Designing a Set of Procedures for the Conduct of Peer Observation in the EFL Classroom: A Collaborative Training Model towards Teacher Development

MARIA D. TZOTZOU

State EFL Teacher (MA, MEd), Primary Education of Aitoloakarnania Prefecture, Greece
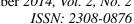Email: mtzotzou@yahoo.gr

Abstract

Peer observation is a powerful tool by which foreign language teachers can become aware of a broad range of techniques and processes for conducting classes effectively. It constitutes a collaborative model of teacher training which facilitates the exchange of teaching methods and materials among teachers by fostering the development of teaching skills, by stimulating the rethinking of personal teaching methods and by raising awareness of the most supportive behaviours in professional relationships (Vacilotto & Cummings, 2007). Peer observation can yield its greatest benefits when it is not used as a tool for judging or evaluating others but when it stimulates a reflective review of one's own beliefs on the basis of others' practice (Cosh 1999; Farrell 2001). To facilitate and foster the training process, several procedures need to be followed encouraging teachers to report the valuable insights that peer observation prompted in them. The purpose of this paper is to design a set of procedures for the conduct of peer observation towards teacher development by engaging EFL teachers in an active collaborative model of training under the guidance of a trainer.

Keywords: Observation, Teacher Development, Peer Coaching, Mentoring, Professional Growth

INTRODUCTION

Observation is commonly used in education to promote understanding and development as it helps us make sense of educational situations, assess the effectiveness of educational practices and undertake plans of improvement. There are four main types of observation: for *professional development*, for *training*, for *evaluation* and or *research* (Malderez, 2003).

Peer observation offers teachers the opportunity to experiment and implement novel ideas and activities in their classes by sharing responsibilities with colleagues of the same status (Showers & Joyce 1996; Gottesman 2000). The constructive character of such collaboration promotes much less stressful and more energizing professional exchange among teachers, academic coordinators, and directors as teachers see themselves as co-researchers collaborating for each others' benefit. Through peer observation, both observers and observees have the opportunity to become aware of noted inconsistencies in their practice (Wallace 1991) and to learn from

reflecting on how their peers handle complex situations (Schön 1988). Teachers may also share their expertise and thus become more conscious of the methods and processes they employ in their classrooms. Such reflective practice, if constant and continuous, can promote teachers' competence in making informed decisions and then assessing how those decisions impact EFL[1] learning.
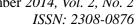
In the present paper, peer observation is recommended as a training model to add to the number of hours that traditional *in-service* training programmes allocate for observation and practice of new methods, approaches and techniques in Greece as well as in other countries (Wang & Seth, 1998). *In-service professional development* can be generally defined as the training or education to help EFL teachers develop their teaching skills, and it usually takes place after a teacher begins his or her work responsibilities. Many researchers have pinpointed its significance; for instance, James (1973), states that it is only through the growth of in-service training that the gap between advancing knowledge and practice can be bridged, Widden et al (1996) as well as Day (1999) claim that the nature of teaching demands teachers to engage in utilizing this knowledge effectively and it needs continuing career-long professional development of the teacher in changing contexts.

In a similar vein, the main intent of training institutions or individual trainers should be to enable teachers to establish clear associations between the situations presented in training sessions and those they face in actual classrooms. To this end, in the peer observation model recommended here the *school advisor*[2] is invited to play an essentially crucial role by coordinating the whole peer observation process in a systematic and flexible way towards *teacher development* by encouraging in-service school teachers to recycle and enrich their active repertoire of teaching skills (Cosh 1999; Farrel 2001). In particular, the peer observation model of teacher training seems to be a challenging one for school advisors' mission in the

Greek school system. The mission of a school advisor should primarily be to assist teachers in their growth and development by constructing meaningful educational plans and effective classes which are compatible with classroom reality. In this regard, peer observation needs to be a continuous and consistent training process built upon the basis of frequent, accumulated personal and professional contact sessions among the advisor, the teachers and peer teachers as the one recommended below.

PEER OBSERVATION: THEORETICAL REVIEW

The effectiveness of peer observation depends on a number of factors. These include how aware of their actions foreign language (FL) teachers can become, how clearly they can describe these actions, and how willing they are to discuss them (Gottesman 2000; Showers and Joyce 1996). That is, if the peer observation model is to be effective, special attention should be placed on the practice of providing *feedback*. Just observing one's peers' practice is not enough to cause rethinking of one's own teaching. Feedback involves communicating weaknesses as well as pointing out strengths of teaching practice, and thus helps peers see both gaps and positive aspects in their own teaching practices of which they are not probably aware (Poumellec et al., 1992). It is also necessary to consciously attempt to internalize the observed activities by noting the way one sees their peers adapt them, and then actually applying them in their own classes. Receiving feedback from peers about teaching has a powerful influence on triggering *reflection*. According to Reid (1993:3), "reflection is a process of reviewing an
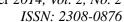
experience of practice in order to describe, analyse, evaluate and so inform learning about practice". In a peer observation, teachers might feel more comfortable engaging each other in conversations about their practice and sharing their individual perceptions (Richards & Lockhart 1991; Richards & Nunan 1990). In addition, as peer coaching involves teachers in mutual observation of actions, reflection on the observed actions, and description of the tacit knowledge implicit in these actions (Schön 1988), teachers will be given the opportunity to 'construct their own knowledge, by observing others gain self-knowledge and self insight' (Fanselow 1990: 184).

Another advantage of using the peer observation model of teacher training is that it might encourage teachers with varying degrees of skills to contribute to the professional development of one another. In particular, findings of a study (Vacilotto & Cummings, 2007) investigating the effectiveness of the peer coaching model as a professional development tool for pre-service EFL teachers as well as to teacher development programmes in general, indicate that peer coaching facilitates exchange of teaching methods and materials, fosters development of teaching skills, makes participants rethink their own teaching methods and styles and raises awareness of the most supportive behaviours in professional relationships.

An example of peer observation/coaching is the so-called MPC Model (Multilayered Peer Coaching Model) which was developed for tertiary EFL teachers towards their in-service professional development. This model of in-service training included practice of peer coaching within a team teaching context offering teachers more opportunities to support one another in their work. According to the results derived from the MPC Model, the teachers agreed that their cooperation helped them solve the problems in their in-service professional development. They preferred to work together with their peer teachers or team members in their daily teaching rather than work individually as their critical reflection seemed to be activated by working with colleagues in the MPC Model. The teachers also expressed that they felt much more comfortable with their teaching because they had more contact with each other and a better understanding of each other than before. All in all, the outcomes from their cooperative teaching through the MPC Model motivated their professional development as well (Meng, Tajaroensuk & Seepho, 2013).

In light of the above, the main purpose of peer observation is to learn from the observation experience. However, the observer cannot simply depend on memory. Procedures are needed that can be used to record information about the observation. In particular, when we put observation into practice in FL teaching, three stages need to be taken into consideration: *observing the teaching itself, recollection of the teaching, review and response to the teaching* (Richards, 2006). In the first stage the focus is on the teacher's own teaching through self or peer observation. During the recollection of the teaching process, data are gathered with the help of audio or video recording, checklists, diaries, journal entries, etc. The data collected are discussed and analyzed in the reflection process facilitating teachers to reach satisfactory results that could lead them to evolve, refresh and revive themselves in their profession. That way, FL teachers can see their own teaching in the teaching of others, and as teachers observe others to gain self-knowledge, they have the chance to construct and reconstruct their own knowledge.

DESCRIPTION OF THE TRAINING CONTEXT

The present peer observation model is recommended to form part of a teacher education programme organized by the school advisor on the basis of the so-called *peer coaching* model as a development tool for in-service EFL teachers within a team-teaching school context (Wajnryb, 1992).
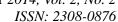
More specifically, three in-service teachers with varying degrees of skills are invited to contribute to the *professional development* of one another through *peer classroom observation* taking place in a state primary or secondary school (Farrell, 2001). This *peer coaching* engages the three EFL teachers who are colleagues of equal status in the same school in mutual observation of actions, reflection on the observed actions, and description of the tacit knowledge implicit in these actions based on data derived from their own real classrooms (Borg, 1998; Gottesman, 2000; Schön, 1988; Showers & Joyce, 1996).

In this regard, the training programme aims to train the EFL teachers how to learn from one another through *classroom observations* and *peer mentoring*, where observers practise teacher-educator skills by taking on the role of 'mentor' in post-observation conferences (Stillwell, 2008). *Mentor development* can help teacher-trainees enhance their skills and potentially make a transition to teacher training by providing opportunities for colleagues to practise training techniques with, and on one another on a regular basis in the future (Malderez & Bodoczky, 1999).

THE PARTICIPANTS: OBSERVERS AND OBSERVEES

The participants involved in *peer observation* could be three EFL teacher-trainees who are colleagues in the same primary school as already mentioned and a school advisor. The three teachers (A, B, C) join three classroom visits, in which Teacher A observes Teacher B, B observes C, and C observes A, under the guidance of their school advisor. In this way, peer coaching is carried out through *peer observation* in which the teachers themselves become both observers and observees and have the opportunity to be aware of noted inconsistencies in their practice (Stillwell, 2008; Wallace, 1991) or to learn from reflecting on how their peers handle complex situations (Schön, 1988). Moreover, trainee teachers can recycle and enrich their active repertoire of teaching skills (Cosh 1999; Farrel 2001) as they are given the opportunity to 'construct their own knowledge, by observing others gain self-knowledge and self-insight' (Fanselow 1990). The school advisor/trainer attends/observes the post-observation conferences with the aim of helping both the mentor and the observed teacher reflect on and learn from their interaction during the conference, and to explore the implications these discoveries may have for effective teaching and mentoring.

In this regard, *peer observation* is selected as a powerful means by which EFL teachers can become aware of a broad range of possibilities for conducting their classes effectively (Wajnryb, 1992). It helps teacher-trainees achieve their *professional development* through regular practice by focusing on *peer coaching* (Mann, 2005). Peer coaching makes the greatest use of peer observation as colleagues visit one another's classrooms to help reflect on their routine practices or gain feedback on the implementation of new teaching methods (Benedetti, 1997).

OBSERVATION PROCEDURAL FRAMEWORK
Pre-observation phase
Preparation for the observation process
The three in-service teachers who are colleagues in the same primary or secondary school could take part in a number of reading discussions on teacher observation literature organized by the school advisor, coming to consensus on ground rules for visits to their peers' classrooms and the conferences that follow. These reading discussions can be supplemented with workshops that give participants hands-on experience with various observation and conferencing techniques recommended by the literature (Stillwell, 2008). Hence, the school advisor has a pivotal role to play at this phase and is responsible for gathering resources on classroom observations such as articles or videotapes of classroom observations (Widdowson, 1984). Once the three teachers have had some exposure to the key issues involved in peer observation and established a friendly and trusting relationship (Wallace, 1991), they begin the actual observation process with each teacher taking turns at teaching and observing. In this way, participants benefit from an initial sensitization to the collaborative approach to observation and feedback under the guidance of the school advisor who organizes an orientation meeting of all trainee teachers prior to the implementation of the actual peer observation (Poumellec et al., 1992).
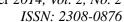
Setting the goals and the observation schedule
All the participants should identify a *focus* for the observation at this stage by setting the *main goal of the observation* which, for instance, could be to explore an area of general interest: the *learner-centeredness* of the teachers' EFL classes (Wajnryb, 1992). After agreeing on the goals by emphasizing the *developmental orientation* of the observation, without including any evaluation or criticizing points, the participants decide on the actual *observation procedures* and arrange a *schedule* for the observations (Beaumont, 2005). To this end, the three colleagues meet in pairs to make the necessary preparations for a series of three classroom visits, in which Teacher A observes Teacher B, B observes C, and C observes A under the guidance of their school advisor/trainer.

Selecting the observation instruments
Task preparation requires the selection and use of specific *observation instruments* appropriate for the peer observation described here which aims at peer coaching (Beaumont, 2005; Cameron, 1997). In particular, the *observation instruments* include four *class observation sheets* (see Appendices) and *video-recordings* for use collaboratively by the school advisor-trainer and the trainee teachers during the post-observation session (Cullen, 1991).
In order to achieve *professional growth* rather than performance evaluation through peer observation, more emphasis is placed on the use of *journal entries* and *teachers' diaries* after the actual observation phase. *Journal entries* (Appendix III) synthesize one's observation experience with reflective statements based on the data gathered from classroom observation while diaries can be used to record introspective reflection in first person about someone's teaching (Bailey, 1990; Borg, 1998). More specifically, *journal entries* are written immediately after each lesson so that the lesson remains fresh in teachers' minds. Each journal entry covers one lesson and is a reflection upon what took place in that lesson. Journal entries report the valuable insights that peer observation prompted in teachers but just observing their peers'

practice is not enough to cause rethinking of their own teaching (Bailey, 1990). In *diaries* (Appendix IV), the teacher reports issues such as affective factors, perceptions and strategies. A diary is used to record introspective reflection in first person about someone's teaching (Bailey, 1990; Bailey & Ochsner, 1983). Diaries are useful to obtain classroom issues and constitute a valuable tool in order to discover teaching realities that are not possible to be discovered through direct observation (Bailey, 1990; Numrich, 1996). Palmer (1992) argues that diaries may provide a rich source of data in order to understand teachers' practices.

Consequently, the above two *observation instruments* could be useful not only for providing factual information, but for triggering *data analysis* and *interpretation* which can be further exploited by the participants in the feedback and debriefing sessions in a *reflective* and *collaborative* way (Goodson & Sikes, 2001).
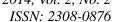
Preparing the observation tasks

According to Poumellec et al. (1992), tasks help focus on one or a few elements of classroom activity at a time towards achieving objective and constructive feedback. To this end, the selected tasks (see Appendices) are not judgmental in nature but simple and brief in order to help focus on one or a few elements of classroom activity and facilitate observation as the observers are not experts or professional trainers (Cameron, 1997). This is essential for those teacher-observers who might otherwise be insensitive to these elements in the face of the overwhelming complexity of an EFL lesson. Tasks are designed to gather *data* and do not require reflection at the time of completion during the while-observation phase.

In particular, observation tasks aim to serve the main goal of the present peer observation by focusing on factors which affect, for instance, the *learner-centeredness* of the EFL class (Beaumont, 2005; Wajnryb, 1992). To this end, a first task is to ask observers prepare a *classroom map* by drawing a plan of the room before the beginning of the lesson in order to show the spatial arrangement among learners, teachers and materials (Appendix I). Another task could be to ask the observers to fill in a *class observation form* regarding teaching methodology, materials, activities, positive aspects, etc during the class observation (Appendix II). Since observation tasks are effective awareness activities, there are also two further tasks (as already mentioned above): a *journal entry* (Appendix III) and a *teacher's diary* (Appendix IV) to be completed by the teachers (observers and observees) after class observation but before the post-observation phase in order to gather *reflective data* on the learner-centered or teacher-dominated focus of the lesson to be analyzed and interpreted in the feedback and debriefing sessions (Schön, 1983).

While-observation phase

Once the three participants have had some exposure to the key issues involved in peer observation in a previous phase, they begin the actual *observation process*. The colleagues exchange a series of three classroom visits, in which Teacher A observes Teacher B, B observes C, and C observes A. As each teacher-trainee teaches a class, his/her colleague completes the observation forms/tasks which do not require reflection at the time of completion. The data gathered could serve subsequently as a starting point for feedback which involves reflective discussions and possible effectiveness of alternatives (Bartlett, 1990; Beaumont, 2005; Johari, 2006).

Post-observation phase
Feedback session
Feedback is the essential follow-up to observation and needs to be scheduled. If feedback is left lo chance, it may not occur at all, thus losing its advantages and benefits to both observer and observed (Poumellec et al, 1992). Feedback session could involve the three teacher-trainees and the school advisor/trainer in a post-observation conference divided into stages as described below. To begin with, in the post-observation conference, the role of the school advisor is *conductor*, ensuring that the goal of observation is discussed, encouraging all the teachers to participate; *controller*, in case of negative comments or suggestions not consistent with current theory and practice; *initiator*, triggering the feedback discussion by means of key questions; *informant*, reminding trainees of theory behind options and providing alternative options; and *counsellor*, making comments or suggestions where appropriate (Wallace, 1991).
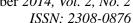
More specifically, after the set of classroom visits has been completed, all three colleagues could come together for a post-observation conference that takes place in three *two-part stages*, with each of the participants playing a different role at each stage and under the school advisor's supervision (Stillwell, 2008). Each stage could focus on a different classroom observation, with the teacher and classroom observer ('mentor') discussing predetermined areas of interest regarding the execution of the lesson while the third party-teacher silently listens as the conference observer (Malderez & Bodoczky, 1999). At the end of the discussion, this third party-teacher develops teacher training skills by guiding the other two teachers through a conference review in which they reflect and share their perspectives on the post-observation conference, identifying those mentoring behaviours that promoted reflection as well as those that had the potential to have negative consequences (Farrell, 1998; Johari, 2006; Malderez & Bodoczky, 1999).

Rationale and conditions of feedback meetings
It is especially important that peer observation should not be used as a tool for judging others on the basis of one's personal beliefs. Rather, effective observation should stimulate a *reflective review* of one's own beliefs on the basis of others' practice (Cosh, 1999; Farrell, 2001). However, teachers who give feedback without prior training run the risk of giving offence, instead of providing support and useful guidance to their peers (Wallace, 1991). Thus, it is worth noting once more that the school advisor's role is multifaceted and pivotal in feedback meetings.

Accommodating Brinko's (1993) 'conditions for effective feedback' and reflective practice as *a social activity*, the feedback meetings should include the following features: a *collaborative* and *cooperative* environment where response and interaction are encouraged, and where the school advisor/trainer's voice is one among several; *other-sourced feedback* is considered to be as important as self-sourced reflection; peers should resist telling trainees what they did right and wrong; reflection and feedback should be *goal-related*.

Given that reflection is ideally a *social activity*, the opportunity exists to combine feedback and reflective skills development into 'reflective conversations' which engage teachers in *self-directed* and *self-evaluated professional development* (Bailey & Ochsner, 1983). Therefore, meetings should be an opportunity for *reflective conversations* (indicating plurality) rather than for 'feeding back' (indicating singularity) allowing for a more *democratic*, *interactive*, and *trainee-centered* atmosphere in order to give teachers the opportunity to share their expertise

and thus become more conscious of the methods and processes they employ in their classrooms (Wallace, 1991). Such reflective practices, if constant and continuous, promote teachers' competence in making informed decisions and then assessing how those decisions impact EFL learning (Brandt, 2008).

Debriefing/ Follow-up

In debriefing, participants could watch the *video recordings* (Cullen, 1991) and discuss their reflective teaching *journals* and *diaries* which include thoughts and insights they experienced throughout their teaching experience and peer observations.

In particular, trainee teachers could discuss what would remain the same and what would be different in their future classes (Beaumont, 2005). Their reflection should reveal how learners and teachers benefited from that lesson. Furthermore, teachers could reflect on the *impact* that the class had on their beliefs about EFL learning/teaching, how the lesson relates to theory and/or class discussions, and how what happened in the lesson relates to their other *journal entries* (Bailey, 1990).

Last but not least, data should indicate strong *collaborative participation* among the teachers in making decisions about learner-centered objectives, content, activities, sequencing, and materials of their lessons. The value of the *collaborative process* should be stressed (Gebhard, 1990). Moreover, results should indicate that peer coaching increases trainees' awareness of their individual responsibility to *review* and *revise* what they do in class, as well as of the benefits of *working as a team* in a school context to improve the *quality* of their classes (Farrell, 2001).

CONCLUSION

Peer observation is a non-evaluative development model of teacher training by which teachers of equal status can work together to discuss and share teaching practices, observe each other's classrooms, provide mutual support, acquire new skills. In other words, teacher development needs to be 'classroom-embedded' through peer observation procedures in order to be fruitful.

As Poumellec et al (1992) point out, training requires the presence of a teacher trainer (the school advisor here) while development can be effectively carried out in groups of teachers. In the collaborative approach, such as peer observation, teachers work as a team towards discovering or upgrading one's knowledge of learning theory and of options in the classroom, experimenting with them and subsequently reflecting on their effectiveness. Moreover, Dove and Honigsfeld (2010) emphasize the fact that when teachers engage in collaborative practices, they experience a reduction in isolation, enjoy more occasions to share their expertise, and appreciate the opportunity to reshape or improve their EFL methodology. This implies that the teachers in such a context are more willing to continue their in-service professional development. Issues such as peer support, sensitivity, companionship and flexibility emerge as the most effective behaviours that enhance successful relationships between peers in a peer coaching training programme (Wallace, 1991). Peer support may be conveyed by respect that peers show for each other's different points of view and feelings, by sharing one another's failures and concerns, and by encouraging each other to feel more confident about their teaching. Peers can also express their mutual support by sharing successful moments and by openly recognizing each other's good work. To avoid embarrassment or distress, it is essential
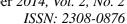
that peers use careful wording in their critical comments. Last but not least, the constructive character of such collaboration promotes much less stressful and more energizing professional exchange among trainee teachers and the school advisor/trainer as teachers feel more comfortable engaging each other in conversations about their practice and sharing their individual perceptions (Richards & Nunan, 1990; Richards & Lockhart, 1991).

REFERENCES

Bailey, K. M. (1990). 'Diary studies in teacher education programs'. In *Second language Teacher education,* ed. J.C. Richards and D. Nunan. *Second Language Teacher Education* (pp. 215-226). New York: Cambridge University Press.

Bailey, K. M., & Ochsner, R. (1983). 'A methodological review of the diary studies: Windmill tilting or social science?'. In K. M. Bailey, M. H. Long, & S. Peck (Eds.), *Second language acquisition studies* (pp. 188-198). Rowley, MA: Newbury House.

Bartlett, L. (1990). 'Teacher Development through Reflective Teaching'. In *Second Language Teacher Education*. Eds. J. Richards and D. Nunan. New York: Cambridge University Press.

Beaumont, M. (2005). 'Teacher Observation'. In Beaumont, M., Manolopoulou-Sergi, E. & Ayakli, Chr., *Teacher Education in ELT- Designing Teacher Education Courses: From Teacher Training to Teacher Development.* Vol.2 (pp. 64-130). Patras: Hellenic Open University.

Benedetti, T. (1997). 'Enhancing teaching and teacher education with peer coaching'. *TESOL Journal*, 7/1: 41-2.

Borg, S. (1998). 'Data-based teacher development'. *ELT Journal*, 52/4: 273-281.

Brandt, C. (2008). 'Integrating feedback and reflection in teacher preparation'. *ELT Journal*, 62/1: 37-46.

Brinko, K. T. (1993). 'The practice of giving feedback to improve teaching: what is effective?' *Journal of Higher Education*, 64/5: 575–93.

Cameron, L. (1997). 'The task as a unit for teacher development'. *ELT Journal*, 51/4: 345-351.

Cosh, J. (1999). 'Peer-observation: a reflective model'. *ELT Journal*, 53/1: 22-27.

Cullen, R. (1991). 'Video in teacher education: The use of local materials'. *ELT Journal* 45/1: 33–42.

Day, C. (1999). *Developing teachers: The challenges of life-long learning.* London: Falmer Press.

Dove, M. & Honigsfeld, A. (2010). ESL coteaching and collaboration: Opportunities to develop teacher leadership and enhance student learning. *TESOL Journal*, 1/1: 3-22.

Fanselow, J. F. (1990). ''Let's see': contrasting conversations about teaching' in J.C. Richards and D. Nunan. New York: Cambridge University Press.

Farrell, T. (1998). 'Reflective Teaching'. *English Teaching Forum*, 36/4: 10-17.

Farrel, T**.** (2001). 'Critical friendships. Colleagues helping each other develop'. *ELT Journal*, 55/4: 369–74.

Gebhard, J. G. (1990). 'Models of supervision: choices'. In J.C. Richards and D. Nunan, *Second Language Teacher Education* (pp. 156-166). New York: Cambridge University Press.

Goodson, I., & Sikes, P. (2001). *Life history research in educational settings: Learning from lives.* London, UK: Oxford University Press.

Gottesman, B. (2000). *Peer Coaching for Educators*. Second Edition. London: Scarecrow Press.

James, L. (1973). The James Report's Third Cycle. In *In-Service Training: Structured Context*, Watkins, (Eds.) London: Ward Lock Educational.

Johari, S. K. (2006). 'Mirrors for an ESL Classroom: Using Reflective Teaching to Explore Classroom Practice and Enhance Professional Growth'. The English Teacher, 35: 99-116.

Malderez, A. (2003). 'Observation'. *ELT Journal*, 57/2: 179-181.

Malderez, A. & Bodoczky, C. (1999). *Mentor Courses: A Resource Book for Teacher Trainers*. Cambridge: Cambridge University Press.

Mann, St. (2005). 'The language teacher's development'. *Lang. Teach*, 38: 103-118.

Meng, J., Tajaroensuk, S. & Seepho, S. (2013). Recommendation for Sustaining the In-service Professional Development of Tertiary EFL Teachers. *Theory and Practice in Language Studies*, 3/8: 1311-1321.

Numrich, C. (1996). 'On becoming a language teacher: Insights from diary studies'. *TESOL Quarterly,* 30/1: 131-151.

Palmer, C. (1992). 'Diaries for self-assessment and INSET programme evaluation'. *European Journal of Teacher Education,* 15/3: 227-238.

Poumellec, H. H., Parrish, B. & Garson, J. (1992). Peer Observation and Feedback in Teacher Training and Teacher Development. *The Journal of TESOL France*, 12/1: 129-140.

Reid, B. (1993). "But we're doing it already": Exploring a response to the concept of reflective practice in order to improve its facilitation. *Nurse Education Today*. 13: 305-309.

Richards, J.C. (2006). Theories of Teaching in Language Teaching. In *Methodology in Language Teaching.* Ed. Richards, J.C and Reandya, A.W. Cambridge: Cambridge University Press.

Richards, J. and Lockhart, C. (1991). 'Teacher development through peer observation'. *TESOL Journal*, 1/2: 7–10.

Richards, J. C. and Nunan, D. (1990). *Second Language Teacher Education.* Cambridge: Cambridge University Press.

Schön, D. A. (1983)*. The Reflective Practitioner. How professionals think in action.* New York: Basic Books.

Schön, D. A. (1988). *Educating the Reflective Practitioner. Toward a New Design for Teaching and Learning in the Professions*. San Francisco: Jossey-Bass.

Showers, B. and Joyce, B. (1996). 'The evolution of peer coaching'. *Educational Leadership*, 53/6: 12–16.

Stillwell, Ch. (2008). 'The collaborative development of teacher training skills'. *ELT Journal*, 63/4: 353-362.

Wajnryb, R. (1992). *Classroom Observation Tasks*. Cambridge: Cambridge University Press.

Vacilotto, S. & Cummings, R. (2007). Peer coaching in TEFL/TESL Programmes. *ELT Journal*, 61/2: 153-160.

Wallace, M. (1991). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University Press.

Wang, Q. & Seth, N. (1998). 'Self-development through classroom observation: changing perceptions in China'. *ELT Journal*, 52/3: 205-213.

Widden, M.F., Mayer-Smith, J.A., & Moon, B.J. (1996). Knowledge, Teacher Development and Change. In *Teachers' Professional Lives*, In I. F. Goodson & A. Hargreaves (Eds.). London: Falmer Press (187-205).

Widdowson, H. D. (1984). 'The Incentive Value of Theory in Teacher Education'. *ELT Journal*, 38/2: 86-90.

HRMARS
Exploring Intellectual Capital

APPENDICES: OBSERVATION INSTRUMENTS & TASKS
APPENDIX I: CLASSROOM MAP

Before the lesson begins, draw a plan/map of the classroom here indicating the board, learners' desks, the teacher's desk, etc. Also, plot the teacher's movement throughout the lesson.

APPENDIX II: CLASS OBSERVATION FORM

CLASS OBSERVATION FORM	
TEACHER OBSERVED:	DATE:
LEVEL:	CLASS:
NUMBER OF LEARNERS:	ROOM:
LESSON TOPIC:	
APPROACH AND METHODOLOGY:	
CLASSROOM ORGANIZATION, % of the teacher's input, % of the learners' input:	
GROUP ACTIVITIES (General description):	
INDIVIDUAL ACTIVITIES (General description):	
TALKING TIME (the approximate ratio of teacher talking time and learner talking time):	
T % L %	
INTERACTIONS (What different interactions do you observe? e.g. T-L, etc):	
MATERIALS (General description):	
POSITIVE ASPECTS OF THE LESSON:	
OVERALL COMMENTS ON THE LESSON:	

APPENDIX III: JOURNAL ENTRY

Label:
Name: Date and time of observation: Place of observation: Level of class: Number of learners:
Description: detailed, descriptive account of what you observe. This account may include quotes, descriptions of non-verbal communication, descriptions of classroom instructional organization (grouping, seat work, etc.) Try to be objective and impartial in this section of the entry.
Analysis & Reflection: Reflect on your observation data and analyze what you discovered in your observation. Ask yourself these questions: What do I think happened and why did it happen? How can the theory and research be applied to this situation or how can I interpret what I observed? etc

APPENDIX IV: TEACHER'S DIARY
TEACHER'S DIARY

Label:
Name: Date and time of class: Place: Level of class: Number of learners:
Description: make detailed notes about what happened in your class, e.g. your teaching method/techniques, materials, etc.
Reflection/Analysis: note down your thoughts about your teaching method and strategies.

[1] EFL=English as a Foreign Language

[2] In the Greek education system, school advisors are teachers with high academic and professional qualifications officially selected and appointed by the Greek Ministry of Education and their responsibilities include: management of educational policy (implementation), coordination and monitoring (institutions and schools units), training of schoolteachers, evaluation of education and schoolteachers, counselling of school teachers and remedial work on their possible deficiencies.

Maria D. Tzotzou holds a BA in English Language and Literature (National and Kapodistrian University of Athens), an MA in 'Computational Linguistics '(National and Kapodistrian University of Athens-National Technical University of Athens) and a MEd in 'Studies in Education' (Hellenic Open University). She has been a state EFL teacher (primary and tertiary education), teacher trainer and adult educator in EFL lifelong learning programs. Her research interests focus on ELT methodology, adult education, teacher training and distance lifelong learning.