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العدد السادس والعشرين
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هيئـــة التحريـر

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مدير التحرير: د. عطية رمضان الكيلاني
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- المجلة ترحب بما يرد عليها من أبحاث وعلى استعداد لنشرها بعد التحكيم .
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- كافة الآراء والأفكار المنشورة تعبر عن آراء أصحابها ولا تتحمل المجلة تبعاتها .
- يتحمل الباحث مسؤولية الأمانة العلمية وهو المسؤول عما ينشر له .
- البحوث المقدمة للنشر لا ترد لأصحابها نشرت أو لم تنشر .

(حقوق الطبع محفوظة للكلية)

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يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :

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- يخضع البحث في النشر لأولويات المجلة وسياستها .
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Considering the impact of peer observation on teacher's development

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Abstract

Peer observation is an effective tool in the field of teacher's development. Bell (2005) has maintained that peer observation can help teachers improving their teaching skills. This paper considers the impact of peer observation on teacher's development. In doing so, this paper will be divided into six parts. The first part will give detailed background about peer observation: its definition and what are teachers' beliefs about the peer observation in the past and present. The second part explores the framework of peer observation which is consists of three main important stages (pre-observation meeting or session, during observation and post-observation session) in addition to the tasks that should be made by the observer and the observee in each stage. The third part shows how peer observation should be carried out by written narrative, field notes or by using checklists. The fourth part highlights the benefits and the challenges of implementing peer observation, elucidating to what extent peer observation affects teachers' beliefs along with teaching and learning process.

The fifth part represents my experience of peer observation as an observer and as an observee in addition to illustrating how peer observation has a mighty impact on my beliefs and my experience as a language teacher. Finally, the conclusion summarizes the crucial points and ideas accomplished by this study.

Keywords: peer observation, teacher's beliefs, teacher's development, feedback, teaching and learning process.

Being a professional teacher is not an easy job. As teacher should exposure to different teaching training courses, in the field of teacher education and development. There are many training courses that teacher (especially novice teacher) might take part in in order to assist in teacher's development and enhance the teaching and learning quality. These courses might vary from institution to another according to learners' needs, teachers' needs, level of proficiency and standards of the institution, etc. Peer observation is one of the most common and useful techniques that assist in teacher's development. Indeed, peer observation can be done in two ways, the first one is formal. In other words, it is compulsory, in which both the observer and the observee are attached with a supervisor who is responsible to guide and support the process of peer observation. The second one is informal, in which both participant decide on doing it perhaps without support from seniors or supervisors. this paper will go in depth in peer observation considering its impact on teacher's development.

In doing so, this paper will be divided into six parts. The first part will give detailed background about peer observation: its definition and what are teachers' beliefs about the peer observation in the past and present. The second part explores the framework of peer observation which is consists of three main important stages (pre-observation meeting or session, during observation and post-observation session) in addition to the tasks that should be made by the observer and the observee in each stage. The third part shows how peer observation should be carried out by written narrative, field notes or by using checklists. The fourth part highlights the benefits and the challenges of implementing peer observation, elucidating to what extent peer observation affects teachers' beliefs along with teaching and learning process.

The fifth part represents my experience of peer observation as an observer and as an observee in addition to illustrating how peer observation has a mighty impact on my beliefs and my experience as a language teacher. Finally, the conclusion summarizes the crucial points and ideas accomplished by this study.

Part.1: Background of peer observation:

The term 'observation' is commonly known and used by many people who particularly work with young people, children as well as the people who work in the field of education.

Peer observation means that when one of teachers (usually colleague) observes another teacher while teaching a lesson in order to collect particular information by focusing on specific language issues.

Malderez (2003) has maintained that peer observation is frequently used in the field of education as one of the most effective tools that assist and support the process of teaching and learning development.

Peer observation is one of classroom observation types. In addition, it plays a crucial role in enriching teacher's development and teacher's education as it is used a lot in the higher education in order to enhance the quality of language teaching and learning.

According to Lublin (2002, p.5) peer observation is 'A collaborative and reciprocal process whereby one peer observes another's teaching (actual or virtual) and provides supportive and constructive feedback. Its underlying rational is to encourage (continued) professional development in teaching and learning through critical reflection, by both observer and 'observee'. It may also include 'observation and feedback of non-classroom aspects [such as] a staff member's approaches to teaching and learning, including module or course design and documentation, teaching recourses, appropriateness of assessment etc'.

Bell (2005, p. 3) has demonstrated that peer observation is "collaborative, developmental activity in which professional offer mutual support by observing each other teach; explaining and discussing what was observed; sharing ideas about teaching; gathering student feedback on teaching effectiveness; reflecting on understandings, feelings, actions and feedback and trying out new ideas".

Swinglehurst (2008, p.) has suggested another definition for peer observation 'a process by which an educator observes the teaching of another teacher (usually a colleague) with the purpose of providing constructive feedback on the teaching process.

In the past, teachers were unfamiliar with peer observation. According to Tilstone (, p.58). 'teachers often worked in isolation behind closed doors and visitors to the classroom were un common and usually unwelcome'.

Williams (1989, p.86) outlines the main problems of traditional peer observation:

'-The teachers did not like it. It was threatening, frightening, and regarded as an ordeal.

-It was prescriptive.

-The checklists focused on too much at once.

-The teachers had no responsibility for the assessment. It was trainer-centered'.

The close reading to Willaims (1989) and Richards (1989) argues us into holding that traditional peer observation was not common among teachers: teachers were not familiar with the idea that someone is sitting in the back of the class to capture their slips and weaknesses. However, over the last decades peer observation has reached the fore to became one of the most effective techniques in the field of teacher education and development.

Part.2: Framework of peer observation:

Pre-observation

During this stage participants (observer and observee) need to have discussion about lesson procedures and clarify the purpose of observation.

Tilstone (1998) has mentioned some practicalities which should be decided by both partners such as:

- ‘kind of data needed;
- the observational techniques to be used;
- ways in which the data will be processed;
- the time available for observation
- planning the work,
  the follow up discussion;
- the positioning of the observer’.

In addition, in this stage teacher should inform learners the reason for observer’s presence in the class.

During observation:

This is the main stage in peer observation in which the observer come to the classroom either at the beginning of the lesson or at the second part of the lesson (after the break time).

According to Richards and Lockhart (1996) in this stage teachers are supposed to sit in the classroom either in the corner, at the back or might with learners. As well as take into consideration of being an observer rather than an evaluator and start recording the required data. Moreover, an observer might use any kind of observation procedures (will be highlighted in the third part) according to data needed.

However, when observer takes part in the lesson the focus of observation might will be lost. Thus, it would be beneficial if the observer avoids participating in the lesson.

Post-observation

The discussion which is supposed to occur at this stage should make the observation process more affective and useful for teacher development.

Tilstone (1998) argues that it is important to have feedback about the observed lesson.

However, observer and observee might not be able to have a meeting immediately after the lesson. They can arrange a time to have discussion about the observed lesson and focus on the most important issues. The feedback should be balanced. Richards and Farrell (2005) clarified that, observer should pay attention to give comments on the positive points in order to encourage the observee and convince him/her with the areas that still need to be focused on in order to enhance the development.

Part.3: Procedures for peer observation:

peer observation aims to enhance teaching developments and qualities. what is more, peer observation could not be done by depending on observer’s memory. For that reason, Richards and Farrell (2005) suggest three procedures which may assist teacher in order to gain developmental achievements by doing peer observation.

Written narrative

This is one of the common techniques which used in collecting data during doing peer observation. Written narrative should be done by the observer to focus on the most important issues of the lesson such as the structure and development. It is also should concentrate on the

activities, methods of teaching employed by the teacher and the time period for the lesson. According to Richards and Farrell (2005) while carrying out this technique in doing peer observation observer should avoid describing everything in the lesson. In addition, the language used in describing the lesson should be objective, bias and evaluation should be avoided.

Written narrative is very useful for peer observation as it provides a picture of the observed lesson and what was the structure of the lesson and to what extent does the teacher was tied up with the lesson plan.

On the other hand, there are many issues of the lesson which are still hard to describe such as the language that used in interaction between teacher and learners.

Field notes

Field notes is a note which contains brief description of the main features and events which happen in the lesson. According to Richards and Farrell (2005) taking notes is one of the informal ways as it jotting down the events as they occur.

Field notes is flexible technique for peer observation. When important events occur, observer write them down e.g. when learners read text silently, observer might focus on another issues such as to what extent learners use the dictionary while reading.

However, the collected data might not enough to capture what exactly happened during the lesson.

Checklists

A checklist is a kind of structured paper full of specific aspects and features of a lesson which the observer should complete while observing a lesson. Richards and Ferrell (2005) have asserted that checklist is easy to complete and highly focused: it provides good system to collect the required data from a lesson.

Despite the fact that, some issues and features of a lesson still difficult to identify by using checklist: it might focus on trivial issues and fail to describe the whole events.

Part.4: Benefits and challenges of peer observation:

As mentioned above, peer observation is one the effective tools which help in teacher's training and development. Moreover, it allows both observer and observee to improve and enhance their reflection and teaching skills.

Gosling (2005, p.16) has established that peer observation could be useful:

'-To facilitate reflection on the effectiveness of the participant's own teaching and identify their development needs.

-To improve the learning and teaching.

-To foster discussion dissemination of good practice.

-To increase participant awareness of the student experience of learning'.

Peer observation provide proof of teacher behavior, performance, interaction with learners and the whole teaching and learning process in order to gain professional development and goals' achievements.

In addition, observation could be useful and beneficial tool which provide data that describe what exactly happen in the classroom, about the teacher, learners, teaching and learning conditions, either positive or negative issues.

Wallace (1991) has established that peer observation is extremely flexible. In other words, it can be done in different ways, written, by using video, recorder, etc.

It is generally agreed that observation plays an important role in teachers' development and on the teaching and learning process and mostly it has a positive impact on an observer, an observee and learners.

However, according to Wallace (1991) observers are supposed to cause conscious or subconscious disturbance on the classroom atmosphere. In other words, learners might pay attention to the observer rather than to the teacher. This might happen particularly with pupils, as they keep their eyes on the strange person who is in the classroom and neglect the teacher and the learning.

Part.4: Principles should be considered for peer observation:

As the situation with all teaching and learning developing tools, peer observation should have specific principles and guidelines which should be followed in order to make it successful and more effective for teacher's development. These principles are not only followed by one of the participants rather than by both of them, the observer and the observee.

According to Richards and Lockhart (1996) two main aspects for peer observation:

Observation should have a focus: it is important for observer to know the main purpose of the observation. In addition, it might be difficult for observer to do observation on many aspects at once. Thus, it would be better to have a particular issue to observe in each observation.

Observers should use specific procedures: lessons are complicated in which there are many events and activities might occur concurrently. Therefore, when peers decide on doing observation they have to agree on the procedures of observation and the structure of a lesson.

Richards (1996) has suggested many tips which might be useful for both participants (observer and observe), these tips can be summarized in the following points:

-select and issue to test (e.g. TTT/STT).

-select specific procedures for data collection about the chosen topic (e.g. record or video the lesson).

-gathering the data, analyzing it and decide on the possible changes if needed.

-reflect on the whole observation process.

Williams (1989, p.85) has maintained that classroom observers should attempt to make the observation 'developmental rather than judgmental'. For this reason, there should be a space for teachers to improve and promote their teaching abilities as well as enhance their awareness about the teaching and learning process.

Furthermore, Bell, M (2005) has explored that peer observation sometimes occur for evaluative and developmental purposes, however he believes that when the focus shifts to be for evaluation goals, the value of development aspects will be lost easily. For that reason, the two processes (assessment of quality, development) should be done separately.

Although, Richards (1996) has asserted that peer observation is one of the ways which assist in teachers' development. Moreover, to make peer observation a positive process, observer's job should be collecting information for developmental purposes rather than on evaluating teachers, their teaching methods and techniques in the classroom.

Furthermore, Melderes (2003) has maintained that observation can be done for different reasons. Hence, it is important to clarify the purpose that each observation carry.

Part.6: My own experience of peer observation:

According to my own experience, I can say that observation is gathering information through observing a teacher during a lesson or couple of lessons by focusing on specific issues. This kind

of observation which I have been involved in sometimes as an observer and sometimes as an observee, through sitting in the corner at the back of the class and sometimes take a part or involve with learners in the activities with paying attention to the specific issues for particular observation. My colleagues might observe part of the lesson and sometimes observe the whole lesson. Peer observation is one of the most effective techniques which have affected my teaching abilities and skills positively.

At the beginning of my career as an English language teacher I have involved in two jobs, the first one is a teacher (observee) and the second one as an observer. Indeed, both of them are not easy jobs, since at that time I was still novice teacher and my experience of teaching was not enough to be able to do observation as well as to be under observation settings. However, it was a very rich experience because my colleagues and I who supposed to involve in the peer observation were supported a lot by our teachers from the 'British Council'. Those teachers have made good attempts to make our peer observation very useful and successful by providing observation checklists and advice towards peer observation in order to make it effective.

When I started teaching I was supposed to do observation for my colleagues during the whole week as we were six teachers and each one has to observe all of the teachers and all of the levels to have the chance to practice the observation with different language levels. This chance of observing and being observed by five colleagues and all levels was one of the techniques which added to my experience of teaching many new ideas about teachers, learners, language activities, classroom management, etc.

As the situation with teachers in the past with traditional peer observation, I was unhappy with the idea that someone is going to observe my class while I am teaching. I accept to be observed by my supervisor (British teacher) and felt excited and confident by her observation as she makes me relax and even did not recognize that someone is sitting in the classroom, recording every mistake that I might do. On the other hand, peer observation makes me feel frightening, upset and confused. I did not prefer to be observed by a colleague, nevertheless when I involved in the process of peer observation I notice that how my beliefs start changing slightly after each lesson either being observer or observee.

Indeed, from my experience as an observee does not affect my beliefs a lot towards ideas, activities, teaching, learning, etc, rather than the obvious impact of being an observer. In other words, my beliefs have changed about being observed by one of my colleagues and I had realized that I have to be relax and comfortable while peer observation. In addition, this change and progress of my beliefs was noticeable in each class.

On the other hand, I have gained a lot of benefits of being an observer for my colleagues' classes as I got the opportunity to visit all of the classes share ideas, learn from their mistakes to avoid them in the future, get benefits from their strengths of teaching such as giving instructions, classroom management, pair work, group work, games, etc.

In addition, the most important progress I have had with peer observation experience is that I became able and very confident to give other teachers feedback about their classes, way of teaching explaining by paying attention to the positive as well as the negative issues that are relevant to the observed class. Besides, I attempted to use all peer observation procedures such as checklists, written narrative and field notes. All of these procedures were useful except of the checklists which I had trouble with regarding to its limitation.

Peer observation is with no doubt one of most effective and crucial training tools which had a positive impact on my beliefs towards language teaching and learning. In addition, it has enriched my experience by providing the opportunities of exposure to all language levels, share my colleagues their beliefs, ideas and methods of teaching which are the most important factors that might affect the teaching and learning process. Consequently, my colleagues and I in our workplace still doing peer observation as a kind of team work. As we have noticed that peer observation could provide sufficient progress and assist our development as language teachers.

Conclusion:

This paper has considered the impact of peer observation on teacher's development.

To sum up, peer observation can assist teachers to be more aware of teaching and learning process as well as all the issues that face them in the classroom and how they can be resolved. In addition, peer observation can narrow the gap between what teachers beliefs towards their teaching and what they actually do in the classroom. Peer observation is beneficial for both participants as it provides them with opportunities to share ideas, expertise and among peer observation they would be able to discuss issues, concerns as well as it is a chance to exposure to the language. They can see how teacher have different ideas and beliefs towards language, learners, teaching methods and techniques. It provides chances to give effective feedback about other teachers and arise self-awareness of teacher's own teaching.

Peer observation is one of the effective techniques which support collaborative and team work amongst teachers. However, it might have some drawbacks, teachers nowadays can avoid its disadvantages through preparing, involving and participating in peer observation courses.

One of the most crucial factors that might make peer observation successful is that participants should follow a particular plan for their observation, verify the procedures of peer observation and ensure that the observation is well organized. In other words, they should follow the framework of observation (pre-observation session, observation and post-observation meeting).

In addition, it could be the most effective tool for teacher training and development particularly with novice teachers if both participants (observer and observee) have established good rapport among each other to make the peer observation developmental rather than evaluative.

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