

Views of Teacher Performance: To What Extent Do Multiple Observers Converge?

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Abstract

Problem Statement: The vast majority of empirical work on second/foreign language teacher education continues to emphasize the notions of 'reflective practice', 'exploratory teaching', and the like based on the premise that teachers develop by studying their own practice. To do so, teachers need to collect data and use reflective processes. Classroom observations are one of the most common ways to develop these reflective processes in the teaching profession. In a classroom observation, there are four important possible sources of feedback on teacher performance: peers, learners, teacher trainers, and self. The main question this study seeks to answer is how views of teacher performance vary when multiple observers (in this case, the teachers themselves, learners, peers, and trainers) are invited to watch the same lesson and perform the same observation tasks.

Purpose of the Study: It is recognized that classroom teaching is an extremely complex phenomenon, and observing the act of teaching can lead to substantial amount of learning on the part of teachers. Considering this fact, the present study aims to compare different observers' views on the same lessons, and to draw out implications for how 'complex meanings' can be interpreted in order to give direction to teachers' professional development.

Method: The structured observations conducted in this study focused on different aspects of classroom teaching. Prior to each observation, the specifically designed observation task, outlined on a task sheet, was explained to all observers. All classes were video recorded, and the observed teachers were given the videos of their classes. The teacher was asked to do the observation task while viewing his/her recorded lesson.

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Finally, the written feedback from the trainer, colleague, and learner was also shared with the teacher. The sets of four completed observation task sheets (from teachers themselves, learners, colleagues and trainers) constitute the data for the study.

Findings: A content analysis of the written feedback on the completed task sheets indicates that there is a noticeable overall difference between the four participant observers. The results suggest that while there may be some extent of agreement among the views, each observer seems to have a different interpretation of the lessons observed.

Conclusion and Recommendations: One of the implications that can be drawn from the study is the necessity of training learners in teacher evaluation, as well as peer teachers. Such observers must be made more aware of the need for sensitivity in the observation process in general, and the act of giving feedback in particular. The study concludes that while diverse views on feedback may be contradictory to some extent, these views may prove beneficial in that they help teachers understand the complexity of teaching, therefore leading to teacher learning.

Key Words: teacher development, reflective observations, feedback

In recent years, teacher education has emerged as a vibrant subfield due to its unique theme of educating and informing teachers both at the pre-service and in-service levels (Lazaraton & Ishihara, 2005); classroom observations have always been important components of this education. The development of ELT teachers' teaching practices has usually included classroom observations as one of the most common components of teacher education programs designed to develop reflective processes in the teaching profession. However, observing teachers has always been a controversial issue, as while some teachers welcome the idea of being observed, some others "...accept it with varying shades of enthusiasm and reluctance" (Washer, 2006, p.6), because they find the observation process threatening and time-consuming. Therefore, a distinction should be made between classroom observations carried out to evaluate teachers and those aimed at helping teachers reflect on and foster their own teaching practice. This study focuses on the latter, and the key words in this case are 'reflection' and 'reflective observation'. Reflective observation, that is, observation "that is linked to critical reflection, is one strategy that can be used to help teachers develop a deeper understanding of themselves as teachers and so be better prepared to make decisions about their own teaching" (Richards, 1997, p.3). According to Wildman and Niles (1987), teachers need to look at classroom events in order to reflect, and reflection requires that teachers be emotionally detached from classroom events in order to identify the positive and negative aspects of their practice. In order for teachers to learn by examining their own practice, they need to collect feedback about different aspects of their teaching.

Sources of Feedback

There are four possible sources of feedback on teacher performance:

- 1- Peers: Peer observations support teachers' learning about their own teaching "by providing suggestions for change and mutual reassurance" (Pressick-Kilborn & Te Riele 2008, p.61). As noted by Hammersley-Fletcher and Orsmond (2005), peer observations are a means of making the focus and purpose of reflection more explicit and effective; as a result of such observations, teachers may seek out and engage in relevant developmental processes.
- 2- Learners: As pointed out by Kurtoglu Eken (1999, p.241), "learners are also observers in their own right, and there is a lot we can learn from them about teaching and about learning"; therefore, they should be considered as a potential source of feedback.
- 3- Teacher trainers: In many institutions there are teacher training/development units that cater to the developmental needs of the teaching staff. These units consist of trainers who usually have a substantial amount of experience in observing teachers' classes, and examining procedures of classroom teaching, and who, therefore, constitute an important source of feedback.
- 4- Self: According to Armstrong & Frith and Koizol & Burns (in Richards & Farrell, 2005, p.34), "self-monitoring or self-observation refers to a systematic approach to the observation, evaluation and management of one's own behaviour in order to achieve a better understanding and control over the behaviour". Ideally, this type of self-evaluation should be in the form of 'critical reflection', where teachers reflect on practice as a way of reaching a level of self-awareness regarding their actions and the reasons behind them (Bailey, 1997).

Metaphorically speaking, these four sources could be considered as the four points of a compass rose, and they might serve to give direction to a teacher's professional development.

Study

Aim

It is recognized that classroom teaching is an extremely complex phenomenon, and the focus on the complex meanings underlying the observable acts of teaching creates the potential for a substantial amount of learning (Richard, op cit). Considering this fact, the present study aims to compare the views of different observers on the same lessons, and to draw out implications as to how 'complex meanings' can be interpreted to give direction to teachers' professional development.

Institutional Context and Participants

The School of Foreign Languages, where the study was conducted, has approximately 1600 students and 140 teachers in its English language teaching programs, namely, the English Preparatory Program and the undergraduate Freshman English Program. The school recognizes the importance of providing the teaching staff with professional development opportunities, and therefore, provides in-service support and development. Operating on the premise that teachers who continue to learn are more effective, a Teacher Development Unit consisting of five trainers offers a range of activities in the school. One of these is the Reflective Teaching and Learning Program (RTL), in which the participants of the study were involved when the data was collected. The program aims to:

- a) help teachers see themselves teach and learn to exploit their strengths and work on their weaknesses;
- b) develop confidence not only for the teachers but also for the benefit of their learners;
- c) allow teachers to share their experience of teaching and enrich this experience with perspectives from their workmates, trainers, focused discussions, and further readings;
- d) and explore different ways of developing and becoming more autonomous teachers.

As for the profile of the participants, there were four main groups of people who provided feedback as a result of the classroom observations conducted:

1. The teachers themselves: Three teachers (two native English speakers, and one non-native, all of different nationalities and degrees of experience) were involved in the RTL Program on a voluntary basis.
2. The trainers: Five trainers, including the author, from the Teacher Development Unit in the institution where the study was conducted were involved in providing the input sessions and the classroom observations within the scope of the RTL program.
3. The learners: One learner from each participant teacher's class was included in the process, taking on the role of observer and provider of feedback. These observers were chosen by their classroom teachers, and joined as participants on a voluntary basis after being informed of the aim and procedures of the study. In order to familiarize the learners with classroom observation procedures, they were given a training session consisting of an observation task using a previously video-recorded lesson. They were also shown observation task samples similar to the ones used in the study.
4. The colleagues: One of the important guidelines for peer observation is that participants select their own partners to collaborate with (Richards and Lockhart, in Richards op cit). Keeping this principle in mind, the participant teachers were allowed to choose colleagues to observe their classes and perform the observation tasks.

Data Collection

The structured observations conducted in the study focused on several aspects of classroom teaching: 1) general teaching and learning, 2) teacher talking time (TTT), 3) instructions, and 4) feedback. Observation tasks for each of these areas were designed by the researcher to be used by all the observers.

The students' behaviour during the observations conducted in their classes can be viewed as positive for two reasons:

1. prior to their class sessions the students were informed that the observations would be carried out as part of a research project on teacher education, and that they would not affect them in any way; and
2. students were already familiar with having observers in their classes because classroom observations – by peer teachers and/or teacher trainers – are routinely conducted within the school.

The data was collected following the steps below:

1. Prior to each observation, the specifically designed observation task was explained a) to the trainer, b) to the colleague, and c) to the learner (in the learner's L1 to avoid any possible misunderstandings). The observed teachers themselves were given no prior knowledge of the task at this stage. This allowed the teachers to present their lessons without amending their original lesson plans. Not knowing the foci of observations helped them act naturally during observations.
2. All classes were video recorded and the observed teachers were given the videos of their classes.
3. The teacher was asked to do the observation task while viewing his/her recorded lesson.
4. Finally, the written feedback from the trainer, colleague, and learner was also shared with the teacher. Thus, at the end of each observation, the teacher had a set of feedback consisting of the self-, trainer-, colleague- and learner-completed observation tasks. All observers completed the same task for each observation. These changed each week. The observation task forms collected from the four observers on four different aspects of teaching over the period of four weeks constituted the data for the study. See the Appendix for the task sheets.

Data Analyses

The data in the study was analyzed quantitatively, by determining percentages, and qualitatively, by conducting content analysis. The quantitative analysis of the data was carried out by identifying the number of similar and different comments made by the observers (teachers, learners, colleagues, trainers) on the task sheets. The percentages of similarity were determined based on these identified numbers in

order to have a clearer idea of the agreement between the observers; and they can be viewed in the results section.

The content analysis conducted on the comments aimed to identify similar and different words and phrases the observers used when they responded to the questions on the task sheets. These phrases are displayed in the content analysis tables presented in the results section that follows.

Results

The main question the present study sought to answer was the extent to which the views of different observers converged when they were asked to watch the same lesson using a given observation focus. The set of data analyzed consists of the observation task sheets completed by four different observers, namely, the classroom teachers themselves, learners, teacher trainers, and colleagues.

As can be seen in Appendix A, each observation task sheet consisted of different numbers of questions:

General teaching and learning task: 5 questions

Feedback task: 2 questions

TTT task: 2 questions

Instructions task: 4 questions

Although the number of questions for each task totaled 13, only the 5 questions most relevant to the foci of the tasks were chosen from each task sheet. Fifteen responses from each class of observer were used, with the belief that this would be sufficient to allow comparisons of the observers' views. These were chosen at random from the questions determined to be the focus of the task. These 15 randomly selected responses were analyzed and compared with corresponding comments from each of the other groups of observers, and classified as broadly similar and broadly different. The results of the study are displayed in two ways: first, the overall percentages are given, and then the results of the content analysis are presented.

1. Percentages of Similarities and Differences Between the Observers

The level of agreement for each group of observers is given in Table 1, where comments that are similar are shown as a percentage.

Table 1
Similarities Between Observers

Number of Comments = 15			
Observer	Similar	Different	Percent Similar
Learner	3	12	20.0%
Self	6	9	40.0%
Colleague	8	7	53.3%
Trainer	9	6	60.0%

As can be seen from the table above, there is a clear difference between the four observers overall. The learners' views seem to deviate most dramatically from the other participants, with only 20% agreement, followed by the teachers' views of themselves (40%). Views of trainers (60%) and colleagues (53.3%), on the other hand, seem to have more agreement with other observers. It can be concluded from the figures in the table that each observer seems to have a different interpretation of the lessons observed.

2. Content Analysis Tables

The tables that follow present the key words and phrases the observers used in responding to the questions chosen and included for analysis. To view the full observer quotes see Appendix B.

2.a. Question from the Feedback Task: The question chosen to be included in the analysis was:

Do you think the feedback given in the lesson promoted any kind of 'change' (i.e. learning) for your students? Can you give one example?

Table 2*Similarity Between Views on Question 2.a*

2.a	Similar	Different
Self		No ... not much feedback...
Learner	Yes ... thanks to our teacher's feedback...	
Trainer		To some extent ... Referring them to the tapescripts helped students...
Colleague	Yes ... by providing the students with lots of examples...	

This table above is particularly interesting because it reflects the diverse views of the observers. Despite the limited agreement between the learner and the colleague, it can be seen that observers had differing perspectives on the effect of feedback given in class.

2. b.1. *Question from the Feedback General Teaching and Learning Task*: The first question chosen to be included in the analysis was:

What did you think was the most successful part of the lesson?

Table 3*Similarity Between Views on Question 2.b.1*

2.b.1	Similar	Different
Self		... students working together and answering the questions correctly...
Learner	... reviewing the previously covered subjects...	
Trainer		... to relate the topics and structures to themselves...
Colleague	... review part...	

As can be seen in the table above, the learner and the colleague show a degree of agreement on the most successful part of the lesson; however, other observers appear to have different interpretations of the “most successful part of the lesson”.

2.b.2. Question from the Feedback General Teaching and Learning Task: The second question from the same task sheet was:

Was there anything in the lesson that was not very successful?

Table 4

Similarity Between Views on Question 2.b.2

2.b.2	Similar	Different
Self		... staging...
Learner		... don't think there was any problems...
Trainer		... first exercise...
Colleague		... link between the two main activities...

This is a perfect example of the totally different opinions that all four observers held about a particular aspect of classroom teaching, namely, a less successful part of the lesson.

2.c. Question from the TTT Task: The question chosen to be included in the analysis was:

How much do you think the teacher talked in this lesson? Do you think this is good or bad? Why/Why not?

Table 5

Similarity Between Views on Question 2.c

2.c	Similar	Different
Self	... more than necessary ... bad...	
Learner		...talked a lot ... absolutely very good...
Trainer	... more than necessary...	
Colleague	..a lot ... tiring for the teacher...	

In this particular question, all observers remarked on the amount of TTT. However, the learner's interpretation of this was completely different from the other observers.

2.d Question from the Instruction Task: The question chosen to be included in the analysis was:

Do you think, overall, the teacher's instructions were clear?

Table 6

Similarity Between Views on Question 2.d

2.d	Similar	Different
Self		... always have a problem...
Learner	... clear...	
Trainer	... clear...	
Colleague		... clear in general ... some confusions...

The table above indicates a discrepancy between the class teacher's view on his instructions and the views of the other three observers. A careful analysis of all quotes from the four parties reveals the following:

1. The observed teachers tend to judge and comment on the success of the lessons from the point of view of their students' performance in the given lesson (see 'Self' in parts 2.b.1 and 2.c). This may lead to a different perspective from the others.
2. In most cases there is an apparent mismatch between how learners perceive the lessons compared to the other observers (see 'Learner' in parts 2.b.2 and 2.c regarding the TTT task). This seems to confirm both Allwright's observation (in Richards, op cit) that learners' interpretations of lessons are often greatly different from teachers, and also Block's (in Richards, op cit) hypothesis of "the existence of a gap between the way teachers and learners 'see' the classroom and all that occurs within it" (p.3).
3. In almost all the instances, students' reactions to the task questions are positive, that is, they approve of the teachers' actions and timing. Even with parts of the lesson they considered less successful, they tended to assume responsibility for the weaknesses (see 'Learner' in part 2.d).
4. There is usually a somewhat clear correspondence between the observations of the trainers and colleagues (see 'Trainers' and 'Colleagues' in parts 2.c and 2.d).
5. The colleagues' feedback can be 'harsh'. Although they were selected by the teacher for the observation, and therefore may have been expected to be sympathetic, their comments were sometimes hurtful (see 'Colleague' in part 2.b.2).

Conclusion and Recommendations

Several interesting insights emerge from this study, confirming the fact that observing teaching is a more complex activity than it seems. One can question the objectivity of the learner evaluations. Unlike Kutoğlu Eken (op cit), Washer (op cit) believes that learners may not have the necessary skills to evaluate the teaching they receive, and therefore, should not be considered an appropriate or effective source of teacher evaluation. This seems to be supported to some extent by the learner responses, which, overall, appear to be more 'emotional' than objective. One possible reason may be the very positive rapport established between the participating teachers and learners in the study. One implication is the desirability of training learners in teacher evaluation by raising awareness of what constitutes good teaching, as well as the importance of emotional detachment in giving feedback.

In addition, learners and teachers, as observers, may require further training to maximize the learning potential of the observation process. They can be made more aware of the need for sensitivity in the observation process in general, and giving feedback in particular. Several instances of excessively critical feedback from colleagues confirm that such sensitivity may be necessary in order to increase the effectiveness of the process for the reflecting teacher.

The most useful outcome of the "compass rose" observations, which included views of four observers in this study, was that they enabled the teachers to view their teaching from different perspectives, as asserted by the participant teachers when they responded to the feedback form given at the end of the study. They stated that they appreciated the feedback from colleagues, trainers and learners; that they learned a lot from them. As the results of the study conducted with prospective teachers in Egypt (Abou Baker El-Dib, 2006) indicate, teachers may be unaware of the multiple reasons for the problems that might occur in their classes, and also the consequences of their choice of actions. Although the results in the present study indicate a significantly large mismatch among the four observers, which could be potentially 'confusing' for the teachers, rather than being seen as a negative factor, the diversity of the observers' interpretations may also be positively viewed as awareness raising tools serving to enrich the teachers' reflections on teaching. If handled sensitively and structured with care, a system of 'compass rose' observations of teaching and feedback could be a valuable addition to any teacher education program, giving direction to teachers in their development and helping them to increase their self-confidence and improve their teaching skills.

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Appendix A

OBSERVATION TASK 1: GENERAL TEACHING AND LEARNING

Think back on the lesson you taught and answer the following questions:

- 1) What were the main goals of the lesson?

- 2) What is the most important thing the students learned from the lesson?

- 3) What did you think was the most successful part of the lesson?

4) Was there anything about the lesson that was not very successful?

5) How did you feel about the lesson as a whole?

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OBSERVATION TASK 2: FEEDBACK

The focus of this observation is **feedback**. For this lesson feedback means
'comments or information learners receive on the success of a learning task, either from the teacher or from other learners'. (Richards, Platt & Platt, 1992)

Please answer the following questions.

1) How much feedback was there during the lesson in the following patterns?

a) Teacher-Student enough some not enough

b) Teacher-Students enough some not enough

c) Student-Student enough some not enough

2) Do you think the feedback given in the lesson promoted any kind of "change"
(i.e. learning) for your students?

yes to some extent no

Can you give one example?

Comments: -----

OBSERVATION TASK 3: TEACHER TALKING TIME

	Tallies	Total	Notes
Teacher asks a question.			
Teacher explains a grammatical point.			
Teacher explains meaning of a word.			
Teacher gives instructions.			
Teacher praises.			
Teacher criticizes.			
Learner asks a question.			
Learner answers a question.			
Learner talks to another learner.			
Teacher-whole class discussion.			
Other			

Now please answer the following questions.

1. A. How much do you think *the teacher* talked in this lesson?

a) more than necessary b) a lot c) sometimes d) little

B. Do you think this is good or bad? Why/Why not? (Please write in the space below)

2. A. How much do you think *the student* talked in this lesson?

B. Do you think this is good or bad? Why/Why not? (Please write in the space below).

OBSERVATION TASK 4: INSTRUCTIONS

Please check the appropriate column for each instruction given.

Instructions	Checked	Not checked	Clear	Not clear	Notes
1 st					
2 nd					
3 rd					
4 th					
5 th					

Now please answer the questions given below.

- 1) How did the teacher give the instructions?
 - a. Teacher read the instructions from the book.
 - b. Teacher asked a student to read the instruction.
 - c. Teacher gave the instruction herself/himself, explained it and modeled the activity/task.
 - d. Other: (please specify) -----
- 2) Were the instructions checked? Yes / No (Please circle) If yes, how?
 - a) Teacher asked a student to repeat the instruction.
 - b) Teacher asked the whole class to repeat the instruction.
 - c) Teacher asked short yes/no questions to check the instruction.
 - d) Teacher asked students "Did you understand?"
 - e) Other: (please specify) -----
- 3) Were longer instructions, if any, given in "chunks"? Yes / No (Please circle)
- 4) Do you think, overall, the teacher's instructions were clear? Why/why not?

APPENDIX B

2.a. Question from the Feedback Task: The question chosen to be included in the analysis was:

Do you think the feedback given in the lesson promoted any kind of 'change' (i.e. learning) for your students? Can you give one example?

Self: "**No**- There was not a lot of oral feedback during the lesson. They did give some vocabulary words in the beginning and some words to fill in the blanks later on, but **not much feedback** saying right or wrong on asking questions".

Learner: *"Yes- Thanks to our teacher's feedback we understood what the arrows in the fill-in-the blanks part in the book meant".*

Trainer: *"To some extent- Constantly referring them to the tapescript in their books helped students do the "fill-in-the blanks" task, which was quite difficult".*

Colleague: *"Yes- Expressions "lead to" and "cause" were defined by providing the students with lots of examples, which were written on the board. The only thing was that some students were confused and they didn't know what was expected of them".*

2.b.1. Question from the Feedback General Teaching and Learning Task: The first question chosen to be included in the analysis was:

What did you think was the most successful part of the lesson?

Self: *"Students working together and answering the questions correctly was the most successful. More emphasis on what they could do. One of my weaker students read a paragraph excellently. She was confident and I was proud".*

Learner: *"Reviewing the previously covered subjects was very helpful. The visuals our teacher used helped us understand the topic (movies) better".*

Trainer: *"When the students were able to "relate" the topics and structures to themselves, that was the most successful (e.g. one student describing his girlfriend). I think students' producing the language using their own sentences is the best evidence of learning. That did not happen throughout the lesson, though".*

Colleague: *"Students obviously enjoyed the lesson and felt confident about answering questions. Review part from the book was probably more successful as students had more time to think and spot their own mistakes".*

2.b.2. Question from the Feedback General Teaching and Learning Task: The second question from the same task sheet was:

Was there anything in the lesson that was not very successful?

Self: *"I was not happy about the staging. Although I planned the steps of the lesson very carefully and made them clear on the paper, I couldn't follow them in the right order. Moreover, I failed in some of my instructions".*

Learner: *"I don't think there was any problem with the lesson. It was an extremely productive, student-centered, active and fun class".*

Trainer: *"First exercise done in the book. Too much time spent eliciting vocabulary, but still some students could not do the exercise successfully".*

Colleague: *"I did not really understand the link between the first two main activities in the lesson (the crossword and the jumbled dialogue). I don't want to sound too negative about this lesson because I feel that there were some positives to take from it, but the thing I found most grating as the lesson wore on was the teachers almost universal corruption of his own language and his desire to repeat words or phrases ad infinitum as though this would somehow lead to a major breakthrough on the students part and somehow improve their understanding".*

2.c. Question from the TTT Task: The question chosen to be included in the analysis was:

How much do you think the teacher talked in this lesson? Do you think this is good or bad? Why/Why not?

Self: "**More than necessary**- I know this is **bad** but I couldn't help it because the students were not in a good mood today. Most of them seemed to be listening, but they were not eager to participate. Even when they were asked to discuss the inventions in pairs, they did not want to do it. When teachers talk more than students, lessons get boring and students don't have much chance to produce the language".

Learner: "The teacher **talked a lot**, and this is **absolutely very good**. Since she is constantly asking questions, students cannot fall asleep in the lesson. In addition, her asking questions so frequently gets us to think and express ourselves, which helps us improve our language skills".

Trainer: "You talked '**more than necessary**'. I do understand why you felt the need to talk so much. You were not happy about students' participation today. This caused the following:

- a) You, many times, completed students' answers.
- b) You answered your own questions.
- c) You repeated every single answer the students gave.
- d) You asked the same question sometimes in three different ways one after another- paraphrasing. All these increased your TTT".

Colleague: "**A lot**-Because it is a low- level class (Beginner) who are not confident enough to speak in class, TTT is high. Teacher asks questions; then usually repeats the questions when students don't answer immediately. It is good when teacher is explaining a word/grammar point but maybe students need more time to think about their answers. Too much TTT is **tiring for the teacher**".

2.d Question from the Instruction Task: The question chosen to be included in the analysis was:

Do you think, overall, the teacher's instructions were clear?

Self: "**I always have a problem** giving instructions! I think that this is one of the hardest areas for me".

Learner: "His instructions were **clear** but we had difficulty in understanding some of them. The reason was us. It was the last lesson of the day and today was quiz day".

Trainer: "I think his instructions were **clear** because almost each time after he gave instructions to the whole group, he walked around to clarify the instructions for individual students and/or groups. Since this is a beginner level class, students have difficulty in understanding instructions".

Colleague: "Teachers instructions were **clear in general**, but some students were not focused, so they asked the teacher to repeat the instructions. Most of the time, teacher preferred to ask questions rather than giving instructions, which I believed caused **some confusion**".

Öğretmen Performansı İle İlgili Görüşler: Farklı Gözlemcilerin Görüşleri Ne Kadar Benzeşir?

Özet

Problem Durumu

Yabancı dil öğretmen eğitimi alanında yapılan çalışmaların büyük çoğunluğu 'yansıtılmalı uygulamalar' ya da 'keşfe dayalı öğretim' gibi kavramları ön plana çıkarmakta ve öğretmenlerin kendi sınıf içi uygulamalarını inceleyerek geliştirebilecekleri esasına dayanmaktadır. Mesleki gelişim gösterebilmek için öğretmenlerin kendi performansları ile ilgili bilgi toplamaları gerekir. Böylelikle öğretmenler kendi performanslarını eleştirel gözle yansıtma yaparak inceleme ve güçlü ve zayıf yönlerini tespit etme olanağı elde ederler. Bir öğretmenin performansı ile ilgili veri toplamasında kullanılan en yaygın yöntemlerden biri yapılandırılmış sınıf içi gözlemlerdir. Burada hemen, öğretmeni değerlendirmek amacı ile yapılan gözlemlerle, onların mesleki gelişimlerine katkıda bulunma amaçlı gözlemlerin ayrımının yapılması gerekir. Sunulan bu çalışma tamamıyla ikinci amaca yönelik ders gözlemlerine odaklıdır; yani, amaç öğretmen öğrenmesine katkı sağlayacak türde gözlemlerin yapılması ve geribildirimlerin bu doğrultuda öğretmenle paylaşılmasıdır. Sınıf içi gözlemlerde öğretmene geribildirim dört olası gözlemciden sağlanabilir: meslektaşlar, öğrenciler, öğretmen eğitimcileri ve öğretmenin kendisi. Bu çalışmanın yanıtlamaya çalıştığı soru aynı dersi izleyen ve aynı gözlem formlarını dolduran birden fazla gözlemcinin ders ve öğretmen ile ilgili görüşlerinin ne derece benzerlik ve farklılıklar gösterdiğidir.

Araştırmanın Amacı

Bilindiği gibi sınıf içi eğitim son derece karmaşık bir olaydır ve bir öğretmenin performansının yakından incelenmesi o öğretmenin kendini geliştirmesi adına küçümsenmeyecek miktarda öğrenmesinin gerçekleşmesi anlamına gelebilir. Bu gerçeği göz önünde bulundurarak yapılan bu çalışma, aynı dersi izleyen farklı gözlemcilerin görüşlerini karşılaştırarak öğretmenlere mesleki açıdan kendilerini geliştirmelerinde yardımcı olmayı hedeflemektedir. Çalışmanın nihai amacı çalışmada kullanılan yapılandırılmış ders gözlemi ve geribildirim verme yöntemlerinin öğretmen eğitimi programları için önerilmesidir.

Araştırmanın Yöntemi

Çalışma, Türkiye'de İngilizce eğitim veren bir özel üniversitede görev yapan İngilizce okutmanları üzerinde gerçekleştirilmiştir. Çalışmaya gönüllü olarak katılan üç öğretmenden biri Türk vatandaşı, biri İngiliz, biri Amerikalıdır. Çalışmanın verileri kurumda çalışan İngilizce okutmanları için uygulanan hizmet içi eğitim programının bir parçası olan yapılandırılmış ders gözlemleri yoluyla toplanmıştır. Yapılan gözlemler derslerin farklı yönlerine odaklanmıştır: genel öğrenme-öğretme ile ilgili görüşler, öğretmen-konuşması miktarı, öğretmenin derste verdiği yönergeler ve geribildirimler. Çalışmanın verileri aşağıdaki adımlar izlenerek elde edilmiştir: 1.

Her gözlemden önce araştırmacı tarafından özel olarak geliştirilmiş gözlem formu tüm gözlemcilerle (meslektaş, öğrenci ve öğretmen eğitmeni) açıklanmıştır. 2. İzlenen dersler videoya kaydedilmiş ve hazırlanan CD'ler ders öğretmenleri tarafından izlenmiştir. 3. Dersi veren öğretmenler, diğer gözlemcilerin doldurduğu gözlem formunun aynısını kendi derslerinin videolarını izlerken doldurmuşlardır. 4. Son olarak, dersi veren öğretmenlere diğer gözlemcilerin doldurduğu gözlem formları verilmiş, böylece öğretmenin elinde birisi kendisinin olmak üzere dört farklı geribildirim formu olmuştur. Her bir gözlem için, dört farklı odağa yönelik, dört gözlemciden gelen yazılı olarak tamamlanmış gözlem formu setleri çalışmanın verilerini oluşturmuştur. Bu veriler daha sonra araştırmacı tarafından incelenerek, gözlemcilerin görüş benzerlik ve farklılıkları esas alınarak gruplanmış ve benzer ve farklı görüş oranları sayısal olarak belirlenerek yüzdeler olarak sunulmuştur. Veriler aynı zamanda niteliksel olarak da içerik analizi uygulanarak incelenmiş ve gözlemci geribildirimlerinde kullanılan anahtar kelime ve cümlecikler içerik analizi tablolarında sunulmuştur. Bu benzerlik tablolarına dayalı olarak çeşitli saptamalarda bulunularak çalışmanın sonuçları elde edilmiştir.

Araştırmanın Bulguları

Dersin dört farklı boyutu ile ilgili üç öğretmenden toplanan dört gözlemcinin görüşleri benzerlikleri ve farklılıkları açısından incelenmiş; sonuçlar hem sayısal olarak, hem de gözlem formlarından doğrudan alınan gözlemci görüşleri aktararak sunulmuştur. Öğrenci görüşlerinin diğer gözlemcilerle sadece %20 oranında benzeştiği, öğretmenlerin %40, meslektaşların görüşlerinin %53.3, öğretmen eğitmenlerinin görüşlerinin ise %60 oranında diğer görüşlerle örtüştüğü ortaya çıkmıştır. İçerik analizi tabloları ile de desteklenen çalışmanın bulguları, dört gözlemcinin görüşleri arasında bazı benzerlikler olmasına rağmen, genel itibarıyla dikkate değer farklılıklar olduğu, yani her gözlemcinin izlenen dersleri değişik açılardan yorumladıkları yönündedir.

Araştırmanın Sonuçları ve Önerileri

Çalışmanın sonuçları öğrencilerin ders değerlendirme ve öğretmenlerine geribildirim vermede duygusal davranabildiklerini ortaya koymuştur. Bu durumda, öğretmen için en önemli geribildirim kaynaklarından biri olan öğrencilerin 'iyi bir ders nasıl olmalıdır' konusunda eğitilip, bilinçlendirilmeleri ve daha objektif olarak dersi ve öğretmeni değerlendirebilmelerinin sağlanması önerilebilir. Ayrıca, çalışmanın verileri bazı meslektaş görüşlerinin de çok katı ve kırıncı olabildiğini göstermiş, onlar içinde ders gözlemlerinin ve geribildirim vermenin daha duyarlı bir şekilde gerçekleştirilebilmesi için bir eğitim almaları gerektiğini gözler önüne sermiştir. Çalışmada öne çıkan nokta aynı ders ile ilgili farklı gözlemcilerden gelen görüşlerin bazen birbirinden farklı, hatta birbiriyle çelişiyor görünmesine rağmen, öğretmenlerin kendi öğretmenlik performanslarını değerlendirmeleri açısından oldukça faydalı olabileceğinin ortaya çıkmasıdır. Nitekim, çalışmanın sonunda dersleri izlenen öğretmenlerle yapılan görüşmelerde, üç öğretmen de her bir

gözlemciden gelen geribildirimlerin eşit derecede değerli olduğunu, tümünden mutlaka bir şey öğrendiklerini ifade etmişlerdir. Çalışmada kullanılan yöntemle yapılan sınıf içi gözlemler, dikkatli bir şekilde ele alınır, iyi yapılandırılır ve en önemlisi potansiyel faydaları öğretmenlere doğru bir şekilde aktarılabilirse, tüm öğretmen eğitimi programlarında yerini alabilir ve öğretmenlerin kendine güvenini arttırma ve öğretmenlik becerilerini geliştirmede çok önemli bir rol oynayabilir.

Anahtar Kelimeler: Sınıf içi gözlemler, geribildirim, öğretmen gelişimi