

# **Feedback in Peer Teaching: A Stairway to Empowering Primary English Language Teachers**

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Indonesian government is currently undertaking a teacher certification program aimed at improving professionalism among in-service teachers. This program covers workshops on teacher-professionalism topics and a three-consecutive-peer teaching session. This paper explores one aspect of the teacher training during Teacher Certification Program for primary English language teachers in West Java, namely Peer Teaching particularly on feedback session. Questionnaires were distributed to 30 teachers and 3 instructors to find out their perception on teachers' performance and types of feedback given by both teachers and instructors. Observation on teachers' simulations and analysis on teachers' lesson plans were also conducted to record the teaching performance and focused aspects of feedback. The data were then analyzed by using Wallace's (2006) reflective cycle to disclose the respondents' perceptions, teachers' progress in designing lesson plans and delivering their lessons. This descriptive study finds that the teachers had positive response towards peer teaching and appreciated any feedback provided by the instructors. They found examples and demonstration from the instructors more useful and empowering than merely theoretical explanation. In terms of teachers' performance, as perceived by the instructors, the teachers had some problems ranging from the poorly-formulated lesson plan to the problem in their language proficiency. The data from observation and lesson plans from session 1 to session 3 of peer teaching show the teachers' improvement. They were found to be more systematic and engaging in delivering the lessons and more confident and fluent in using English. This progress was also captured from three lesson plans that each teacher produced. Based on the results, it is highly recommended that instructors give real examples and demonstration to in-service primary English teachers in such a program, considering many teachers' non-English education background.