INSTRUCTORS' PERCEPTIONS OF EFL SUPERVISORS' CLASSROOM OBSERVATION PRACTICES AT UNIVERSITY LEVEL

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ABSTRACT

This paper investigated the instructors' perceptions of supervisors' classroom observation practices at Taif University English Language Center (TUELC) in the second semester of the 2018-2019 academic year. The researcher attempted to answer two questions. The first investigated the instructors' perceptions of supervisors' classroom observation practices. The second question investigated the instructors' suggestions for better practices by supervisors. A 4- Likert scale questionnaire was used to gather data from fifty nine instructors to answer the first question, and content analysis was used to answer the second question. The collected data were analyzed in the form of descriptive statistics, using means, standard deviation, frequencies, and percentages. The results showed that the instructors were generally satisfied with the supervisors' classroom observation practices. However, some had certain concerns regarding some observation practices to be considered for further action of improvement. In addition, the instructors had several suggestions for better practices implemented by supervisors. The most important of these was the suggestion to conduct peer observation. Based on the results, the researcher drew several conclusions and recommendations.

Contribution/Originality: This study contributes to the existing literature by adopting the collaborative approach of supervision following the proposed observation guidelines. Adopting this approach can contribute to changing the negative perceptions instructors have regarding classroom observation in terms of the evaluative nature of the current authoritative practices implemented by supervisors.

1. INTRODUCTION AND THEORETICAL BACKGROUND

1.1. Teacher Education, Professional Development and Classroom Observation

Many scholars have studied the field of teacher education and professional development. One way of providing teachers with sustainable opportunities of professional development is to investigate their teaching practices in order to see their professional needs and their effectiveness, which would reflect positively on students' learning (Stoller, 1996; Fullan, 2007; Leaman, 2008; Kimball and Milanowski, 2009; Darling-Hammond and Lieberman, 2012; Maggioli, 2012; Clipa, 2015; Jiang, 2017). According to Stoller (1996) investigating teachers' performance is the main aim of in observing the teaching process in the classroom where supervisors use an observation checklist to document ideas and find evidence of students' learning to discuss with the teacher in a briefing session to improve the teacher's performance. Fullan (2007) stated that the field of English language teaching is subject to rapid changes. Thus, professional development can contribute to the effectiveness of teachers by providing continuous improvement that is necessary for improving student learning outcomes. Leaman (2008) maintained

that observation can provide a positive critical framework for evaluating teachers' practices in order to improve their skills and develop their strengths. According to Kimball and Milanowski (2009) teachers' performance evaluation is a growing practice which contributes to providing valid information regarding teaching effectiveness.

In a similar vein, EFL teacher education plays a significant role in teachers' performance and professional development as it is expected to provide teachers with professional training and qualifications, which would influence their classroom teaching (Darling-Hammond and Lieberman, 2012; Maggioli, 2012). According to Moradi et al. (2014) observation is a powerful tool for assessing and monitoring a teacher's progress. It can be used to support teachers by giving them feedback on their teaching practices. It can provide a clear picture on how instruction is delivered, difficulties students may encounter and how teachers can share practices. Clipa (2015) maintained that the purpose of evaluation would be to perfect the quality of teaching to be visible in the quality of students' performance. According to Jiang (2017) teachers are individuals with potential and sustainable development qualities. With professional development, they can reflect on their teaching practices more rationally and improve professional standards accordingly. In this regard, teachers' perceptions of classroom observation are important in that supervisors can be supportive or judgmental. They can either work collaboratively with the teacher for the purpose of improving the teachers' performance, or they can be judgmental in their views, which may result in having teachers whose main role is to defend their teaching practices and this would negatively affect teachers' attitude towards supervisors' practices. Freeman and Graves (2004) stated that teachers are central to understanding and improving education, and so their beliefs are important for learning to teach.

1.2. Roles of Supervisors and Teachers' Perceptions

Supervisors have an impact on teachers' beliefs and conceptions depending on the role of supervisors being judgmental or supportive. Traditionally, the supervisor's role was that of an authority whose main task was to evaluate the teachers' performance. The anxious teacher, in turn, would work hard to satisfy the supervisor (Akbari et al., 2006). According to Akbari et al. (2006) all the stages of classroom observation were decided by the supervisor, which did not significantly contribute to the teacher's professional improvement. The teachers then were not satisfied with the supervisor's role as it aimed at empowering their judgmental role.

Nowadays, a shift has been made towards a more collaborative role for supervisors. The supervisors' role is more of a mentor who works collaboratively with teachers to support them to become more competent. The supervisor observes the teaching process without judging the teacher. Overall, observing the teaching process improves teachers' critical thinking ability and teaching performance (Stoller, 1996). Moradi et al. (2014) maintained that the cooperation of teachers and supervisors leads to more effective teaching performance because both listen to each other and decide together. In language institutes, the supervisor regularly observes teachers' performance in order to train them and improve their teaching methodology without having a judgmental attitude (Wallace, 1991; Mackey and Gass, 2005; Widodo and Zakaria, 2008; Farea, 2013; Allwright, 2014). In fact, the supervisor encourages teachers to employ new and alternative methods in order to promote and improve the teaching quality (Widodo and Zakaria, 2008). In this regard, teachers need a supportive environment that would help them reflect upon their teaching practices in the classroom in a non-threatening environment. They need to have a supervisor who works collaboratively with them to address their needs and provide them with constructive feedback for further professional development in an encouraging way rather than having a supervisor who observes teachers for the purpose of evaluating them or judging their performance, which results in having teachers who are satisfied with supervisors' practices. As such, supervisors should be fully aware of the role they have when observing teachers' performance. The roles supervisors have in language institutes include being a resource person, an adviser, a morale booster and an interpreter of feedback (Gujjar et al., 2011).

1.3. TUELC Context

In the context of the present study, the main concern of instructors was that they viewed classroom observation as a dreadful practice by supervisors who tended mainly to evaluate their performance. Their fears lay in the negative image about the judgmental role played by supervisors. These concerns could be alleviated by enhancing the collaborative approach of supervision where supervisors work collaboratively with instructors in order to support them and encourage them to reflect on their teaching practices for the sake of their professional growth. The collaborative approach entails that instructors are provided with constructive feedback on their performance so that they can be more competent. According to Allwright (2014) the main aim of observing teachers' performance is improvement not judgment. In the same vein, teacher education is implemented through a series of onsite and online professional development sessions as well as symposiums held twice a year. To find out the effect of this form of professional development, classroom observation was carried out by certified trainers. The main aim of observation was to describe and discuss instructors' performance in a collaborative atmosphere in order to support them in their professional development endeavors. To achieve this goal, the researcher developed a set of observation guidelines (as set out in Appendix B) to make sure they follow the collaborative nature of supervision. These guidelines include: a pre-observation session conducted with the teachers to clarify the main objective of observation which is supporting the teacher; the observation stage itself where the supervisor focuses on the learning process not the teaching of the teacher; a post-observation session where the teachers have the opportunity to reflect on their teaching practices; and, with the provision of constructive feedback for further professional growth. Since no research has been conducted at TUELC to see teachers' perceptions of classroom observation, the researcher believes it is worthwhile to investigate the instructors' perceptions of the supervisors' observation practices before, during, and after the observation process. The researcher developed a questionnaire for the instructors to find out their views of the supervisors' practices in terms of being supportive and collaborative, or judgmental. The instructors were also requested to give their suggestions regarding better observation practices by the supervisors. It can be claimed that following the collaborative approach of supervision based on the proposed observation guidelines could contribute to changing the negative perceptions instructors have regarding classroom observation in terms of the evaluative nature of the current practices of supervisors.

Based on the results, further action and investigation was recommended to keep following the supportive and collaborative approach of supervision, and see how challenges would be resolved for the purpose of maintaining this approach of collaboration between the supervisor and the instructor, which would reflect positively on leaners' progress and achievement as teachers play a key role in improving students' learning.

1.4. Problem Statement and Objective

Based on the researcher's professional contact with EFL instructors, it has been noticed that they have certain concerns and sometimes complaints regarding the role played by supervisors observing their performance in the classroom. Many instructors have concerns related to the judgmental role of supervisors when discussing instructors' performance. Others have concerns related to the impact of the supervisors' practices on instructors' professional development.

The researcher developed observation guidelines to help better change the negative image about the supervisors' role from being judgmental into a supportive one. The researcher conducted a study in 2018 to investigate EFL instructors' performance according to prescriptive and collaborative approaches of supervision. He developed observation guidelines to help supervisors describe the instructors' performance in a collaborative manner, where instructors could get feedback and reflect on their teaching practices. He believes that it is worthwhile to investigate the instructors' perceptions of the supervisors' classroom practices for further action of enhancing the supportive role of supervisors which would lead to improving teaching practices creating a positive effect on instructors' professional development.

1.5. Research Questions

This paper seeks to answer the following two questions:

1- What are the EFL instructors' perceptions of supervisors' classroom observation practices?

2- What are the instructors' suggestions to improve supervisors' observation practices?

1.6. Significance of the Study

The results of this paper will be significant to the Quality Assurance and Professional Development Unit in the English Language Center to consider the instructors' perceptions and suggestions of the supervisors' observation practices for better practices by the supervisors to maintain the collaborative role of supervisors. In addition, EFL practitioners could consider the conclusions and recommendations based on the study results to conduct further research.

2. REVIEW OF RELATED STUDIES

To highlight the importance of professional development and classroom observation on teachers' performance, which would positively affect students' achievement, a number of researchers believe that participation in professional development programs has a considerable impact on teachers' ability to develop their competencies that are essential for planning and practice with their students (Buczynski and Hansen, 2010; Gabriel *et al.*, 2011; Yook and Lee, 2016; Mohammadi and Moradi, 2017). Yook and Lee (2016) investigated the influence of a teacher education program on EFL teachers' classroom teaching practices. The study revealed that a major source of influence on their teaching was their experience of in-service teacher training programs not the theory received during pre-service programs, and that observing other fellow teachers teaching had the strongest impact upon their teaching practices. Mohammadi and Moradi (2017) maintained that teachers' perceptions could be significant as teachers' beliefs impact their classroom practices. Therefore, he investigated this fundamental issue through conducting professional development workshops to train teachers to promote their professional growth. The findings revealed that teachers' beliefs can change as there was a statistically significant shift in EFL teachers' beliefs. In addition, the results also revealed that the participants perceived customized professional development programs with professional development framework as a beneficial tool to be included in the professional development programs. Research has also been recently conducted on the supervision process from the viewpoint of teachers being observed. The teachers' attitudes towards observers' practices was generally negative, and teachers were not satisfied with these practices (Ochieng and Borg, 2011; Kayaoglu, 2012; O'Pry and Schumacher, 2012; Rebecca and Badiali, 2015; Lubis, 2017).To shed light on teachers' perceptions of supervisors' observation practices and its impact on their teaching, Ochieng and Borg (2011) investigated the process of supervision and its influence on English language teachers. The study revealed that the feedback teachers received was mainly evaluative, directive and general. Teachers mainly focused on satisfying the supervisors and getting a pass mark, which limited the teachers' opportunity to develop their competencies. Similarly, Kayaoglu (2012). investigated whether in-service training followed by observation helped teachers in improving their teaching and finding solutions to their work related problems. The findings revealed that supervision failed to meet teachers' expectations. Most of the teachers believed that the supervisors' practices did not have a pedagogical or professional value, which did not contribute in having a positive impact on their performance.

In the same vein, O'Pry and Schumacher (2012) investigated teachers' perceptions regarding a standards-based performance appraisal system and the factors that contributed to the perceptions of this system. The results showed that teachers had a positive attitude towards the appraisal system if they received timely feedback, provided opportunity for self-reflection, and if they were well-prepared and supported by the school principal.

In addition to the previous studies, Moradi *et al.* (2014) explored EFL teachers' perceptions concerning being observed during teaching. The overall finding of the study showed that teachers tried to please their supervisors

and tried their best to show that they abide by the program policy as they were worried about not being rated well. In addition, some teachers felt that they were not sufficiently challenged, and that the observation and feedback is only superficial. They believe many observers mainly criticized their performance, which would negatively affect their self-confidence. Another study by Rebecca and Badiali (2015) examined teachers' perceptions of supervisory practices in a school context. The results revealed that that teachers felt distressed, disconnected, and disempowered. The findings suggested that supervisors need a combination of practical and theoretical knowledge about supervision. Lubis (2017) investigated teachers' perceptions about supervision practices and its effect on their achievement motivation. The results revealed a weak correlation between teachers' perception of supervision practices to work achievement motivation.

However, another group of researchers who studied teachers' perceptions of supervision and observation practices found teachers had a positive attitude towards supervisors' practices in a school context (Range et al., 2013; Clipa, 2015; Baharloo and Mehrpour, 2016; Fatemeh et al., 2016; Maddamsetti, 2018; Abreu et al., 2019). To elaborate on this, Range et al. (2013) explored teachers' perceptions about the pre- and post-observation conferences in a school context. The participants identified constructive feedback as the most important area of discussion with supervisors in the post-observation conference, followed by trusting relationships and reflection. However, in the pre-observation conference, teachers valued discussions about how students would be assessed.

Clipa (2015) investigated the roles and the methods of teacher evaluation from teachers' perspective. The findings revealed that evaluation is a useful practice as it measures the effort made by a teacher and that it could stimulate the quality and development of the education system. In addition, Baharloo and Mehrpour (2016) investigated the relationship between language teachers' perception of instructional supervision and their self-efficacy. The results showed a positive relationship between teachers' self-efficacy and their perception of instructional supervision. Fatemeh et al. (2016) examined EFL teachers' perception of the impact of lesson study on their professional development. The findings revealed participants' appreciation of the teaching practice and peer observation for enhancing their competencies in teaching with technology. Similarly, Maddamsetti (2018) examined teachers' perceptions of their mentor's role in supporting their practices in school contexts. The findings revealed a positive attitude towards conversations with the mentors and their facilitative roles, which brought about a positive influence on their professional growth.

Tosriadi et al. (2018) studied teachers' perceptions of the effectiveness of supervision on their professional development in a school context. The results revealed that teachers hold a positive attitude towards supervision in helping them develop their teaching practices. Added to this is a study by Abreu et al. (2019) who carried out a survey to investigate teachers' perceptions of head of department's supervisory practices in a school context. The findings showed that teachers valued the encouragement they received from the head of department as a supervisor. According to teachers, this support would foster reflection on their teaching practices and innovation.

To sum up, some of the studies reviewed on teachers' perceptions of supervisors' observation practices and its impact on teaching practices revealed that the supervisors' practices failed to meet the teachers' expectations. In these studies, the feedback teachers received was evaluative, general, directive and superficial. The teachers' main concern was to satisfy and please the supervisor. To many of the teachers observed, observation had no pedagogical or professional value. Teachers could have a positive attitude towards the appraisal system if they received timely feedback and provided with opportunity for self-reflection (Ochieng and Borg, 2011; Kayaoglu, 2012; O'Pry and Schumacher, 2012; Rebecca and Badiali, 2015; Lubis, 2017).

Other studies conducted on teachers' evaluation, observation, and supervision, highlighted a positive attitude of teachers towards evaluation and observation practices implemented by supervisors, which enhanced the teaching quality at school level (Range et al., 2013; Clipa, 2015; Baharloo and Mehrpour, 2016; Fatemeh et al., 2016; Maddamsetti, 2018; Abreu et al., 2019). However, none of the aforementioned studies highlighted any approach or method that could bring about a shift in teachers' perceptions of supervisors' observation practices. What has been

seen has mostly investigated teachers' perceptions of supervision and observation practices. In the current study, instructors' perceptions were investigated after they have been observed by supervisors who followed observation guidelines that could have empowered them to follow the collaborative approach of supervision. This was believed to bring about a shift in the instructors' perceptions of classroom observation and supervisors' practices. The studies reviewed were also in a context different from the one in which the current study was conducted.

3. METHOD

In this part of the research paper, the researcher will describe the methodology used to collect and analyzes data. It will identify population and sampling, validity and reliability, procedures followed to conduct the study, and statistical analysis used to analyze the data.

The study population comprised sixty nine EFL male instructors observed at Taif University English Language Center in the second semester of the academic year 2018-2019. Fifty nine of them responded to the questionnaire. This represented almost 85% % of the whole population, which was convenient for the purpose of the study. As for the study instrument and its validity and reliability, the researcher developed a questionnaire (as set out in Appendix A) and the observation guidelines (as set out in Appendix B) after reviewing related literature. He consulted Knol (2018) for the purpose of developing the observation guidelines and developed the questionnaire based on these guidelines. A 4- Likert scale was used to investigate the EFL instructors' perceptions of the supervisors' observation practices. To check the instrument validity, four EFL specialists were kindly requested to check if the items were appropriate and relevant to serve the study purposes. To check the instrument reliability, the checklist was distributed to twenty EFL instructors. They were asked to respond to the questionnaire. It was then distributed to them again after two weeks. The results were analyzed and the correlation coefficient (Pearson) between the previous and post time was 0.87. The Cronbach alpha reliability for the checklist was 0.89.

The researcher got the approval of the English Language Center director to conduct the study. The instrument was then checked for validity and reliability. Having the instructors' consent to respond to the questionnaire, the researcher sought their responses meant for research purposes. Finally, the results were processed using the appropriate statistical analysis methods. These included using descriptive statistical analysis of means, standard deviation, and percentages to answer the first question aimed to investigate EFL instructors' perceptions of supervisors' observation practices. To answer the second question, content analysis was used to summarize the instructors' suggestions for better practices by the supervisors in the form of frequencies and percentages.

4. RESULTS AND DISCUSSION

To answer the first question related to the instructors' perceptions of the supervisors' observation practices, Table 1 shows means, standard deviation and percentages of the instructors' perceptions.

Key: 1= Agree 2= Strongly Agree 3= Disagree 4= Strongly Disagree

As can be seen in table above, most instructors were satisfied with the supervisors' observation practices implemented. This positive attitude could be due to the collaborative approach followed by the supervisors. The observation guidelines in Appendix B clarify the supervisor's roles during the pre-observation session, during observation, and the post observation session. The main aims of observation included fostering the opportunity to show teachers' strengths; to appreciate teachers' performance rather than evaluating it; to support teachers rather than criticize them; to encourage teachers to reflect on their teaching practices by asking them relevant questions on what went well; and, action points that need to be considered. However, almost 25% of the instructors were not satisfied with the items (3, 4, 6, 8, 9, and 10), which could be because it was the first time that the collaborative approach was adopted.

Table-1. Mean, standard deviation, and percentages of the instructors' perceptions of supervisors' observation practices.

No.	Criteria	Mean	Std. Deviation	Percentages	
				Agree	**Disagree**
1	I felt valued as the observers showed respect of me and my teaching.	1.74	0.68	93.2	6.8
2	The observers explained the purposes of the classroom visit: to share expertise, support, and encourage me.	1.81	0.68	88.1	11.9
3	The pre- observation discussion had a collaborative nature; it provided me with an opportunity to reflect on and discuss teaching and learning.	1.88	1.01	74.6	23.4
4	The pre- observation discussion had a collaborative nature; it provided me with an opportunity to experience the observation and feedback process as a means to improve teaching rather than simply as a form of assessment.	1.89	1.02	72.9	26.1
5	The observers followed up with a post-observation meeting to discuss the strengths and action points.	1.84	0.68	83.1	16.9
6	The observers highlighted my points of strengths, which enhanced my self-confidence.	1.94	0.95	78.0	22.0
7	The observers discussed action points in a friendly manner.	1.88	0.89	83.1	16.9
8	The observers were supportive in that they provided me with constructive feedback; they helped provide solutions and looked for what can be improved rather than what went wrong.	2.00	0.92	74.6	25.4
9	The observers gave me the chance to comment on the feedback and to provide explanations for my actions.	1.88	1.03	76.3	23.7
10	The observers asked exploratory questions that enhance reflection not judgmental questions that highlight mistakes.	1.83	1.00	78.0	22.0
11	By being observed, I have recognized that what I do is important.	1.77	0.76	89.8	11.1
12	The discussion with the observers had a positive impact on my teaching styles.	1.74	0.90	86.4	13.6
13	The observers discussed specific points with evidence rather that generalities.	1.72	0.99	81.4	18.6
14	The observers showed empathy in terms of understanding my teaching situation.	1.81	0.93	81.4	18.6
15	I have recognized that classroom observation is an opportunity towards my professional growth	1.74	0.75	91.5	8.5

Source: Taken from the study tool developed by the researcher based on Knol (2018). Seven things principals can do to make a teacher observation valuable. Retrieved on March, 10, 2019 from https://schoolleadersnow.weareteachers.com/successful-teacher-observation/.

What used to take place previously was that the instructor used to be informed of a formal visit conducted by a supervisor to evaluate the instructor's performance. Teachers were not interested in this form of observation. In the same vein, instructors still need time to adopt the collaborative approach of observation. They need to revisit their observation practices. When supervisors describe instructors' performance in terms of points of weakness, it is their role to alleviate anxiety, and that the aim is to provide instructors with opportunities to reflect on their teaching practices for further professional development rather than judge instructors' performance. To answer the second question related to the instructors' suggestions for better classroom observation practices, table two shows frequency and percentages of the instructors' suggestions. The researcher reviewed the instructors' suggestions, analyzed them in terms of frequency, and summarized them in the Table 2. It is evident from the table above that the highest percentage of instructors' suggestions prefer peer observation as a better practice for the ultimate goal of professional development rather than a visit paid by a supervisor. As for items 2, 3, and 4, the suggestions made by the instructors coincide with the results of question 1 in items 3, 6, 8, and 9. This implied that supervisors should

reconsider their observation practices, which would help foster the idea that observation can be a supportive practice where instructors are assisted to reflect on their teaching for further professional development.

Table-2. Frequency and percentages of the instructors' suggestions.

No.	Instructors' suggestions	Frequency	Percentage
1	Peer observation is a better practice for professional development.	13	39.4
2	The observer judged my performance not having in mind supporting or helping me to reflect on my teaching.	5	15.2
3	A more collaborative pre-observation discussion to provide an opportunity to experience the observation and feedback process as a means to improve teaching rather than simply as a form of assessment.	7	21.2
4	Observers should tell us about our areas of strength.	8	24.2

Source: These are the instructors' suggestions, taken from the study tool developed by the researcher based on Knol (2018). Seven things principals can do to make a teacher observation valuable. Retrieved on March, 10, 2019 from https://schoolleadersnow.weareteachers.com/successful-teacher-observation/

5. CONCLUSIONS AND RECOMMENDATIONS

The present paper aimed to investigate EFL instructors' perceptions of supervisors' classroom observation practices and provide suggestions for better practices by supervisors. The results revealed that most instructors were generally satisfied with the supervisors' observation practices. However, almost 25% of instructors raised some concerns regarding certain practices in items 3, 4, 6, 8, 9, and 10 as can be seen in Table 1.

The main aim of observation should be to improve instruction having in mind a professional relationship between supervisors and instructors in a collaborative and supportive environment. Feedback should be positive, encouraging and constructive. The instructors suggested several practices to be considered by the supervisors. The most suggested one was peer observation as a practice which could yield better results in terms of fostering reflective practices and professional development accordingly. The suggestions were summarized in Table 2 in the form of frequencies and percentages. It is recommended that the Quality Assurance and Development Unit in the English Language Center consider the instructors' suggestions for better observation practices.

6. IMPLICATIONS FOR FUTURE RESEARCH

The results of this study have implications for the supervisors, the Quality Assurance and Development Unit in the English Language Center, and EFL practitioners. The research is timely in the sense that it would be helpful for the supervisors to reconsider the roles they take on and move from being judgmental to more collaborative and supportive. As for the Quality and Development Unit, it would be beneficial to conduct meetings where the supervisors can further discuss the instructors' concerns and suggestions for further action. As the present paper investigated only the male instructors' perceptions of supervisors' observation practices, EFL practitioners may further investigate female EFL instructors' perceptions of observation practices and see their suggestions.

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Appendix A

Dear instructors,

The researcher will carry out a study to investigate the instructors' perceptions of supervisors' classroom observation practices. For this purpose, the researcher seeks your points of view by filling in the questionnaire below.

Please note that your contribution will be used for research purposes only.

The researcher

Section A

A= Agree   SA= Strongly Agree   D= Disagree   SD= Strongly Disagree

No.	Criteria	A	SA	D	SD	Comments
1	I felt valued as the observers showed respect of me and my teaching.					
2	The observers explained the purposes of the classroom visit: to share expertise, support, and encourage me.					
3	The pre- observation discussion had a collaborative nature; it provided me with an opportunity to reflect on and discuss teaching and learning.					
4	The pre- observation discussion had a collaborative nature; it provided me with an opportunity to experience the observation and feedback process as a means to improve teaching rather than simply as a form of assessment.					
5	The observers followed up with a post-observation meeting to discuss the strengths and action points.					
6	The observers highlighted my points of strengths, which enhanced my self-confidence.					
7	The observers discussed action points in a friendly manner.					
8	The observers were supportive in that they provided me with constructive feedback; they helped provide solutions and looked for what can be improved rather than what went wrong.					
9	The observers gave me the chance to comment on the feedback and to provide explanations for my actions.					
10	The observers asked exploratory questions that enhanced reflection not judgmental questions that highlighted mistakes.					
11	By being observed, I have recognized that what I do is important.					
12	The discussion with the observers had a positive impact on my teaching styles.					

13	The observers discussed specific points with evidence rather that generalities.				
14	The observers showed empathy in terms of understanding my teaching situation.				
15	I have recognized that classroom observation is an opportunity towards my professional growth.				

Section B

Your suggestions for better classroom observation practices by supervisors:

Appendix B

Observation Guidelines

Introduction

Responding to the instructors' fears of having supervisors with a judgmental role during the observation process, the researcher developed observation guidelines for supervisors in order to help them describe and discuss the instructors' performance in a collaborative manner. The document consists of rationale, objectives, and guidelines that help the supervisors adopt the collaborative approach of classroom observation. The researcher consulted and adapted Knol (2018) to add to his ideas of the observation guidelines section. These guidelines are to be implemented over three stages of classroom observation including pre-observation, while observation, and post observation.

Rationale

Instructors have viewed classroom observation as an evaluative procedure to judge their performance and take action of rating them for the purpose of appraisal or contract termination. In this regard, it can be claimed that it is easy to criticize teachers' performance looking for shortcomings rather than finding evidence of strengths in teachers' performance. The approach adopted in this study is having supervisors with a collaborative rather than a judgmental role. Their main task is to provide teachers with feedback to reflect on their teaching practice for professional development.

Objectives of Classroom Observation

Classroom observation is expected to achieve the following purposes:

1- To enhance teachers' opportunities of professional development.
2- To appreciate teachers' performance rather than evaluate it.
3- To support teachers rather than criticize them.
4- To provide teachers with feedback to reflect on their teaching practices.

Observation Guidelines

There are three stages of classroom observation. These include pre-observation discussion, the observation, and the post observation session.

Pre-observation Discussion

The supervisor is requested to make the teacher feel valued by contacting him in person to arrange a time to visit his class rather than sending him an email. He greets the teacher warmly and sees the possibility of visiting him in class for the purpose of sharing and learning from each other' experience. The supervisor conducts a pre-observation discussion to help minimize the teacher's anxiety and to get information about the students and the content of the lesson to be taught. The collaborative discussion provides the supervisor and the teacher with an opportunity to reflect on teaching and learning and to emphasize that the aim of observation is to improve teaching not to evaluate the teacher's performance.

While Observation

The supervisor is requested to focus on students' learning instead of observing the teachers' teaching. He should ask questions such as: what are students expected to learn and how?, and what should be done when students are not learning?. Then, the supervisor should thank the teacher publically for giving him the opportunity to observe his class.

Post-observation Discussion

The supervisor should follow up the observation with a post-observation discussion to highlight points of strengths, and provide the teacher with feedback and encourage him to reflect upon his teaching practices. The supervisor should ask thoughtful questions to promote reflection. He should not read comments from the report or the observation checklist. In this regard, the supervisor's language should be exploratory when giving feedback to the teacher. For example, the teacher should ask: what would be the advantages of giving clear instructions?, instead of saying: you need to make your instructions clear.