



بسم الله الرحمن الرحيم

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The Role of Critical Friends in the Enhancement of the English Teachers' Pedagogic Skills at the Basic Education Stage *"A Case Study"*

**A Thesis Submitted in Partial Fulfilment for the
Requirements of the Master Degree in Education
(Curriculum & EFL Instruction)**

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ABSTRACT

This study focuses on the role of critical friends as a method that evokes teachers to work together and draw on one another's expertise. The researcher used the action research design that allows teachers to try a new practice. Nine teachers from Mostafa El-Qayaty governmental languages school in Atfeeh Administration, Giza governorate have participated in a critical friends group for nine weeks. The participants have finished ten sessions; through these sessions they conducted peer observations and reflected on their practice through debriefing sessions, journals, dairies and discussions. A lot of data sources were collected during the study. The results show that the critical friends method leads to a change in teaching process. Teachers could discuss, plan, and practise through assessment, observing expert teaching, classroom management and reviewing student work. As a result, teachers discovered that they could better diagnose, remedy, assess, and recognize students problems. Finally, using the critical friends method has a positive effect on classroom management and assessment for learning at the basic education stage.

Key words:

Critical friends, pedagogical skill, basic education stage, case study, professional development, trainers, trainee, Egypt.

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List of Abbreviations

PLCs Professional Learning Communities

PD Professional Development

PDS Professional Development School

CFG Critical Friend Groups

NSRF National School Reform Faculty

EAL Local Education Authorities

NCSI National Center for School Improvement

ISPFTED The Integrated Strategic Planning Framework for
Teacher Education and Development

NASDTEC National Association of State Directors of Teacher
Education and Certification

Chapter One

Background and Problem

Introduction

Context of the Problem

Statement of the Problem

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Definition of Terms

Professional Learning Communities (PLCs)

Critical Friend

Pedagogical Skills

The Organization of the Remainder of the Thesis

Chapter One

Introduction

Language is considered a means of communication among people and it is a tool to express their thoughts and feelings. Furthermore, it reflects the experiences and culture of people. According to Nilsson, (2002). Language is the main part of the human heritage which can be recorded and transmitted into the present, also keep it for the next generations.

It is clear that learning a foreign language , specially the English language is a necessary need in our life for easy communication and get to information that is often available in English language. According to Curtain,(1995) &Met, (1991) a natural language acquisition occurs in context , It is never learned divorced from meaning ,so the teacher should have the pedagogic skills to get it to the students.

Nowadays, English language teaching and learning face serious changes and challenges. The modification of educational policies, the expectations of the society, all require in general schools to provide students with effective instruction in EFL and specially, a teacher who has high pedagogic skills. According to Rahimi (2007). teachers have to be able to deal with a lot of skills and abilities. He suggests that teachers have to get three kinds of knowledge:

1- Knowledge of language, it divided into content knowledge and knowledge of subject matter.

2- knowledge of teaching includes pedagogical knowledge, knowledge of teaching strategies, beliefs, practices, and knowledge of various disciplines that would enrich teachers approach to the teaching and learning of English.

3- Knowledge competency of teaching in reality : pedagogical content knowledge, the specialized knowledge of how to represent content knowledge in the classroom and how students understand the subject matter in the content of real teaching; the students problems and how to overcome those problems by considering all variables related to their learning for example, teaching materials, assessment procedures, classroom management and so on.

Unfortunately, the teacher does not have enough concerning by the researchers because the main concerning for the students. IT does not mean to neglect the student but to concern with both side by side as he is considered the basic through the educational process.

Professional development plays an essential role in successful education improvement. Professional development serves as the bridge between where prospective and experienced teachers are now and where they will need to be to meet the new challenges of guiding all students in achieving higher standards of learning