conditions, and practice in the classroom, combined with feedback, would be the most effective training design*” (Joyce & showers, 1980, p. 384). That is where peer coaching took much more relevance when they noticed peer coaching would be effective to increase teachers' transfer of information from professional development sessions in their classrooms.

In a series of studies, they tested their hypothesis about the proposition of (weekly) seminars allowing teachers to practice and implement the knowledge they were learning. The seminars or coaching sessions principally focused on classroom implementation and the analysis of teaching. Their investigation gave them the result of peer coaching. As a result, they recommended these seminars or coaching sessions to teachers who were studying teaching and curriculum. Finally, literature about peer coaching supports that teachers' skill development markedly increases when opportunities and feedback are provided to novice teachers YÖNETİMİ (2013).

Several studies have demonstrated that using peer coaching would benefit novice teachers to improve their teaching skills. To show more evidence Morgat et al., 1994 (as cited in YÖNETİMİ 2013) in one of his studies related to peer coaching conducted by him, results showed that peer coaching increased the effectiveness of trainees. Furthermore, presenting other evidence about the usefulness and effectiveness of peer coaching Hasbrouck 1997 (as cited in Rice 2015) examined the implementation of a new method for training pre-service teachers using an instrument designed to guide peer observation, followed by coaching to improve instructional

skills, giving; as a result, pre-service teachers have improved their teaching skills, such as planning instruction, organization, and classroom management. Finally, Rice (2015) sings peer coaching, as an excellent source to give feedback to pre-service teachers, because through peer coaching, teachers can get the chance to share their own ideas and knowledge.

As shown in the paragraphs above, peer coaching brought in that time good results, and showed its effectiveness in using or implementing it; that is why this study pretends to make a proposal on the implementation of peer coaching as an extra (course or workshop) at the languages department BUAP (Benemérita Universidad Autónoma de Puebla) in order to help LEI novice teachers to improve their teaching skills before they starting to teach in a real context. One strategy to employ that is part of peer coaching and would be beneficial at the languages department BUAP is Peer Video Coaching. Richards (2005) says Peer video coaching is another powerful element into the process of peer coaching, due to novice teachers appreciate watching them. One of the common forms of peer coaching is the fact that peers watch each other teach classes to reflect on their practices; besides, it helps them to analyze them and criticize techniques, to have discussions, and focus on the techniques seen and how they could be an adapter for their classes.

Although there are subjects to practice and acquire teaching skills among LEI novice teachers, there is a need to complement those teaching skills of LEI novice teachers into the languages department. There is no way just through peer coaching that will help novice teachers succeed before starting to teach. As part of the investigation, the research questions that will help develop this study are the following: What is the necessity of peer coaching to develop their teaching skills among LEI novice teachers? How is peer coaching perceived as a strategy to help students to improve their teaching performance? These research questions will help the study to have an overview of the

usefulness and the real necessity to implement peer coaching as a course at the languages department BUAP.

Therefore, this paper claims to make a proposal on the implementation of peer coaching course at the languages department classrooms as a helpful strategy to help LEI novice teachers to improve their teaching skills, besides this would allow colleagues to get involved in talking, thinking, trying, and refining ideas. Finally, LEI novice teachers will learn how to observe, record events, and give feedback on selected topics, such as lesson design, motivation, and active participation as mentions Sparks and Brunder 1987 (as cited on Castañeda-Londoño 2017).

As part of the expected outcomes, this study pretends the opening of a peer coaching course or the implementation of peer coaching for LEI novice teachers. This study is a case study, the approach used is a qualitative approach, the technique employed is a questionnaire, the instrument is a questionnaire with ten open-ended questions published and answered on Google Forms, and the participants were from the teaching experience subject, which is a subject that belongs to the Licenciatura de la Enseñanza del Inglés curriculum.

DEDICATIONS

I dedicate this thesis to god, to our lady of Guadalupe, and Jesus Christ to give me the chance to conclude this project and career, as I dedicate this thesis to my grandmother Felipa Vazquez López and Delfino Vazquez López my parents Evangelina Aquino Vazquez and Armando Rosas Baéz and my little sister Fatima Rosas Aquino thanks to each of them for being an important motivation for me to achieve of ones of my biggest dream, to have a professional title and being a professional English Teacher. Secondly, I am totally grateful to my professors in the languages department, for all the support given to me, but principally with those who I worked with in class and mentoring on my thesis, I mention Ph. D. Benjamin Gutierrez whom I also dedicate this work to, thanks for his time, knowledge and patience sharing to me along this wonderful adventure. Finally, this thesis is dedicated to all my friends and to all my family.

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INTRODUCTION

1.1 Background

Peer coaching originated in the 60s; however, with Joyce (1996) in the 80s took much more relevance when Showers began to believe that changes in the school organization and training design could solve implementation problems or ease them. Joyce and Showers (1980) believes that “*modeling, practice under simulated conditions, and practice in the classroom, combined with feedback, would be the most effective training design*” (Joyce & Showers, 1980, p. 384). That is where peer coaching took much more relevance when they noticed peer coaching would be effective to increase teachers' transfer of information from professional development sessions in their classrooms.

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Several studies have demonstrated that using peer coaching would benefit novice teachers to improve their teaching skills. To show more evidence Morgat et al., 1994 (as cited in YÖNETİMİ 2013) in one of his studies related to peer coaching conducted by him, results showed that peer coaching increased the effectiveness of trainees. Furthermore, presenting other evidence about the usefulness and effectiveness of peer coaching Hasbrouck 1997 (as cited in Rice 2015) examined the implementation of a new method for training pre-service teachers using an instrument designed to guide peer observation, followed by coaching to

improve instructional skills, giving; as a result, pre-service teachers have improved their teaching skills, such as planning instruction, organization, and classroom management. Finally, Rice (2015) sings peer coaching, as an excellent source to give feedback to pre-service teachers, because through peer coaching, teachers can get the chance to share their own ideas and knowledge.

As shown in the paragraphs above, peer coaching brought in that time good results, and showed its effectiveness in using or implementing it; that is why this study pretends to make a proposal on the implementation of peer coaching as an extra (course or workshop) at the languages department BUAP (Benemérita Universidad Autónoma de Puebla) in order to help LEI novice teachers to improve their teaching skills before they starting to teach in a real context. One strategy to employ that is part of peer coaching and would be beneficial at the languages department BUAP is Peer Video Coaching. Richards (2005) says Peer video coaching is another powerful element into the process of peer coaching, due to novice teachers appreciate watching them. One of the common forms of peer coaching is the fact that peers watch each other teach classes to reflect on their practices; besides, it helps them to analyze them and criticize techniques, to have discussions, and focus on the techniques seen and how they could be an adapter for their classes.

Although there are subjects to practice and acquire teaching skills among LEI novice teachers, there is a need to complement those teaching skills of LEI novice teachers into the languages department. There is no way just through peer coaching that will help novice teachers succeed before starting to teach. As part of the investigation, the research questions that will help develop this study are the following: What is the necessity of peer coaching to develop their teaching skills among LEI novice teachers? How is peer coaching perceived as a strategy to help students to improve their teaching performance? These research questions will help the

study to have an overview of the usefulness and the real necessity to implement peer coaching as a course at the languages department BUAP.

Therefore, this paper claims to make a proposal on the implementation of peer coaching course at the languages department classrooms as a helpful strategy to help LEI novice teachers to improve their teaching skills, besides this would allow colleagues to get involved in talking, thinking, trying, and refining ideas. Finally, LEI novice teachers will learn how to observe, record events, and give feedback on selected topics, such as lesson design, motivation, and active participation as mentions Sparks and Brunder 1987 (as cited on Castañeda-Londoño 2017).

As part of the expected outcomes, this study pretends the opening of a peer coaching course or the implementation of peer coaching for LEI novice teachers. This study is a case study, the approach used is a qualitative approach, the technique employed is a questionnaire, the instrument is a questionnaire with ten open-ended questions published and answered on Google Forms, and the participants were from the teaching experience subject, which is a subject that belongs to the Licenciatura de la Enseñanza del Inglés curriculum.

1.2 Problem

Due to the need to improve teaching skills and the lack of preparation in LEI students (novice teachers), this investigation claims about the importance of using peer coaching as a helpful strategy to give and receive feedback to practitioners as a proposal to improve their teaching skills at the time to start teaching in front of a real classroom.

1.3 Objective

This study's main aim is to propose the use and implementation of peer coaching at the languages department as a valuable strategy to help LEI novice teachers improve their teaching skills. The significance of this study will contribute on the way to opening a peer coaching course where colleagues (novice teachers) can reflect on their current practices, refine, and build new skills through sharing innovative ideas that support them, as they will learn to observe, record events, and give feedback on selected topics. Similarly, Slater and Simmons (2001) conceive peer coaching as a process through which professionals join and work together to reflect on their practices, share ideas and get new skills aiming to solve problems in their workplace.

This investigation tends to suggest the use of peer coaching as a course or as a workshop to employ at the languages department BUAP, where novice teachers would talk, think, try, and refine ideas about their teaching skills following the peer coaching process, where a team of teachers regularly observe one another, aiming to give support, companionship, and assistance.

Besides the suggestion to implement peer coaching as an extra course, this investigation also tends to support LEI novice teachers; as a result, students, teachers, tutors, or assessors will get the benefits of peer coaching as soon as teachers support LEI novice teachers.

1.4 Significance of the Study

The significance of this investigation will contribute on the implementation of peer coaching where LEI novice teachers can have the chance to reflect on their practices to build new skills through sharing innovative ideas as well as novice teachers would learn how to observe, record events, and give feedback to their classmates too.

Finally, the innovation of this investigation are two main things: firstly, the diagnosis in practitioners about the necessity of peer coaching to develop their teaching skills; secondly, to propose peer coaching as an (extra) course to be implemented at the languages department BUAP.

1.5 Setting

This investigation takes place at the languages department, which belongs to the Benemérita Universidad Autónoma de Puebla, a Mexican public university located in the Mexican state of Puebla. This investigation was developed into the teaching experience subject, taking as participants students who were taking this subject, which belongs to, and is one of the latest subjects that appears in the curriculum of the Licenciatura de la Enseñanza del Inglés, one of the two careers that offers this department.

1.6 General objective:

- To explain how peer coaching as a strategy can be helpful in the formative process of novice teachers in teaching experience subjects at LEI BUAP before their professional practices.

1.7 Specific Objectives:

- To explore the necessity of peer coaching to develop their teaching skills among LEI novice teachers.
- Understand how peer coaching is a strategy to help LEI novice-teachers to improve their teaching performance.

1.8 Research Questions

- What is the necessity of peer coaching to develop teaching skills among LEI practitioners?
- How is peer coaching perceived as a strategy to help students to improve their teaching performance?

1.9 Premise (Hypothesis)

LEI novice teachers see the usefulness and need to use peer coaching to help them develop and improve their teaching skills when they start teaching in front of a real classroom.

1.10 Methodology

For this investigation the methodology used is a survey, the study's approach is the qualitative approach. Furthermore, the primary purpose of this investigation is to make a diagnosis among LEI students on the necessity to employ peer coaching and make a proposal on the implementation of it as an extra course or workshop to be used at the languages department BUAP.

1.11 Limitations

The principal limitation of this investigation is that it just covered one group belonging to the teaching experience subject, and only some LEI novice teachers participated in the data collection process. Another significant area for improvement is the fact not to be a quantitative study; it means it can be not possible to make a generalization about the urgency to implement peer coaching as an (extra course) at the languages department BUAP. Additionally, that there are no opinions from teachers (mentors) about their perceptions of opening an extra course (peer coaching) as a valuable strategy to give feedback and support novice teachers, so it can

be possible to make a general overview about the real necessity to employ peer coaching as a course at the languages department.

1.12 Implications

This study can serve as a general overview on the real necessity to employ peer coaching as an extra course, where LEI students can get the chance to reflect on their current practices to build new skills through sharing new ideas, at the time practitioners would learn how to observe, record events, and give feedback to other novice teachers aiming to improve their teaching skills.

1.13 Organization

The subsequent investigation achieves with the following structure: Introduction, Literature review, Methodology, findings, conclusions, and final recommendations for further research related to the necessity to employ peer coaching as an (extra course) that would help future teachers (novice teachers) to develop and improve their teaching skills in front of a real classroom.

1.14 Keywords

Coaching. It is a process educators and students use to support a coachee to take responsibility for adapting their behavior or ways of thinking to get better results (Niewerburgh, 2012).

Peer coaching. It is the process where teachers of similar or equal status support each other, through mutual problem-solving, observations, collaborative teaching, and planning. The principal aim is to improve teaching skills through reflection and collaboration. (Patzner, 2020).

Feedback. Feedback is all kinds of information about tasks to fill provided by a teacher, peer, book, experience, or a parent that provides information about one's performance or understanding. (Clarke, 2019).

Teaching skills. These are hard and soft skills that help teachers keep students engaged; these skills can also help teachers position themselves as educators, earning the attention and respect of the students. (Team, 2021).

Professional practices. These are courses related to one academic program that represents an opportunity for students to get involved in practical experiences related to their disciplines and prepare them for their professional and academic life (UDLAP, 2022).

In this chapter, the topic, problem, objectives, premise, and methodology are present to support the principal purpose of this study, which focuses on the usefulness of peer coaching as a useful strategy to give feedback to novice teachers about their teaching skills. In the next chapter, the literature review, theories, and principles are presented, and it will support the present investigation.

CHAPTER II: LITERATURE REVIEW

As mentioned in the introduction, the present work suggests the use and implementation of Peer coaching at the languages department, to improve novice teachers' teaching skills before they start teaching in a real context. This chapter contains information about peer coaching, which is the central topic of this thesis. Additionally, the chapter also presents some pieces of evidence about peer coaching and its usefulness. This information has helped and sustained this study, to implement peer coaching as an (extra course) to help English practitioners at the languages department BUAP.

2.1 Novice teachers

For this study, in which the principal focus is the implementation and use of peer coaching to improve teaching practices, it is necessary to start with the definition of what a novice teacher is. On one hand, it is a teacher with less than five years of teaching experience as Kim (2011) refers. On the other hand, Segalo (2021) defines a novice teacher as a newly qualified teacher with less than five years of teaching, and signs that is especially important that they can get quickly involved in the teaching and educational environment like situational context. This could be a distinct cultural environment and learner backgrounds. Another definition of who is a novice teacher it is presented by Hayati (2018) that says, are graduated students or pre-service English teachers that are often confronted with the fact they must teach in a school immediately. To highlight, a novice teacher refers to anyone who has just finished pre-service teacher education and has fewer years of experience than an experienced English teacher, but without inexperience in some aspects, such as concerning classroom practices and schoolwork, and they would need support, orientation, and guidance, aiming to improve their teaching skills, abilities and adapt to the tasks they will face in a real classroom.

2.2 Constructivism

Constructivism has been determined as a complement to start explaining its usefulness in the educational context, due to share some important similarities with peer coaching. Constructivism has been one of the greatest influences on the practice of education in the last twenty-five years, and it has been playing a vital part of the students learning process Brader-Araje (2002).

From an educational perspective, Olmedo Torre (2021) defines constructivism as a process based on how each person constructs their own knowledge or perspectives of the world, considering their own experiences and developing mental scheme. Similarly, to Choudhry (2013) constructivism is a theory based on the observation and scientific study of how people learn, arguing that people construct their own understanding and knowledge through experiencing things, which means each person constructs their own knowledge based on their own experiences and their perspectives about the world. This is sustained by Bada (2015), constructivism is a learning theory in psychology, explaining how people acquire knowledge and learn, assuming humans construct their own knowledge and meaning from experiences. Piaget and Vygotsky, contemporary biologists and cognitive scientists conceive constructivism, as a way of learning which is having major ramifications on the goals that teachers set for the learner and the instructional strategies teachers employ and the method of assessment used by school personnel, aiming to document genuine learning Fosnot (2005).

Constructivism as it is explained by Olmedo Torre (2021) is a theory based on the knowledge that pioneers were Piaget and Giambattista Vico at the beginning of the 18th century, in which the basic epistemological concepts have not changed until now into the educational context. Constructivism emerged in the 60s from the psychology area, where more lately will appear in schools, and it is defined as an important branch of the cognitive learning theory. Richardson (2005) establishes constructivism as a descriptive theory too, arguing that is the

way people learn and it is not a prescriptive theory of learning, of what people should learn. On one hand, Constructivism “consists of learners having to construct their own knowledge, individually and collectively, where the role of the community is to provide the setting, as well as to pose challenges and offer support” (Brader-Araje, 2002; cited in Davis, Maher & Noddings, 1990, p.3). Additionally, to Brader-Araje (2002) constructivism is a major priority for many teachers in constructing meaning in the teaching-learning process aiming to have a firmly places educational priorities on students' learning.

Constructivism teaching strategies and practices as it was mentioned above have been playing an important role into the educational context, also in educational reforms, due to having been taken an important role has been given great effect in the classroom both cognitively and socially for students, so teachers need to understand these theories (cognitively and socially) as well as to know how to incorporate these theories into their teaching practices

To highlight, constructivism is a descriptive theory of learning, is the way people learn and develop and is one of the greatest influences on the practice of education in the last twenty-five years there has been a major priority for many teachers on constructing meaning in the teaching-learning process aiming to have a firmly places educational priorities on students' learning.

2.2.1 Principles of constructivism

As it is mentioned above constructivism has been playing a meaningful role in the educational context, due to it presents how is understood and how people construct their knowledge and understanding, based on previous experiences and perspectives of the world, and some of these characteristics are presented on the constructivism's principles. Some of them share similarities to the peer coaching process, in which peer coaching is described as a relationship of interaction among teachers based on sharing experiences, practices, and planning. Some

characteristics are shown below, considering that “Constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of “mental construction” as Bada (2015, p. 66) presents.

Some principles of constructivism are presented by Aljohani (2017) who shares some similarities with peer coaching, and these are: Learning as a social activity, learning influenced by the environment, culture, and climate which means, there is interaction with social participants and in the classroom, would be among students and teachers, another principal principle is the motivation, that is a necessary component, because it provokes in learners' sensory apparatus to be activated. Finally, another principle is, learning is contextual, it means, it is considering facts from situations and environments in which they are relevant, quite like what UNIVERSITY (2020) presents about principles of constructivism that has some relationships related to peer coaching:

- Knowledge is constructed by relating to students' associated pieces (knowledge, experiences, beliefs, and insights) to build upon another knowledge.
- Learning is an active process in which the student needs to do something to learn, it is not a passive activity, and it is an active activity; that would be put into practice to give classes, to then get useful and meaningful feedback from teachers or peers.
- Learning is a social activity in which learning is acquired from the experience of other people, such as teachers, family peers, and acquaintances, from all of them impact our learning (Vygotsky, 1938; cited in as McLeod, 2019) argues learning is a social activity where all teaching and learning is a matter of sharing and negotiating socially constituted knowledge, this means that some principles of constructivism are related to peer coaching in order to get a meaningful knowledge and to have contact with some teachers, peers that would impact the novice-teachers learning.

To sum up, constructivism is an important learning theory that shares some of the peer coaching principles, where learning is a social activity in which students' learning is associated with other people (teachers, peers, etc.) that can influence in their learning, besides to be an active process, it means that students constantly put in practice what they have learned before, in order to improve through meaningful feedback from their teachers or peers.

2.2.2 Types of constructivism

As it is mentioned above constructivism is an important learning theory used by educators to help their students to learn, however there are several types of constructivism, two of them are the social and cognitive constructivism, both can be seen into the educational context. According to Powell (2009), social constructivism is an effective method of teaching that all students can benefit from since collaboration and social interaction are incorporated. This type of constructivism was established after Piaget, based on the social interactions of one student in the classroom with a personal critical thinking process, understanding that interaction is prominent and helps to develop effective classrooms.

Cognitive constructivism states, knowledge is constructed by the learners aiming to help students to get added information by connecting things with previous experiences or knowledge Powell (2009). Quite like what McLeod (2019 cited in GSI Teaching and Resource Center 2015, p.5) presents, there are three main types of constructivism.

- **Cognitive constructivism:** States that knowledge is actively constructed by the learners, these methods work to help students in learning added information by connecting it to things they already know. (McLeod, 2019, p. 5) presents some cognitivist teaching methods, which aim to “assist students in assimilating new information to existing knowledge and enabling them to make modifications to their intellectual framework to accommodate that

information." This means teachers help students assimilate and take added information to enable them to modify their intellectual framework.

- Social constructivism: UNIVERSITY (2020) presents this type of constructivism as a collaborative nature of learning, it means students rely on others to be helped to aim to build blocks of learning to construct their own knowledge and perceptions, the same that peer coaching presents in some of its characteristics, collaborative work among teachers and students. The principal difference is that students receive the support from other students or classmates to create their own building blocks of learning, to create their own knowledge.
- Radical constructivism: Feder (2022) presents radical constructivism, as the knowledge constructed based on existing knowledge, to simplify who people are learning.

To highlight the types of constructivism, it is said that there are three main types of constructivism in education. On one hand, cognitive constructivism refers to knowledge that is constantly constructed on your own and has a relationship with previous knowledge and experiences. On the other hand, there exists social constructivism which consists of the collaborative nature of learning, it means students are helped to build blocks of learning to construct their own knowledge. Finally, radical constructivism consists of knowledge constructed by previous knowledge to simplify how people are learning.

Constructivism has been an important theory in an educational context, as it has been playing a vital part in the peer coaching model for professional development and used in educational leadership to improve teaching skills.

2.2.3 A constructivist classroom

According to (Tam, 2000 cited in McLeod, 2019) a constructivist classroom is where knowledge is shared among teachers and students, teacher's role is one of a facilitator or a

guide, same characteristics shared with peer coaching, a constructed knowledge between teachers and students. Some constructivist activities defer from the old school classrooms' activities, and this is presented in Taylor (2011). One first characteristic of a constructivist classroom finds, the teacher is a facilitator, it means, the teacher constructs students' knowledge through critical thinking and primary resources and hands-on activities, while in the old school there is not primary resources. In the constructivist classroom, students work collaboratively, and this work can be in groups, independently, or in partners, a principal characteristic in peer coaching, while in the old school, students work independently. The constructivist classrooms have as an assessment: the observation, conferences, daily work, portfolios, and learning tasks, quite like peer coaching in the observation tasks and portfolios. Finally, self-reflection and problem-solving are principal characteristics of peer coaching and play a significant role in the peer coaching process, while in the old school assessments were just a test. One important benefit of constructivist learning is the communication, which is developed, it means students share their own experiences, observations, and perceptions with other students, and students are engaged, so they enjoy learning.

To highlight, a constructivist classroom is quite similar to the peer coaching model, due to it share essential similarities, some of them is the knowledge that is shared among teachers and students, besides having social interaction and communication, explaining to other students their perceptions, and observations and saying their own experiences, which helps one student to construct their own knowledge. That is the reason constructivism played a vital part in the literature review.

2.3 Coaching

Before starting with peer coaching and explaining its benefits, advantages, and effectiveness that it presents, it is necessary to emphasize the importance of coaching and what it consists of. Coaching as it is conceived by Patzer (2022), is a fantastic chance for experienced teachers

to develop themselves, but also for novice teachers or practitioners, coaching can give them more confidence and improve their teaching skills and self-awareness for a long and successful teaching career ahead. Coaching can be defined as a developmental approach and consists in the work and interaction with other people aiming to improve their personal capabilities, interpersonal skills, and capacity to understand and empathize with others.

Coaching can help people understand more about their challenges and make informed choices about something or their future. In the educational context, instructional coaching practices can be fruitful and can influence the quality of teaching. Toll (2018) defines coaching as a collaboration among equals, it means a partnership where a coach may steer the process, but the teacher has the final say in what is discussed and what actions will be taken as a result. Coaching also supports reflection about the curriculum, pedagogy, and among students, and it is also related to professional learning, which means that coaching is effective Toll (2018). As Patzer (2022) argues researchers, as well as educators, have been making emphasis on the importance of teacher coaching, explaining that it is an essential part of effective continuous professional development, providing teachers with theory but also with demonstrations of strategies, and the opportunity to put it in practice what they have learned. Coaching English novice teachers can be a significant way to support them in their journey, considering the distinct types of coaching, described below.

To summarize what coaching is, it is said that it is a process that helps people to improve their own performance, through collaboration, and reflection, like what peer coaching presents as a principal component. Coaching can give more confidence to English novices or practitioners teachers, as well as it will help to novice teachers to improve their teaching skills, and self-awareness for a long and successful teaching career when they start teaching in a real classroom.

2.3.1 Coaching origins

Niewerburgh (2012) presents the significance that coaching has been taking around the world, using it, as a useful intervention to support students, teachers, and administrators, and arguing about coaching is making a difference in educational organizations and it is offering ways to schools aiming to exploit the potential of coaching and mentoring. The coaching profession came about at the beginning of the 1900s, due to the industrial revolution, however it existed from prehistory. Coaching was started by Thomas Leonard, an American financial planner, and he is often credited as the first to establish it as a profession in the 80s. The terms of coaching have been used and assumed in the time as mentoring, training, and educating throughout history. Finally, the word coaching was taken for sports, education, and skills development, and so on Blackbyrn (2022).

To sum up, coaching was seen among teachers and students as a meaningful intervention aiming to make a difference in educational schools and organizations, and it is offering ways to exploit the potential of coaching and mentoring in coachees. Coaching helps people to improve their own performance, through collaboration, and reflection, like what peer coaching presents as a principal component. Finally, coaching can give more confidence to English novices or practitioners teachers, as well as it will help to novice teachers to improve their teaching skills.

2.3.2 Benefits of Coaching

Receiving coaching can bring to novice teachers or pre-service teachers several benefits. Passmore (2010) presents and include some of them, organizational performance, higher motivation, better self-reflection and improve changing management, additionally to what Raviraman (2017) establishes, coaching improve knowledge skills and teaching capacities, it means coaching would have a meaningful impact among students, due to it might improve skills and teaching capacities, as it would give to students a higher motivation, better self-reflection, and at the same time, they are going to be able to get and have an optimized decision making and improve changing management. All of this would be effective with the help and support of one mentor, an experienced and trained teacher that needs to be advocates, collaborators, problem solvers and strategists on behalf of both themselves, and they are called to maintain a sense of mutual support and confidentiality Bowie (2005). Finally, Patzer (2022) conceives coaching as a fantastic opportunity for novice teachers to develop themselves further, and it can give them confidence, skills, and self-awareness for a long and successful professional life.

To sum up, the benefits of coaching are numerous, and it might be achieved through peer coaching. Some of the benefits for English novice-teacher are: Improve teaching capacities and also improve changing management, giving to novice-teachers a higher motivation to reduce isolation and better self-reflection, these benefits of coaching can give and provided by a trained teacher or mentor that would be a collaborator to solve problems, in order to give to novice teachers confidence, skills, and self-awareness for a long and successful professional life.

2.3.3 The process of coaching

To understand about the necessity to employ peer coaching as a useful strategy to give feedback and improve teaching skills, it is necessary to make an emphasis about coaching's

definition, the benefits of coaching, and the process to make coaching, which basically consists of four principal components as it is presented on into the educational context, it means to coach novice teachers. The four components are the following: Goal setting, planning, observation, and reflection, quite like the peer coaching cycle. This is like what Grafwallner (2017) presents about clarify goals, as well as the observation, that means to observe one novice teacher class, and to bring with your specific literacy strategies and resources and finally, to provide basic literacy resources that novice teachers can use and employ in class. The same scheme or cycle is presented on Tarski-Rodriguez (2022), she presents as a first activity, to set goals and objectives to create a rubric based on the established goal, another component of this cycle is the discussions about the obstacles that novice teachers can face. It means all the things that may get in the teachers' way of achieving their goal.

Also, there exists in this cycle the opportunities, where the instructional coach sees and identifies learning opportunities that support growth and foster excitement in novice teachers. Finally, as a four component it is found the observation, where can be in different formats. To mention one, co-teaching in which the coach and teacher in the classroom work together, modeling time, which consists of the performance of the instructional coach or another grade-level teacher, effective coaching, is situational where the principal goal of this cycle or process of coaching is to give teachers encouragement and best practices to help them in their daily teaching routine.

To highlight, the process of coaching is an entire cycle that consists of four principal components, Goal setting, planning, observation, and reflection, in which the principal goal of this cycle or process of coaching is to give teachers encouragement and best practices to help them in their daily teaching routine, quite like what peer coaching cycle represents.

2.4 Types of Coaching

There are many types of coaching as McDermott (2011) presents, and it is going to be explained above. On one hand, this author presents 5 types of coaching: Performance coaching, Professional or executive coaching, counseling, mentoring, and PEER COACHING. On the other hand, Patzer (2020) presents five types of coaching in education: Instructional coaching for teachers, Peer Coaching for Teachers, Video Coaching for Teachers, Real-Time in-Ear-Coaching, and Online Teacher Coaching. Morton (2004) establishes just four types of coaching. These are: Peer coaching technical coaching, Collegial coaching, and challenge coaching. Technical coaching refers to the transfer of new skills and strategies, collegial coaching is focused on the context of teaching and self-reflection. Finally, challenge coaching tends to be more specific in instructional design, however, for the purpose of this investigation, it is going to be explained only for educational reasons instructional coaching, video coaching for teachers and online teacher coaching, besides educational coaching.

2.4.1 Educational Coaching

Barr (2016) establishes that coaching has been increasing in use over the last decade, which means coaching has been an essential part of the education of practitioners or pre-service teachers to get better results for learners. Coaching has been introduced in schools and universities around the world, such as USA (United States of America), United Kingdom, and Australia to mention more to get better results in English novice teachers.

The term coaching in education covers an extensive range of interventions, where its principal aim is to improve outcomes for learners Barr (2016). Coaching in education can be defined as a conversation between one teacher- one student (one-to-one conversation), that focuses principally on the enhancement of learning, and development, increasing self-awareness,

where the coaches are constantly questioning, listening, and supporting the English novice teacher.

Coaching in educational coaching covers a broad range of categories, but for this investigation, it will be explained: Coaching for educational leadership and coaching for professional practice. On one hand, coaching for educational leadership refers to educators being coached to support their leadership development, it means education leaders learn how to teach, and how to use coaching or coach. On the other hand, coaching for professional practice, there exists instructional coaching and peer coaching, the main concept of this investigation. Instructional coaching refers to novice teachers coached by peers to improve their teaching skills and instructional practice.

Although there are several types of coaching, for the purpose of this investigation, educational coaching is important, due to giving support and enhancement to novice teachers to learn, it would give as a result, the improvement of their teaching skills and their instructional practice after being coached by one coach or mentor through feedback.

2.4.2 Instructional Coaching

As it is referred to in McDermott (2011), instructional coaching in the educational context consists of the support and help of peers, and it is where teachers are supported or coached by peers, to improve their instructional practice. Alike to Patzer (2020), in which the principal goal is to improve teaching practice by addressing issues teachers face daily in their classrooms, instructional coaching involves coaches and teachers, aiming to generate meaningful improvements in teaching and learning. Instructional coaching involves teachers who are less experienced and need coaching and to be supported. Some activities in instructional coaching are presented on Neergaard (2022), one of them is planning, to make discussions, observing, as well as to give feedback, and the mood to give instructional

coaching can be face-to-face or in a virtual manner. Novice teachers who receive instructional coaching are more likely to improve student outcomes and stay in teaching. Some benefits of instructional coaching presented are Context and specificity and encourages self-reflection and focus Patzer (2020).

To sum up, receiving instructional coaching can be fruitful for LEI novice teachers, due to it allows experienced teachers, simultaneously to novice teachers to develop themselves further, besides, it can give them the confidence, self-awareness, and needed skills for a long and successful teaching career ahead, as a future English Teachers.

2.4.3 Video coaching for teachers.

Another type of coaching in an educational context is video coaching. Using it can solve logistical challenges, but also improve teacher comfort with the observation and coaching process as Boothe (2022) says. Video coaching can provide feedback based on video recordings of teachers' lessons which will offer potential benefits. These videos can show specific aspects of novice teachers' teaching practices, and the work they are working well on or that needs to be improved.

Boothe (2022) states that video coaching can allow teachers to reflect on their own teaching practices and provide meaningful and effective feedback. Similarly, to Stille (2022) video coaching is an excellent tool in teachers' reflection and growth, due to video recording, allows teachers to reflect on their own performance, and it can be a powerful tool for teacher's development to get feedback from others and to objectively measure their progress. Some advantages to using video coaching are Video coaching is objective and shareable, it creates a discussion of a lesson with a coach leading to a deeper level of reflection and a richer experience Patzer (2020). The cycle that is achieved with video coaching for teachers is: Reflect, set targets, Plan, implement, and review.

To recapitulate, video coaching is also a powerful tool in teacher development, due to it provides meaningful feedback through video coaching, aiming to enhance their teaching skills, and it can show specific aspects of novice teachers' teaching practices, the work they are working well on, or the work that needs improvement.

2.4.4 Real-time in-ear coaching

Patzer (2020) explains real-time ear-coaching consists of the novice teacher or (coachee) is using an earpiece or earphone and is coached by someone who is not in the classroom, however the coach with permission from the teacher can observe the classroom online and make suggestions in real-time. Real-time ear-classrooms have a high and a real impact, as well as accelerating the professional development process Patzer (2020). Similarly, to Kehrwald (2016) real-time in ear-classroom consists of an experienced and skilled mentor or teacher who gives immediate feedback, sits with a student, while they are giving the lesson, giving, as a result, three important findings: It was seen as a supportive and reflective practice, and finally, it encouraged personal goal development. Some benefits of Real-time in ear-classroom are: Make improvements in the very same lesson, identify, celebrate, and share real examples of effective practice, and finally, to promote greater teacher engagement with professional learning.

To highlight, real-time in ear-classroom is another powerful type of coaching and can be employed in many different schools to improve the way teachers educate pre-service teachers or future teachers to make them develop a wide range of teaching skills and knowledge, but also to have a resilient disposition.

2.4.5 Online teacher coaching

Finally, in the types of coaching in education it is founded online teacher coaching which according to Patzer (2020), this type of coaching offers more flexibility than traditional forms

of coaching, due to there exist differences in its effectiveness, and can provide effective coaching even if the coach is not needed in the classroom. This type of coaching can be powerful and effective, at the time to provide feedback to novice teachers to stay connected with the mentors who oversee giving suggestions to improve novice teachers' teaching practices. Similarly, to Rose (2020) says about virtual coaches, they are effective and even meets students' success. Using virtual coaching in several studies can demonstrate a positive impact on virtual coaching on teachers' instructional quality, instructional coaches can work with a larger number of teachers.

Rose (2020) underlines that supporting teachers has always been important and would play a key role in the educational context and suggests working on virtual teacher coaching. Additionally, to Choppin (2021), video coaching can be helpful in novice teachers reflect on and improve their practice and might be an improvement model than other traditional forms.

To sum up, there are five types and manners of coaching in the educational context, each one shares the same purpose, aiming to improve teaching skills among English novice teachers, it can be through online coaching, video coaching, real-time and instructional coaching, to encourage practitioners and to make them reflect on their own performance thanks to the support and effective feedback from the coach or classmates to improve their teaching skills.

2.5 Peer coaching definition

Peer coaching as mentioned by Yee (2016) was first proposed in the 1980s by Joyce and Showers. Yee (2016) Establishes, peer coaching, as an interactive process, in which two or more teaching professionals work together, in order to reflect on their current practices, and it can be useful for practitioners to refining and building new teaching skills, and also to provide feedback that can be shared among English novice-teachers after conducting a series of classroom observations. Similarly, to Levin (2020) adds, peer coaching is a process in

which two or more colleagues work together to improve their teaching skills, observing targeted behaviors into the classroom, for then give constructive feedback to improve their teaching skills or capacities.

The main reasons to consider peer coaching at the LEI department are diverse, and numerous, to mention some are: peer coaching can reduce isolation, collaborative work with a common purpose, feedback, and join planning. This would be a meaningful step in the formative process of LEI novice-teachers. Peer coaching can assume an interactive process among teachers based on sharing experiences, practices, and planning according to what is established on (Robins, 2015). p, 9) comments ``*Peer coaching is a powerful, confidential, non-evaluative process through which two or more colleagues work together to do the following:*

- *Reflect upon and analyze teaching practices and their consequences.*
- *Develop and articulate curriculum.*
- *Create informal assessments to measure student learning.*
- *Implement new instructional strategies, including the integrated use of technology.*
- *Plan lessons collaboratively.*
- *Discuss student assessment data and plan for future learning experiences.*
- *Expand, refine, and build new skills.*
- *Share ideas and resources.*

- *Teach one another.*
- *Conduct classroom research.*
- *Solve classroom problems or address workplace challenges.*
- *Examine and study student learning to improve professional practice to maximize student success".*

Peer coaching has been playing a key role for teachers and novice teachers at different schools or departments, due to it allows teachers to change and create new techniques or strategies, including the use of technology to succeed in a real context or classroom. Peer coaching besides giving opportunities to change, it gives the chance to teach and learn from other teachers or classmates, also share innovative ideas, conduct classroom research, and solve problems or address workplace challenges. Gottesman (2009) argues that peer coaching refers to a model, where two professors or instructors, working as colleagues, can request observations and provide coaching to improve teaching and implement a new teaching technique. Finally, to support what peer coaching is, (Becker 2007 cited in Alsaleh 2016) defines peer coaching "*as a process in which two or more professional colleagues work together for a specific predetermined purpose in order the teaching performance can be improved as well as validated*" (p.2).

In a synthesis peer coaching is used in schools for four reasons as presents Barr (2016) (as cited Wong and Nicotera (2003)

- To establish a culture of standards and expectations.
- To improve instructional capacities.

- To support ongoing evaluation.
- To connect what happens in the classroom with the real context.

Peer coaching as is reviewed in the literature review consists on, an interactive process, in which two or more teaching colleagues work together to reflect on their current practices, besides giving opportunities to change, it gives the chance to teach and learn from other teachers or classmates, and also share new ideas, conduct classroom research and solve problems or address workplace challenges. One of its benefits is that it can reduce isolation, working together among professionals with a common purpose. Using peer coaching at the languages department can be a crucial step in the teaching professional capacities of English novice teachers to make them competent in their area, and at the same time they will be prepared and confident that they have enough tools and strategies to employ to give classes in a natural context.

The use of peer coaching at the languages department can bring important benefits in the formation of novice teachers, to improving their teaching skills through feedback, besides reducing isolation among LEI novice-teachers, besides providing feedback to improve their teaching skills and they would have a successful professional and academic life.

Finally, it can be said that peer coaching is a powerful confidential, non-evaluative model where there exists a relationship between teachers, where they share their own knowledge, ideas, and experiences, as they are working as colleagues aiming to request observations and provide coaching (feedback) to improve teaching and implement new teaching techniques, as well as, to get new teaching techniques to novice teachers, to implement in their classroom. Undoubtedly, the implementation of peer coaching would be beneficial in the professional growth of LEI novice teachers to develop their teaching skills better in front of a real classroom.

2.5.1 Peer coaching origins

Peer coaching was first applied and developed by the science department of Cambridge in an A-level program for the improvement of teaching practices and student learning, in which collaborative work was seen among students. Yee (2016) presents the peer coaching model, which has three main stages: Pre-observation planning and discussion, peer observations and finally post-observation discussion. Yee (2016) argues that peer coaching was seen as an impactful tool for professional development, as it offers practitioners the opportunity to self-reflection, besides sharing ideas, experiences, and mutual growth in teaching.

Peer coaching was first proposed in the early 1980s by (Joyce and Showers 1980) cited in Yee (2016) as an interactive process among two or more teaching professionals who work together aiming to reflect on their current practices, and thus ideas and feedback can be shared among the group members for mutual growth in teaching after classroom observations.

To sum up, peer coaching is, and it might be for LEI students a meaningful tool and model to grow as professional English teachers. Peer coaching offers the opportunity for a deep self-reflection and LEI students can grow as professionals through sharing ideas and experiences for a mutually growing, besides peer coaching can be useful to reduce isolation among teachers and to build collaborative rules to enable teachers to support each other.

2.5.2 Principles of peer coaching

Peer coaching as Patzer (2022) conceives, is an opportunity for teacher colleagues to ongoing into a dialogue and relationship with the purpose to improve skills, techniques behaviors that will lead to professional success in the classroom and some principles of peer coaching as it is presented on (Showers & Joyce, 1996) is the collaboration among all teachers and study teams, planning and developing curriculum, another principal of peer coaching is the collaboration, observations, and conferences. Other Peer coaching's principles Patzer (2022)

presents are: Collaboration, and the improvement of teaching performance, besides improving student achievement and progress.

To sum up, employing peer coaching at the languages department can be meaningful, due to, as it was showed and demonstrated above peer coaching it is a beneficial component among novice teachers, promote collaboration and planning to develop the curriculum, and also the improvement of teaching performance, that is why this study tends to suggests the implementation of peer coaching as a useful strategy to improve teaching performance, as well as, to give feedback to practitioners or LEI novice-teachers.

2.5.3 Peer coaching cycle: Pre-observation planning, Peer observations and Post observations.

Amal (2016) presents the peer coaching's model in which consist of a previous conference, where the lesson is planned and discussed, the second is lesson observation, in which the coach observes the class and takes notes, and finally is the reflective conference, where peers discuss together the class seen before. Similarly, to Yee (2016) models about Peer Coaching: Pre-observation planning and discussion, peer observations, and finally post-observation discussion.

Into pre-observation planning or discussion, the lesson is designed together, (teacher-coachee) for then apply the class, similarly to Amal (2016) presents above, afterwards, the class is given by the coachee, and observed and supported by one teacher.

Finally, the third step into the peer coaching cycle is the post-observation, it means the team share suggestions and feedback for peer coaching, to get feedback aiming to improve their teaching skills. Jarvis (2017) presents an image of the cycle of peer coaching, the first one is where the coachee invites the coach to observe the class either live or by video, for then the coach watches the lesson, and at the same time he is taking notes and suggestions for

refinement and innovation. Finally, as a third step a triad meeting where feedback is provided to the coachee, which maintains focus on goals, outcomes and growing.

Peer coaching has been playing a very useful part in teachers' professional development, and it might be very important to be applied at the languages department BUAP, as long as, achieves with the peer coaching cycle, due to as it is mentioned before, it can be benefit for LEI students or novice-teachers, in order to improve their teaching skills by self-reflection and peer assistance. In the peer coaching cycle, there are 3 subjects as it is presented on Jarvis (2017) a coachee, a coach, and the observer.

2.5.4 Peer coaching roles

Peer coaching as it refers to in Farrell (2010) is a process in which two teachers collaborate to help each one to improve aspects of teaching, and there exist people or subjects involved as Rouleau (2019) signs. In the peer coaching process, there exist roles and there are three important subjects into this process: a coach, a coachee (novice teacher), and the observer as it is presented and explained by Rouleau (2019) of what kind of work each person does.

2.5.4.1 Coach role

The coach's role is to observe, besides taking notes and making suggestions, aiming to refine and innovate the coachee class Jarvis (2017). Similarly, Farrell (2010) establishes, a coach takes on charge the "critical friend" who can offer constructive feedback to support and innovate some aspects of teaching or classroom life to their classmates or similar. The coach is also important to facilitate the sharing and acquiring of ideas among teachers about effective instruction for routines.

The coach role can be defined as a critical friend who can be seen as a trust and confident person, in which the principal goal is to observe one classmate's class to take notes to offer

and give feedback about the class aiming to innovate aspects of teaching or to change the classroom life.

2.5.4.2 Coachee role

The process of peer coaching also involves a second participant, the coachee, who is the practitioner or the novice teacher. The coachee teaches the lesson, and at the same time the coach and the observer are in the room to take notes, aiming to have at the end suggestions and useful feedback for the coachee. Additionally, to what Rouleau (2019) explains on the triad model for peer coaching, in which the coachee teaches the lesson, and at the same time, the coach and the observer are in the room taking notes or recording the class to watch later, to make suggestions for refinement and innovate. Jarvis (2017) concludes the coachee role is to invite the coach to observe the lesson, the coachee teaches the lesson for then has a meeting to reflect and have a lesson discussion to get meaningful feedback.

Having this triad model the coachee can receive feedback to improve their teaching practices, due to the coach will provide him effective feedback to the coachee, aiming to reflect on and discuss what is shared.

2.5.4.3 Observer role

Another subject who participated in this process of peer coaching or triad model is the observer whose role is to collect data about the coaches' actions and add additional observations as Rouleau (2019) presents, to give to the coaches' final perspectives on the actions that will contribute to teaching and learning. Similarly, to Jarvis (2017), the observer provides feedback encouraging practitioners to focus on goals and outcomes for growth.

Highlighting the observer role, it can be said that, is another essential element in the triad model of peer coaching, because they help practitioners to make reflection focus on goals and outcomes to improve their teaching abilities.

To summarize the distinct roles every person involved in peer coaching tries to help novice teachers to improve their teaching skills, and abilities from taking notes to giving specific and useful feedback. The coach makes suggestions to refine and innovate ideas, and the coachee teaches the lesson to help by recording him or taking notes from his class, to then the observer and coach make suggestions and fill gaps in their teaching practice. Everyone plays a significant role in this model.

2.5.5 Peer coaching benefits

As it was presented above, peer coaching is an interactive process, in which two or more teaching professionals work together in order to reflect on their current practices, and it was first applied and developed by the science department of Cambridge in an A-level program for the improvement of teaching practices, in which also consist on a cycle where there exist roles to give results and can peer coaching beneficial to novice-teachers. On one hand, there are many benefits at the time to employing peer coaching for English practitioner teachers as it is mentioned by Yee (2016) one of these, is to improve teaching and learning, besides learning from the observer's students' mistakes and weaknesses. On the other hand, as (Robertson's 2005 cited on Tangata 2013) refers, one of the peer coaching benefits is the communication, which consists of the dialogue among peer coaching partners to give feedback and it would be a meaningful key into the peer coaching process. Other benefits of peer coaching are trust and reflection, which means understanding other practitioners to become stronger over time in the coaching partnership.

To sum up, using peer coaching at the languages department might play a meaningful role for practitioners, due to peer coaching would help them to improve their teaching skills, they would learn to observe, as well as, to give constructive and specific feedback to their colleagues. Finally, peer coaching can increase a practitioner's ability to analyze lessons, to have a deeper sense of efficacy.

2.6 Feedback in Peer Coaching

Another important element in the process of peer coaching is feedback, as it is mentioned above peer coaching can be a powerful tool for professional development, due to it is a key element of teachers' development, and it involves the transmission of information about aspects of understanding and performance and it can be given or shared by practitioners, peers and from learners to practitioners. Feedback is all kinds of information about tasks to fill "*a gap of what is understood and what is aimed to be understood*" cited in Clarke, (2019; P.3), feedback is all kinds of actions and information, provided by a teacher, peer, book, experience, or a parent that provides information about one's performance or understanding.

Feedback in peer coaching can influence the learning and growth of novice teachers Scarlett (2020), because it provides a guide to improve their teaching, as well as can help novice-teachers to make sense of that feedback and improve their mistakes, and it comes in formats, some of them are appreciation, coaching, and evaluation. Feedback also assists practitioners to reflect on their learning and their learning strategies aiming to adjust and make better progress in their own learning. Some benefits of feedback as it is presented by Victoria State Government (2022) feedback improves learning, is designed to bring to practitioners about an improvement in novice teachers' performance and achievement, besides encourages reflection, it means students or novice teachers have to reflect on what they are wrong to improve their teaching performance and it needs to be limited to what learners can reasonably accept. Similarly, as Clarke (2019) presents, feedback can have many functions such as

reinforcing success, correcting errors, and suggesting specific improvements. Some important points in feedback are presented in Clarke (2019) Feedback is powerful, however, it can be variable in its impact on learning, some students prefer immediate feedback, but delayed feedback can be beneficial for some students. Finally, effective feedback occurs when it is received and acted upon.

Finally, feedback Victoria State Government (2022) can be given formally or informally, verbal or written, formative or summative, aiming to provide the learner specific advice on what to improve in their performance. Similarly, to NCSI (2014) some characteristics of effective feedback are: Specific, positive, Corrective, and timely. Delivery manners: Verbal, written, or graphical is presented during pre-post observation or in the moment when the practitioner is teaching.

To summarize, feedback can have a great influence on LEI novice teachers in their learning and growth as English teachers, due to teachers' feedback is to guide them to improve their teaching practices through reflection and can help practitioners to improve their teaching performance, due to is specific, objective, positive, and timely, and can help novice teachers to increase their performance and motivation to keep learning and improving.

2.6.1 Types of feedback

As it is reviewed above, feedback is an essential part of the teaching process that helps learners to correct mistakes, and it is a key element in the peer coaching process, due to assist practitioners to reflect on their learning and their learning strategies, aiming to adjust make better progress in their own learning, all of this through giving to novice-teachers effective and meaningful feedback. In feedback, teachers give each other novice-teacher notes about the way they are executing their skills in their classroom, aiming to improve those errors or actions the novice teacher had in class.

2.6.2 Formative feedback

Formative feedback is presented by Har (2013), is given by teachers as strategies to engage learning to reflect and how they can approach and orient learning aiming to lead to successful learning outcomes, additionally, it is usually used at the beginning of the course to provide learners with an opportunity to adjust their work and increase their potential. Formative feedback is used on weekly assignments, auto-feedback learning activities, and informal discussions, additionally to formative feedback is given by teachers as strategies to engage learners to reflect constantly which these leads to successful learning outcomes, and it can be written and spoken.

To highlight, formative feedback can be written and spoken, and it is given by teachers to engage novice teachers to reflect on their current practices to succeed in their professional life.

2.6.3 Summative feedback

It falls at the end of a topic of the semester, and it is done or evaluated by final exams, a reflective paper, or an assignment. Some examples of summative feedback techniques are presented by Miller (2018) exams, final projects, and research reports, additionally to Federation University (2022) in which summative feedback to evaluate student learning provides feedback through comments focused on specific aspects and commenting about how that work can be improved.

To sum up, summative feedback is a series of evaluations, and final projects to evaluate students' progress making comments focused on specific aspects of the work to be improved.

2.6.4 Corrective feedback

The teacher gives and provides feedback to students to reinforce expectations and to correct students' errors during the lesson. Similarly, to Mohr (2020) teacher gives information to the learners on what they have done wrong and improves it.

To sum up, feedback is a key element in the process of peer coaching, there are more types, however in this investigation, the three principal factors in the peer coaching process are mentioned.

2.7 Types of peer coaching

Peer coaching as presented by Mann (2019) is another collaborative way that can promote collaborative reflection, as it is intended to improve specific instructional techniques of one of the peers. There are several types of peer coaching in education, such as technical coach and collegial coaching, as highlighted by Mann (2019). As it can be seen there are types of coaching as well as there are types of peer coaching which main function is to provide, and assist novice teachers to improve their teaching skills, as well as, to solve problems in the classroom using their teaching skills.

2.7.1 Technical Coaching

As its definition presented by Mann (2019), a technical coach consists of a teacher seeking the assistance of another teacher who has more experience and more knowledge to learn new teaching techniques and methods. Similarly, to Ilin (2013) expresses, the objective of this kind of feedback is to improve one's teaching performance, where is also seen if the teacher immediately applies a specific strategy in the classroom or not given before by the coach.

Technical coaching assists one teacher aiming to teach new teaching techniques and methods to improve performance and see if the teacher applies what he has learned from the coach before.

2.7.2 Collegial coaching

This is where two teacher-peers refine their own teaching practices. On one hand Ilin (2013) establishes collegial coaching tends to improve teaching practices, enhance relationships, and increase professional communication about all teaching practices. On the other hand, Harlin (2001) presents collegial coaching focuses principally on the refinement of teaching practices, which means novice teachers are refining their own goals to improve and refine their teaching practices, besides helping to other teachers to be more analytical about what they do and teach into a real classroom.

To highlight, collegial coaching is the type of peer coaching where teachers are refining their goals aiming to improve their teaching practices, as collegial coaching helps novice teachers to be analytical about what they do in a real classroom.

2.7.3 Challenge coaching.

Another type of peer coaching is challenge coaching, Challenge coaching Harlin, (2001) explains that tends to solve a problematic situation in instruction and begins with an identification of a problem, teachers work jointly to solve the problem, challenge coaching is another useful type of peer coaching which principal function is to solve problems by employing teaching techniques for the solution of problematic situations among teachers.

To sum up, challenge coaching belongs to the peer coaching type and refers to the identification of one problem to solve, where teachers will work together to make a solution.

To highlight there are more types of peer coaching for novice teachers, but the principal ones are presented to give support to teachers through the assistance of an experienced teacher to learn new teaching techniques and methods, refine their teaching practices, and make teachers more analytical in their practices to improve their teaching skills in front of a real classroom.

2.7.4 Peer video coaching

The use of digital resources for recording and sharing instruction through coaching has gained prominence and is creating opportunities for teachers to participate in personalized learning through practices and analysis Cassada (2016). Video allows practitioners to get theories related to professional vision that permits teachers to connect their practical and theoretical knowledge more easily, acquire a more precise and contextualized language and lastly, improve collaboration competences through shared vision practices. Rossi (2017) explains video coaching to understand the events that can be answerable to the distinctive interest of a particular group, peer video coaching is a prerequisite for effective teaching practice.

As is seen in the literature, peer coaching is a type of cooperative professional development, where teachers can interact and plan strategies to develop and enhance reflective teaching. In this area, there is an important subtopic that will support the literature which is peer video coaching. Through peer video coaching teachers can reflect on their current practices by watching video footage filmed during a session Kid (2016) presents.

Kid (2016) argues digital tools can afford teachers new ways to promote deep learning during peer coaching situations, and using peer video coaching can support peer coaches to grow in their roles, as well as novice-teachers.

To sum up, through peer video coaching peer coaches can observe how practitioners' questions promote thinking and engage in active listening, giving a result to get solid feedback

about their own practices. The use of video can enable teachers to construct their own feedback, as it is presented by Kid (2016). Using peer video coaching at the languages department can mean a "significant step" because it would help to generate new ideas of how to teach concepts, besides to offers to practitioners the opportunity for pure, personal reflection, and most important thing, identifying where they need to grow up as professionals, peer video coaching can shape teachers and it can raise teacher's awareness.

This is the literature review about what peer coaching is and all the elements which are related to the theory to support this investigation. In the next chapter, the methodology followed is presented.

CHAPTER III: METHODOLOGY

This chapter contains the research methodology used for this study regarding the necessity, and implementation of peer coaching at the languages department BUAP, to improve LEI novice teachers teaching skills during their teaching experience course. The setting, the inquiry strategy, the study design, and the population and participants are described below.

3.1 Research Methodology

After establishing the objectives, as well as the research questions, the qualitative approach was selected for this study, because it tends to explore profoundly the necessity to employ Peer Coaching as a valuable strategy to give feedback to LEI novice teachers aiming to improve their teaching skills. According to (Pathak et al., 2013) the qualitative method is used to understand people's beliefs, experiences, attitudes, where non-numerical data is not used, it tends to look for meaning, perspectives, and it typically has a small sample and uses focus groups, interviews, and observations. Qualitative approaches are commonly used in the educational context, nursing, sociology to cite more. Bhandari (2020) explains that the qualitative approach involves a non-numerical data to understand concepts, opinions, and experiences from the study participants, and it can be used to gather in-depth insights into a problem or generate ideas for new research.

Bhandari (2020) explains the qualitative approach is used in the humanities and social sciences to gather information in a depth way to know opinions and perceptions of a particular population to gather in-depth into a problem to generate ideas or solutions for new research.

The qualitative approach is defined as a type of scientific research, it consists of answering a question, aiming to collect pieces of evidence through opinions, behaviors, and social context of a particular population, where non-numerical data is not used. Some qualitative approaches

are Case studies, ethnography, phenomenology grounded theory, interpretative practices to cite more. The research methodology is a case study.

3.2 Research Methodology

The research method which best fits this study is a Case study. Gagnom (2010, cited in Woodside & Wilson, 2003) remarks case study is an appropriate qualitative approach that describes, explains, predicts, and controls processes associated with various phenomena at the individual, group, and organizational levels. The author argues that the main advantages of a case study method are: It can make an in-depth analysis of one phenomenon in a context, aiming to support the development of historical perspectives. Finally, case studies guarantee high internal validity.

The instrument design is a cross-trend it means, the investigator collects data from many individuals at a single point in time, where the investigation observes the variables without influencing them Thomas (2020). Cross-sectional studies allow investigators to get data collection from a large pool of subjects and compare differences between groups. Finally, Thomas (2020) presents cross-trend design as a cheap and less time-consuming type of research that can help the investigator to develop the investigation with a high validity and make group comparison.

This paper proposes the implementation of peer coaching at the languages department classrooms as a valuable strategy to help LEI students to improve their teaching skills. This study suggests using peer coaching at LEI BUAP, to allow colleagues to get involved in talking, thinking, trying, and refining ideas; besides to learning to observe, record events, and give feedback on selected topics such as, lesson design, motivation, and active participation. The technique employed was a questionnaire that contained ten questions, published on Google forms, all posed in English language, aiming to know LEI novice teachers' perceptions

about the necessity to implement a peer coaching course into the languages department, BUAP for novice teachers' formative process. The instrument is an open questionnaire.

3.3 Participants

In this study, fourteen participants answered the questionnaire to know their perceptions about the need to implement peer coaching at the languages department. The participants were students of the Benemérita Universidad Autónoma de Puebla who are studying the Licenciatura de la Enseñanza del Inglés degree. The participants were cursing the 6th semester of their careers. The Benemérita Universidad Autónoma de Puebla students come from low to middle socioeconomic backgrounds, and students' ages range from 18 to 22 years old. The groups are from 10 to 15 students per group. Participants have already taken the five target language courses of English, so they have reached an intermediate or advanced level of English, adequate to start teaching in front of a real classroom. The investigator asked permission to interview the students for research purposes.

3.4 Setting

This study was developed into the Licenciatura en la Enseñanza del Inglés to the Benemérita Universidad Autónoma de Puebla, a Mexican public university located in the Mexican state of Puebla, taking as a setting the languages department, and developing the study into a group of teaching experience subject, one of the latest subjects which belong to LEI's curriculum, and where students start to teaching English in front of a real classroom or a natural context, which principal aim is to introduce them as an English teacher, as well as, to prepare them, planning and evaluating their performance in front of a real classroom.

3.5 Instrument

The instrument used to collect data for this research was a questionnaire published on Google forms. The open-ended question was related to know the necessity to employ peer coaching and its benefits in LEI students, it was written in English to know LEI students' perceptions about the necessity to have a peer coaching course, which will help them in their formative process as English Teachers, to improve their teaching skills.

The questionnaire contains ten questions to gather deep data about the necessity for peer coaching in the formative process in LEI students. The instrument was divided into two categories: internal factors and external factors. On one hand, in the internal factors, robust, confidential, non-evaluative processes, reflection, and implementation of new instructional strategies were considered. On the other hand, the external factors contain class activities to build Teacher's capacity to address new benchmarks to support teachers in planning instructional, collaborative work, and co-reflection (See appendix I).

Fourteen participants participated in the study, and they answered the questionnaire on Google forms. The students of the group were contacted by the teaching experience titular Teacher using Google forms as a tool to make the questionnaire. It is essential to mention that the process of contacting the titular Teacher of the subject was complex, due to the pandemic situation faced at that moment; however, the application of the instrument was a success.

3.6 Sample

The sample employed for this research was for convenience, due to subjects being selected because of their convenient accessibility and proximity to the researcher. Therefore, this study did not take and consider selecting subjects that are representative of the entire population.

It is essential to point out that the investigation was carried out during spring 2022 when five teachers were giving teaching experience subjects. All the Teachers were contacted by email,

asking for permission to apply the instrument in their classes, and just one Teacher gave his permission to apply it. That is why that classroom was selected to be part of this investigation and not all the groups considered before to take on this study.

3.7 Data collection method and procedures

For data collection, the researcher pretended to conduct a study before the pandemic to conduct an interview face to face, however due to the actual pandemic that Mexico is facing, many schools, as well as universities are closed. As a result, this study as well as the data collection was collected from home, taking as participants one group of students who were taking the teaching experience subject to be part of the study answering a questionnaire published in Google forms.

The questionnaire is an open-ended questionnaire all related to the necessity of peer coaching and its benefits. It contained ten questions, intending to gather data with more depth. The questionnaire was written in English for LEI students, aiming to know their perceptions about Peer coaching. Finally, the students of the group were contacted by the titular Teacher over the internet, using Google forms as a tool to make the questionnaire and to get enough information to help to the study. Unfortunately, it took arduous work to stay connected with the titular Teacher, because he was busy all the time, and he could not answer WhatsApp messages rapidly, as a result this study could not be on time.

The researcher took that information to do a case description. The procedures to develop this investigation are the following: The first step is to get the information through students' responses, then to categorize the answers as tendencies or patrons that will answer the research questions presented above in a case description form. See appendix II.

3.8 Data analysis

The process to analyze the data obtained from the instrument, which consisted in an open questionnaire published on Google forms, was to categorize in main categories principal topics presented in the literature review, with the responses obtained from the instrument. As a result, the categories to assign and to add in chapter 3 of this investigation.

This chapter showed the research method, participants, instrument, setting, data collection, and analysis of results. In the next chapter, findings and reflections are conferred.

CHAPTER IV: FINDINGS

This chapter contains a detailed presentation and discussion of data analysis, and the results obtained from the questionnaire published on Google forms to test the premise and respond to the research questions of this study. Although the questionnaire was published on April 15th, 2022, the respondents answered the questionnaire ten days late due to the teacher needing to be free in his classes to attend the instrument published days before. Therefore, the questionnaire was just ten questions applied online. The findings related to peer coaching are divided into two categories: Internal factors and External factors. On one hand, in the internal factors, robust, confidential, non-evaluative processes, reflection, and implementation of new instructional strategies were considered. On the other hand, the external factors contain class activities to build teachers' capacity to address new benchmarks to support teachers in planning instructional, collaborative work, and co-reflection.

4.1 Peer coaching. Internal factors and external factors

Internal factors refer to the confidential process to be a non-evaluative process, where instructional strategies are implemented as make in novice teachers a deep reflection about their practices, as well as their teaching techniques employed by them in their classroom. Reflection is vital to increase and improve performance. It would be relevant in a peer coaching course to adjust objectives and restructure teaching among practitioners. The reflection would be a meaningful step in the professional growth of future English teachers in the languages department. This information confirms what Robbins (2015) says about the importance of reflecting and analyzing teaching practices as a collaborative process between two colleagues. The external factors are all those factors that are external, and it does not affect the process of peer coaching.

In sum, peer coaching and its factors is a vital activity in the teaching language formative process to improve teaching practices in a natural context.

4.1.1 Reflection

This investigation claims the importance of peer coaching. Practitioners should reflect on their practices to improve their teaching skills and grow as professional English Teachers. That is why the first question of the questionnaire was related to the reflection of LEI students on their strengths and weaknesses in their teaching practices to look at the necessity to implement a peer coaching course where LEI students can reflect on their own and in their practices.

4.1 Importance of Reflection on Strengths and Weaknesses

Q1 – P1. “It is very important because you can use it as feedback to see the faults that you have as a teacher.”

Q1 – P2. “Is very important.”

Q1 – P3. “Is important on the way that I know what specific things I can to improve and, on the other hand, I can to [sic] know what aspects is possible to help the others.”

Q1 – P4. “Super important everything they say or do maybe wrong you have to do it again and reflect.”

Q1 – P5. “It is important because I must know what each one is to teach my class and be effective, if I do not know them, I feel that I am lost.”

Q1 – P6. “It is very important for me because knowing my weaknesses is where I need to practice more.”

Q1 – P7. “It is very important because I can realize if I have had a good language development or what I can improve.”

Q1 – P8. “If I be honest, although don't look important inside my mind there is anxiety. It's very significant but every time I start to think about this, I can't focus on a way to grow up.”

Q1 – P9. “I consider it is very important, because that way we can improve our teaching practice.”

Q1 – P10. “Very important because that helps me improve little by little.”

Q1 – P11. “In my view it is very important because our development as teachers depends on it.”

Q1 – P12. “It is necessary to adjust the objectives and restructure teaching.”

Q1 – P13 “It is very important to be better”.

To sum up, reflection is vital to increase and improve LEI novice teachers’ performance. It would be relevant in a peer coaching course at LEI department to adjust objectives and restructure teaching among practitioners. The reflection would be a meaningful step in the professional growth of future English Teachers who are studying at the languages department. This information confirms what Robbins (2015) says about the importance of reflecting and analyzing teaching practices as a collaborative process between two colleagues.

To highlight, reflection is a vital activity, and it would bring and give meaningful benefits to LEI students in their teaching language formative process to improve their teaching practices in an authentic context, before starting to teach in front of a real classroom or in a natural context.

4.1.2 Collaborative work.

The second question arises about the importance of collaborative work between Teachers and LEI students and how it would effectively give them feedback to improve their teaching skills and performance in front of the class, due to it was showed above collaboration among novice teachers and mentor it is a vital part in the formative process of future English teachers. Finally, peer coaching consists of an interactive process among two or more teaching professionals who work together aiming to reflect on their practices, to get significant feedback that can be shared among the group members for mutual growth in teaching or for improving their teaching skills.

4.2 Importance of having a mentor

P1. "Very important."

P2. "I think it is very important because it can help us with its own experience."

P3. "For me it is very important, my mentor could give me advice to improve my teaching practices."

P4. "I think it is important because we all learn from each other and help each other."

P5. "Very important because you can develop and gain experience."

P6. "It is important because they help me."

P7. "It is important because it is a more objective external support with other perspectives that would sharpen to develop as a teacher."

P8. "It is very important, because I take it as advice, I will see which one I take for my own good and the good of my teaching."

P9. "It is very important because if I don't know a word or how to conjugate the verbs at a certain time my classmates and the teacher can help me."

P10. "Probably it's not important, well just for my teacher."

P11. "More than anything else you are new, and it will be very helpful to be guided by someone who has experience or is in the process, it is to improve the quality of the class and the language teaching."

P12. "It is very important for me to someone else tell me my errors and mistakes when I don't realize."

P13. "I don't understand this question."

To highlight, the collaboration among students and Teachers in peer coaching will be significant in the formative process of novice teachers, students can take advice from Teachers or mentors to improve as future professional English Teachers and, at the same time, they can gain experience to develop their teaching skills. As meant by Gottesman (2009). The author was aware that peer coaching is a model where professors work together to request

observations and provide coaching to improve teaching and implement a new teaching technique. Collaboration among coaches and coachees plays an essential role in the peer coaching process, practitioners can get advice to improve their teaching skills, as they will learn to observe and give meaningful feedback to their other classmates, future English Teachers.

4.1.3 Feedback.

The following question of the questionnaire arises about the importance of feedback and pretends to see the usefulness and necessity of giving it to novice teachers. Feedback can influence the learning and growth of novice teachers because it provides a guide to improve their teaching, as well as can help them to make sense of that feedback and improve their mistakes. Feedback can take formats, such as appreciation, coaching, and evaluation.

4.3 The necessity of feedback into the formative process of English Teachers

Q3 – P1 “For me it would be very important because it is a way of analyzing our mistakes and trying not to make them again”.

Q3 – P2 “Very important because if I don't review feedback, I will continue to make those mistakes”.

Q3 – P3 “As I mentioned before, feedback is important because you can work on the flaws that you do not identify yourself”.

Q3 – P4 "It is very important for me, because sometimes I feel insecure and when I receive feedback from the teacher, I think I have more meaningful knowledge".

Q3 – P6 “Very important because it helps me to detect my mistakes”.

Q3 – P7 “It's super important I can feel safe”.

Q3 – P8 “Very important”.

Q3 – P9 “Super important because you learn more than you already know”

Q3 – P10 “It is also very important because it is a kind of help for my own good”.

Q3 – P11 “Is important because in this way I can realize in which areas I can to improve”.

Q3 – P12 “It is very important. In this way we can see activities we are not doing right.”

Q3 – P13 “It is important because that way we can improve”.

Q3 – P14 “It is very important because they have more experience”.

The results presented above shows feedback would be a crucial and effective stage in the formative process of future English teachers. Practitioners would have the chance to improve their teaching skills. Feedback would be essential for practitioners because they can realize in which areas, they can improve with the help of one teacher. According to Clarke (2019), feedback can have many functions, such as reinforcing success, correcting errors, and suggesting improvements to give recommendations and suggestions to enhance the practitioner's class. In Addition, feedback would be meaningful if there exists information about class observation, and modeling to make objective suggestions to improve novice teachers' practices in a real classroom.

4.1.4 Inclusive education

This question arises about being well prepared to receive or have students with special needs inside the classroom. Peer coaching can be an excellent opportunity to exchange ideas and experiences to improve our teaching in a natural context.

4.4 The necessity of peer coaching to have an inclusive education

Q4-P1 “10/10 Kids need a hand, also they will feel as a part of a society”.

Q4-P2 “I feel that is very important because each person is special in themselves, and we should not be guided by a single educational stereotype”.

Q4-P3 “How important it is necessary to implement a course about inclusive education?”

Q4-P4 “In my personal opinion I don’t think the language needs an inclusive education, but if it is about the classroom, well I think respect, tolerance and empathy are the necessary to us to learn about it”.

Q4-P5 "Very important in order to give an adequate education".

Q4-P6 “MANY BECAUSE IS IMPORTANT IN TO EDUCATION”.

Q4-P7 “It is important because there are many cases where teachers are able to teach children with disabilities, so a course or subject would help to work on this failure”.

Q4-P8 “It is very important because we have to improve inclusive education”.

Q4-P9 “I think a lot because it would help us to think and solve the different types of problems that education has today”.

Q4-P10 "I think that it is important for all of us to feel included in the course because this helps us in our confidence respecting with the language".

Q4-P11 “Really important.”

Q4-P12 “It is very important because it does not matter what skills people have to be educated”.

Q4-P13 “To important as that would allow better education”.

LEI students think it would be meaningful to have adequate training in the education of students with special needs inside the classroom, and to not have problems excluding children with certain kinds of difficulties. Robbins (2015) conceived peer coaching to solve classroom problems or address workplace challenges and examine and study student learning to improve professional practice to maximize student success. In conclusion, being conscious of inclusive education in the formative teaching process in the Languages department, would be meaningful in the growth of professional teachers for their next chapter in their lives, as a future English Teachers.

4.1.5 The importance of feedback in Peer coaching.

The fifth question arises about the importance of give and receive helpful feedback in peer coaching among Teachers and students and how it would improve their teaching practices. Feedback as it is presented above, can be seen as an excellent tool to reflect, and improves learning, besides encourages reflection, it means students or novice teachers must reflect on what they are wrong to improve their teaching performance at the time to start teaching in front of a real classroom. Answers are discussed below.

4.5 The role of feedback in novice teachers' practices

Q5 – P1 “It is important because that way you know your faults.”

Q5 – P2 “Much needed as it would make it easier for practitioners to spot their strengths and weaknesses”.

Q5 – P3 “Perhaps listening to more information that professionals do not know is the right way to manage skills”.

Q5 – P5 “Well, I feel that it is necessary, so that professionals continue to improve, and teachers and students continue to learn and improve.”

Q5 – P6 “Very much so because that way we can continue learning”.

Q5 – P7 “We all have skills, but all teachers should teach that students get their greatest skills in a subject”.

Q5 – P8 “Every class”.

Q5 – P9 “I consider the intention of help others it's ok”.

Q5 – P10 “It is very important because evaluating practitioners improves their performance as a future teacher”.

Q5 – P11 “Is very important because we all have different kinds of learning”.

Q5 – P12 “When you find faults in the course of the course, doubts will arise and therefore you need to develop an active learner because sometimes they will not remain silent and question, in the case of the teacher if their knowledge is limited to a current educational reform, courses are needed to help them”.

Q5 – P13 “I think it's important so that everyone can learn”.

Q5 – P14 “Important”.

To highlight, feedback's importance in peer coaching is relevant due to as professionals, they can continue improving through evaluating practitioners, and as a result novice teachers or practitioners can improve their performance before to starting to teach as English Teachers. Additionally, to Victoria State Government (2022) feedback improves learning, and it is designed to bring practitioners an improvement in novice teachers' performance and achievement. Feedback must have precise information about teaching practices that would benefit LEI novice teachers. Through feedback, practitioners can improve their teaching skills and develop consciousness about the teaching process for a successful career ahead as an English Teacher.

4.1.6 Collaborative work among teachers and students.

As it is mentioned in the literature review, feedback would be essential and effective for Teacher-students in the peer coaching process, to improve students' teaching skills. Collaboration as feedback might produce productive feedback in novice teacher's formative process. Participant's responses are discussed below.

4.6 The real necessity of feedback in novice teachers' formative process

Q6 – P1 “Perhaps listening to more information that professionals do not know is the right way to manage skills”.

Q6 – P2 “Much needed as it would make it easier for practitioners to spot their strengths and weaknesses”.

Q6 – P3 “Well, I feel that it is necessary, so that professionals continue to improve, and teachers and students continue to learn and improve”.

Q6 – P4 “It is important because that way you know your faults”.

Q6 – P6 “We all have skills, but all teachers should teach that students get their greatest skills in a subject”.

Q6 – P7 “Every class”.

Q6 – P8 “I consider the intention of help others it's ok”.

Q6 – P9 “It is very important because evaluating practitioners improves their performance as a future teacher”.

Q6 – P10 “Is very important because all we have different kinds of learn.”

Q6 – P11 “When you find faults in the course of the course, doubts will arise and therefore you need to develop an active learner because sometimes they will not remain silent and

question, in the case of the teacher if their knowledge is limited to a current educational reform, courses are needed to help them”.

Q6 – P12 “Very much so because that way we can continue learning”.

Q6 – P13 “I think it's important so that everyone can learn”.

Q6 – P14 “Important”.

As the results indicated, collaboration among students and meaningful feedback would be vital elemental in the life of practitioners to grow up as professionals. Similarly, to Patzer (2020) presents on instructional coaching, which involves an instructional coachee partner with a teacher aiming to help them to improve teaching and learning, identifying goals, choosing teaching strategies and solving problems until goals are met. The collaboration between students and teachers or mentors can represent a substantial stage in helping novice teachers to improve their teaching skills in the languages department.

4.1.7 The necessity of collaborative work in peer coaching among students and teachers.

This study claims about the importance of implementing peer coaching at the languages department BUAP, and the necessity of collaborative work among teachers and students to solve teaching problems. Collaborative work can improve novice teachers' teaching skills and would learn to observe, give constructive and specific feedback to their other colleagues through effective communication.

4.7 Collaborative work to solve teaching problems during novice teachers' practices

Q7 – P1 “Is very necessary for us because, as students, sometimes we have problems that can affect our performance”.

Q7 – P2 “Communication is important because the other student may know how to solve a problem”.

Q7 – P3 “It is very necessary because I feel that we use solidarity, and it is quite true that we all learn and need everyone”.

Q7 – P4 “Every teacher should help a student if he has because we feel indifferent because we don't know how to deal with it”.

Q7 – P5 “Perhaps in collaboration the problems can be resolved accurately”.

Q7 – P6 “I think it is important to clarify doubts, but I think the help of a teacher is better”.

Q7 – P7 “It highly necessary. It is vital to develop as teachers.”

Q7 – P8 “Noticing that the students maintain a state of disinterest in the course, sometimes their point of view is very useful to improve the failures that we have as teachers”.

Q7 – P9 “I consider that it is very necessary since in this way they could expose their different points of view, which would help both of them to find different options”.

Q7 – P10 “They must work together because the students would contribute in their way of learning and the teacher in their teaching skills”.

Q7 – P11 “Obviously is a requirement, if students and teachers follow that path they will do better”.

Q7 – P12 “It is necessary because we can help with different problems”.

Q7 – P13 “It is very necessary because it favors learning, communication and the active participation of students”.

Q7 – P14 “Important”.

To conclude, it is essential and necessary to work collaboratively due to it favors learning, communication, and to have an active participation among LEI students. Robbins (2015) establishes peer coaching as a robust, confidential, non-evaluative process that involves two or more colleagues who work together aiming to reflect and analyze teaching practices,

implement new instructional strategies, (including integrated use of technology), discuss student assessment data, and plan for future learning experiences, aiming to expand, refine and build new skills, share ideas and resources, in order to improve their teaching skills. This collaborative work will help practitioners to improve their teaching skills, through discussion and sharing ideas and resources to solve teaching problems in front of a real classroom.

4.1.8 The necessity of feedback and collaborative activities among teachers and practitioners to improve teaching skills in a natural context.

The next question arises about the importance of getting feedback and having collaborative activities among practitioners aiming to improve their teaching skills in a natural context. As it was mentioned above, feedback as the collaboration among mentor and students can be highly and potentially essential to adjust aiming to improve novice teachers' teaching skills.

4.8 The impact of collaborative activities to improve novice teachers' teaching skills

Q8 – P1 “Very necessary”.

Q8 – P2 “Very important”.

Q8 – P3 “it is very necessary to see that they can change for the better.”

Q8 – P5 “It is important because that way they can find better answers regarding teaching methodologies”.

Q8 – P5 “super important, they will be used to listening better”.

Q8 – P6 “As has already been said, feedback helps to see your faults and work consciously on them in a classroom”.

Q8 – P7 “It is very important to achieve collaborative work, obtain practice and good language development”.

Q8 – P8 “At the point of doing an activity on the topic that was previously taught and observing whether or not the learner has problems with the topic, in order to help and guide him/her, stressing that we all learn in different ways”.

Q8 – P9 “It is very necessary because students have an active educational development”.

Q8 – P10 “VERY IMPORTANT”

Q8 – P11 “Very much so, as it motivates them to continue learning”.

Q8 – P12 “They are highly important. They support the adjustment and objectives of the course.”

Q8 – P13 “It seems to me that it is really necessary because we will become teachers, so it is important to learn different skills”.

Q8 – P14 “Feedback is necessary to solve our mistakes”.

As was shown, feedback as the collaborative work between Teacher and students in peer coaching is and it would be necessary to solve different teaching difficulties. They are highly and potentially essential to adjust objectives and to improving teaching skills. Collaborative work is another way that can promote collaborative reflection, as it is intended to improve specific instructional techniques of one's peers Mann (2019). Collaborative work would be a potential component in the peer coaching process, to solve teaching techniques faced by practitioners while performing their practices. This type of collaborative experience would be significant in their future professional lives.

4.1.9 The significance of feedback during classes to improve teaching skills.

The significance of this question is to give a view and show the effectiveness of feedback to improve teaching skills in novice teachers. Through feedback English novice teachers can solve different problems at the time to start teaching in front of a real classroom; that is why the next subtopic emerges.

4.9 The significance of feedback during classes

Q9-P1 “For me it is very important, because I take it as criticism or advice that can benefit me”.

Q9-P2 “super important because those comments would be important for my teaching performance”.

Q9-P3 “It is very important because together we can practice and correct our mistakes”.

Q9-P4 “In my case, to improve weak points and to study it more, I have found it very useful to be guided by my classmates and teachers to do something well again”.

Q9-P5 “It is important that way we learn through experience, learning theory is not the same as learning through practice”.

Q9-P6 “Very important”.

Q9-P7 “Super important but I have to give positive feedback”.

Q9-P8 “It is very important because I learn how to improve”.

Q9-P9 “this helps us to know in which areas we should improve”.

Q9-P10 “As has already been said, feedback helps to see your fouls and work consciously on them in a classroom”.

Q9-P11 “That way we can improve and innovate in the class”.

Q9-P12 “Highly important”.

Q9-P13 “More than important needed to learn”.

Q9-P14 “Very important”.

The results have shown the importance of feedback during classes or a course; in this case, peer coaching plays a vital role in improving weak teaching points as a teacher in a real classroom. Like NCSI Organization (2014), the teacher or instructor must give clear and general feedback (precise information) about teaching practices that would benefit learners. Some characteristics of effective feedback are Specific, positive, corrective, and timely feedback. In conclusion, feedback in peer coaching would benefit practitioners in acquiring knowledge and experience, aiming to have a satisfactory performance in a natural context.

4.1.10 Observation

The last question arises about the necessity to observe or see to novice teachers aiming to improve and increase their teaching skills. Through digital resources, practitioners can get more precise and contextualized language and lastly, improve collaboration competences through shared vision practices; that is why the last subtopic emerged.

4.10 Observation: A crucial process into the peer coaching process

Q10-P1 “I think that here every opinion is important and good if it is that of the mentor then even more so”.

Q10-P2 “very important and that more than mentors with years of experience”.

Q10-P3 “It is very important because the teacher can correct us at that time”.

Q10-P4 “Tell me my weakness and strengths”.

Q10-P5 “It is important because that way we can find data that in the future will help us professionally”.

Q10-P6 “Important”.

Q10-P7 “Stressful, but they do it to improve myself, so it is very important.”

Q10-P8 “It is very important because I can solve the problems”.

Q10-P10 “the observation is good if the feedback is objective and not with the desire to humiliate or exhibit”.

Q10-P11 “Very much so as he could give me advice on how to improve when teaching a class”.

Q10-P12 “Extremely important. In this way I would learn to teach before I start.”

Q10-P13 “I think it is very good even though sometimes it is cost but that they help you to be better is very good”.

Q10-P14 “Very important”.

As the results indicated, observation would be significant for novice teachers, through observation they can get the experience of observing and giving corrective feedback to other classmates. Amal (2016) present, there are three main stages of peer coaching which consist in a previous conference, where the lesson is planned and discussed, the second is lesson observation, in which the coach observes the class and takes notes, and finally, the reflective conference, where peers discuss together the class seen before. Similarly, to Yee (2016) Pre-observation planning and discussion, peer observations and finally post-observation discussion. Finally, observation is a key element in the peer coaching process because teachers as students can improve their teaching skills or learn a new teaching strategy to improve their teaching skills in class.

In this chapter, the findings were presented to support this investigation's objective, which focuses on the need to employ peer coaching as a strategy to give feedback to novice teachers related to their teaching skills. In the next chapter, the overview of the study, final conclusions, and suggestions for further research are shown to conclude this present investigation.

CHAPTER V: CONCLUSIONS

The following chapter concludes this study by making an overview of it, answering research questions, and presenting final conclusions and suggestions. This study was undertaken to know LEI students (novice-teachers) perceptions about the necessity to implement a peer coaching course, which will help in their formative process as English Teachers, as well as to improve their teaching skills before they starting to work in a real context.

5.1. Overview of the study

Due to the need to improve teaching skills and the lack of preparation in LEI students (novice teachers), this study claimed about the importance of using peer coaching as an extra course to give and receive feedback as a proposal to improve their teaching skills.

The approach used in this study was the qualitative approach. According to Creswell (2012) this approach focuses on exploring, and understanding the meaning of individuals or groups ascribe to a social or human problem in which the process involves emerging questions and procedures, where data is collected in the same setting where exists the problem and finally, where the researcher can make interpretations and inferences of the meaning of the data gotten. Qualitative research puts more emphasis on this study, to know opinions and perceptions from LEI students about peer coaching. It was profoundly seen in LEI novice teachers the necessity to employ peer coaching as a useful strategy to give feedback and improve teaching skills for their professional grow as future teachers. Qualitative research investigates the most profound way the necessity of peer coaching at the languages department and allows the researcher to make inferences and interpretations of the results obtained.

The research method used was a Case study. According to Gagnom (2010; cited in Woodside & Wilson, 2003) a case method is the most appropriate method to describe, explain, and control processes associated with a variety of phenomena at individual or organizational levels. That is why this research employed the case study method, due to it is explained LEI practitioners' perceptions, and opinions about the necessity to employ peer coaching as an extra course into the languages department that will help novice teachers to improve their teaching skills before starting to teach in a real classroom.

5.2 Conclusions

Through the elaboration of this project, it would be highlighted the real necessity to employ peer coaching as an extra course at the languages department, where teachers and students can work together, aiming to improve novice teachers' teaching skills, giving a meaningful feedback that would help to the future English teachers to improve teaching abilities and improve their teaching skills, giving as a result the implementation of an extra course called (Peer coaching) into the languages department, in order to have professionals in the area able to offer an adequate job, a practical class, gathered from the experience and learning of their professors and mentors, as the collaborative work and support among classmates. Finally, through feedback LEI novice Teachers would refine and build new teaching skills to teach better in front of a real classroom.

5.3 Internal factors

Reflection as communication is a vital part into the peer coaching process to increase and improve performance. It would be relevant in a peer coaching course to adjust objectives and restructure teaching among practitioners. The reflection would be a meaningful step in the professional growth of future English Teachers in the language department. This information confirms what Robbins (2015) says about the importance of reflecting and analyzing teaching

practices as a collaborative process between two colleagues. In sum, reflection is a vital activity in the teaching language formative process to improve teaching practices in a natural context.

Students can take advice from teachers or supervisors to improve as professional English Teachers, and at the same time, a novice-teacher can gain experience to develop their teaching skills.

5.4 External factors.

The external factors refer to all those factors that are also important, such as the validity and the confidential peer coaching would be for pre-service teachers, besides discussions about student assessment and plan for future learning.

5.5 Research Questions

(R1): What is the necessity of peer coaching to develop teaching skills among LEI practitioners?

The necessity to employing peer coaching to develop teaching skills in LEI novice teachers is necessary, as it can bring practitioners fruitful benefits, one of them, they can improve their abilities and capacities at the time to start teaching in a real classroom. It is a necessity because, in a natural context, there are several problems to face, now taking a peer coaching course, it would help novice teachers to improve their teaching skills, capacities and the knowledge they have been acquiring in the process to be an English Teacher can serve as a complement.

Peer coaching as it is cited in Robbins (2005) can open new opportunities and address many of the challenges and problems that educators face, including using technology in front of a

real classroom. Finally, as it is cited by Robbins, (2005), peer coaching can be divided into two categories; the first one is collaborative work, which means using collaborative structures to increase their capacity in order to promote learning, and the second category is formal coaching, which means to achieve with one process that is, pre-conference, observation and a post-conference.

(R2): How is peer coaching perceived as a strategy to help students to improve their teaching performance?

Peer coaching's necessity is inevitable; efficient feedback as the support of one mentor can be meaningful in the formative process of LEI novice teachers to develop their teaching skills when they start teaching in a real classroom. Through peer coaching, LEI novice teachers can get meaningful knowledge to observe, record events and, most importantly, give feedback to their classmates. Peer coaching must be seriously considered into the languages department as an extra course because it would help Teachers and LEI novice Teachers to reflect on their practices to improve their teaching skills. Peer coaching, as presented in (Robbins, 2015), enhanced collaboration among teachers, provided increasing opportunities for interdisciplinary planning, and supports the use of technology.

5.6 Significance of the study

The significance of this investigation will contribute on the implementation of a peer coaching course, where LEI students would reflect on their practices to build new skills through sharing ideas, as practitioners would learn how to observe, record events, and give feedback to their classmates too.

Finally, the innovation of this investigation are two main things: Firstly, the diagnosis of the necessity of peer coaching to develop LEI novice teachers' teaching skills; secondly, to make

a proposal about peer coaching as an (extra course) to be implemented at the languages department BUAP.

5.7 Limitations

There were some important limitations for the researcher, some of them will be mentioned. One significant limitation is that this research covered one group of teaching experience subject for this study. The sample employed for this research was for convenience, due to subjects being selected, because of their convenient accessibility. All the teachers were contacted by email, asking for permission to apply the instrument in their classes, and only one teacher gave his permission to apply the instrument. That is why this class was selected to be part of this investigation. Another significant limitation is that this research did not take comments or opinions from teachers to make it as a proposal, which is why this study tended to demonstrate the necessity of peer coaching, additionally to the pandemic too, due to it canceling classes at the faculty when this study would be applied with the presence of students and not in a virtual way that is why this study was so hard to be accomplished, it did not help to develop in a better way this investigation. Finally, another limitation of this study is it has covered just one group. In contrast, this study tended to consider all the groups related to the teaching experience subject; the pandemic represented a severe impediment and problem to develop this research project better.

5.8 Final reflection

It was a thought process to do research, I learned a lot of things at the time doing this project, specifically in the investigation area, accompanied by my mentor Ph. D. Benjamin Gutierrez Gutierrez, my readers Ph. D. Maria Amelia Xique Suárez and Ph. D. Josué Cinto Morales who showed an outstanding support to me. I will remember the knowledge, time, and space they shared with me, because I could not do it alone; I felt unable to do this project. However,

I looked for them, and they gave me all the support, materials, and facilities to do my research project and achieve this critical work as a final project in my university life, as I am grateful to all the people who supported this project. Now I am prepared to look forward to having a mastery in the future with all the knowledge I have gained and learned from my teachers to continue with my professional life as an English teacher.

5.9 Recommendations for further research

To do this kind of research, I recommend not just taking one group as this research did it, but also including other groups, to know more perceptions and opinions about peer coaching. I also invite teachers to explore most profoundly what peer coaching consists of, and how it would be applied to develop LEI practitioners teaching skills and prepare them for professional life. In addition, it is also recommended to pilot peer coaching as an extra course at the languages department BUAP, where we would see the effects and benefits presented in this study to LEI students. I am sure that peer coaching would bring to LEI practitioners fruitful benefits aiming to improve their teaching skills and strategies with the support of Teachers and classmates. Finally, the next stage to follow is to implement a peer coaching course not just into the languages department BUAP, also in other universities where students are studying to be English teachers in Puebla and Mexican universities to see its effectiveness and benefits to employ it.

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Appendix I. Google format instrument.

1. How important is it for you to reflect on your strengths and weaknesses in your teaching practices?

Texto de respuesta corta

2. How important is it for you mentor or classmates help you to improve on your teaching practices?

Texto de respuesta corta

3. How important is it for you to receive feedback from your mentor or classmates about your teaching practices?

Texto de respuesta corta

Activar Windows
Ve a Configuración para activar Windows

1. How important is it for you to reflect on your strengths and weaknesses in your teaching practices?

If I be honest, although don't look important inside my mind there is anxiety. it's very significant but every time when I start to think in this I can't focus in a way to grow up

1 respuesta sin evaluar / 0

Añadir comentarios

I consider it is very important, because that way we can improve our teaching practice.

1 respuesta sin evaluar / 0

Activar Windows
Ve a Configuración para activar Windows

Appendix II. Consent letter

CARTA DE CONSENTIMIENTO INFORMADO

Investigador a cargo: Sebastián Rosas Aquino
Correo electrónico: sebaslei72@gmail.com
Director de tesis: Dr. Benjamin Gutierrez Gutierrez.
Correo electrónico: benjamin.gutierrez@correo.buap.mx

Si decides participar es importante que llenes el siguiente ACUERDO DE PARTICIPACIÓN Yo _____, docente (a) Licenciatura en Enseñanza del Inglés y de _____ años de edad, acepto de manera voluntaria que se me incluya como participante de estudio en el proyecto de investigación denominado: “*Peer coaching as a useful strategy to give feedback to practitioners*”, luego de haber conocido y comprendido en su totalidad, la información sobre dicho proyecto, riesgos si los hubiera y beneficios directos e indirectos de mi participación en el estudio, y en el entendido que: • No habrá ninguna sanción para mí, en caso de no aceptar la invitación. • Puedo retirarme del proyecto si lo considero conveniente a mis intereses, aun cuando la investigadora responsable no lo solicite, pudiendo si así lo deseo, recuperar toda la información obtenida de mi participación. • No haré ningún gasto, ni recibiré remuneración alguna por la participación en el estudio. • Se guardará estricta confidencialidad sobre los datos obtenidos producto de mi participación, con un número de clave que ocultará mi identidad y serán resguardados un año posterior a la publicación de resultados del proyecto. • Comprendo que los resultados del estudio se podrán ocupar para publicaciones académicas posteriores. Nombre y firma del participante.

Nombre: _____

Firma:

Nombre y firma del responsable de la investigación

Nombre y Firma: _____

Appendix III. Data Base transcriptions

Libro1 - Excel (Error de activación de productos)

ARCHIVO INICIO INSERTAR DISEÑO DE PÁGINA FÓRMULAS DATOS REVISAR VISTA DESARROLLADOR

Portapapeles Fuente Alineación Número Estilos Celdas

B1 5. How necessary can feedback be into the peer coaching process to help to practitioners to develop their teaching skills?

Participants	5. How necessary can feedback be into the peer coaching process to help to practitioners to develop their teaching skills?
1	"It is important because that way you know your faults."
2	"Much needed as it would make it easier for practitioners to spot their strengths and weaknesses".
3	"Perhaps listening to more information that professionals do not know is the right way to manage skills".
4	"Well, I feel that it is necessary, so that professionals continue to improve, and teachers and students continue to learn and improve."
5	"Very much so because that way we can continue learning"
6	"We all have skills, but all teachers should teach that students get their greatest skills in a subject".
7	"Every class"
8	"I consider the intention of help others it's ok."
9	"It is very important because evaluating practitioners improves their performance as a future teacher"
10	"Is very important because we all have different kinds of learning"
11	of the course, doubts will arise and therefore you need to develop an active learner because sometimes they will not remain silent and question, in the case of the teacher if their knowledge is limited to a current educational reform, cou
12	"I think it's important so that everyone can learn".
13	"Important".
14	
15	
16	
Participants	7. How necessary is collaboration among students and teachers to solve teaching problems and improve in novice teachers their teaching skills?
1	"Is very necessary for us because, as students, sometimes we have problems that can affect our performance".
2	"Communication is important because the other student may know how to solve a problem".
3	"It is very necessary because I feel that we use solidarity, and it is quite true that we all learn and need everyone".
4	"Every teacher should help a student if he has because we feel indifferent because we don't know how to deal with it".
5	"Perhaps in collaboration the problems can be resolved accurately".

Hoja1

LISTO 26°C 05:15 p. m. 15/06/2023

Libro1 - Excel (Error de activación de productos)

ARCHIVO INICIO INSERTAR DISEÑO DE PÁGINA FÓRMULAS DATOS REVISAR VISTA DESARROLLADOR

Portapapeles Fuente Alineación Número Estilos Celdas

B1 5. How necessary can feedback be into the peer coaching process to help to practitioners to develop their teaching skills?

Participants	5. How necessary can feedback be into the peer coaching process to help to practitioners to develop their teaching skills?
10	"Is very important because we all have different kinds of learning".
11	of the course, doubts will arise and therefore you need to develop an active learner because sometimes they will not remain silent and question, in the case of the teacher if their knowledge is limited to a current educational reform, cou
12	"I think it's important so that everyone can learn".
13	"Important".
14	
15	
16	
Participants	7. How necessary is collaboration among students and teachers to solve teaching problems and improve in novice teachers their teaching skills?
1	"Is very necessary for us because, as students, sometimes we have problems that can affect our performance".
2	"Communication is important because the other student may know how to solve a problem".
3	"It is very necessary because I feel that we use solidarity, and it is quite true that we all learn and need everyone".
4	"Every teacher should help a student if he has because we feel indifferent because we don't know how to deal with it".
5	"Perhaps in collaboration the problems can be resolved accurately".
6	"I think it is important to clarify doubts, but I think the help of a teacher is better".
7	"It is highly necessary. It is vital to develop as teachers."
8	"Noticing that the students maintain a state of disinterest in the course, sometimes their point of view is very useful to improve the failures that we have as teachers".
9	"I consider that it is very necessary since in this way they could expose their different points of view, which would help both of them to find different options".
10	"They must work together because the students would contribute in their way of learning and the teacher in their teaching skills".
11	"Obviously is a requirement, if students and teachers follow that path they will do better."
12	"It is necessary because we can help with different problems".
13	"It is very necessary because it favors learning, communication and the active participation of students".
14	"Important".

Hoja1

LISTO 26°C 05:16 p. m. 15/06/2023