

ATTITUDES OF TEACHERS AND ADMINISTRATORS TOWARDS
PEER OBSERVATION

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ABSTRACT

Title: Attitudes of Teachers and Administrators towards Peer Observation

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Peer observation is a kind of observation in which two colleagues observe each other's classes, take notes and give feedback. The purpose of this activity is to help teachers learn about their own and other teachers' styles, techniques, and class management and apply what they have learnt to be better teachers.

This study aimed at investigating the attitudes of teachers and administrators towards peer observation. As a part of the teacher development program, a peer observation process will be implemented at Anadolu University Foreign Languages Department (AU-FLD) in the 2000-2001 academic year. Before implementing such a process, it is necessary to find out teachers' attitudes towards peer observation for the success of the process. Also, the study aimed at discovering if there is a difference between experienced and inexperienced teachers in their attitudes.

Forty-eight teachers and 4 administrators working at AU-FLD participated in the study. 26 of these teachers were inexperienced and 22 were experienced.

To collect the data for the study, the teachers were given a questionnaire and the administrators were interviewed to discover their attitudes towards peer observation. I distributed the questionnaires to the teachers at AU-FLD and collected them after one week.

The questionnaires were analysed using frequencies and percentages. For the open-ended questions in the questionnaire, categorisation was applied. Interviews were analysed qualitatively using categorisation.

The results of the questionnaires show that teachers have positive attitudes towards peer observation. They believe that peer observation will be for raising their awareness in teaching and enhancing their development and want to have peer observation in their department once a month. Teachers would like to be observed by a trainer or by their fellow teachers and think that the observation documents should be kept by the observer and the observed teacher. There is not a major difference between experienced and inexperienced teachers' attitudes. Teachers believe that a training session will be useful to know how to do peer observation.

The results of the interviews show that administrators believe that peer observation is useful for the teachers to develop themselves. They would like to implement it once every two weeks and they are planning to have training sessions before starting peer observation. In addition to the observed teacher and the observer, they are planning to keep the observation documents. These two points, scheduling and keeping the documents, are the only differences between teachers and administrators.

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The committee has decided that the thesis of the student is satisfactory.

Thesis Title : Attitudes of Teachers and Administrators towards Peer
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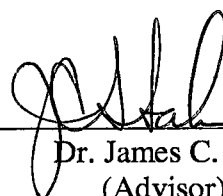
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CHAPTER 1: INTRODUCTION

Since language teaching has been subject to change for years, “change” is an important subject for teachers. Teachers should keep up with the changes which occur in language teaching, and teacher development is a significant way to do this (Lange, 1990). Teacher change is not an easy thing to accomplish. Teachers’ awareness of a need to change is the necessary prerequisite for the process of change to begin (Pennington, 1995).

Background of the Study

There have been many proposals on how teacher development can be done. Classroom observation, reading the ethnography (which is a written document that is kept about the whole lesson) of a lesson and talking with peers are some of the methods included in these proposals (Moon, 1994), which are related with peer observation. These are some of the concepts included in teacher reflection, which is “a key component of teacher development,” (Richards; as cited in Farrell, 1998, p.10). Reflection means reflective teaching, and reflective teaching means to mirror one’s experience in teaching (Pennington; as cited in Farrell, 1998). By using a method such as observation, teachers can learn about their classes and use this information like a mirror to improve themselves. Among the methods mentioned above, in reflective teaching, observation is a very useful tool to provide feedback to teachers about their teaching (Allwright & Bailey, 1991).

Day (1990) presents two approaches to classroom observation—the qualitative approach and the quantitative approach. The aim of the qualitative approach is to gather data about what happens in a language classroom. The techniques used in this approach are written ethnography, audio and video

recordings, and a limited or selected ethnography or recording. In the quantitative approach, the aim is to gather data about a specific behaviour that occurs in the classroom. Some of the instruments and techniques used and the behaviours focused on in this approach are seating chart observation records, teacher and student talk, at-task, and movement patterns. The main difference between these two approaches is the instruments used. In the quantitative approach, checklists or forms to be filled in are used and the behaviour observed is something countable. For example, how many times a teacher calls on students individually is a subject that can be explored through the quantitative approach.

There are two ways of doing classroom observation—direct observation and self-report (Allwright & Bailey, 1991). In direct observation, a person—a peer, an administrator or a supervisor—comes into the classroom and takes notes about the class by sitting at the back of the classroom. In self-report, teachers report on themselves—what they did during the lesson and why they did particular exercises, for example. One way of doing this is to have interviews with the teachers.

In this study, the attitudes of teachers towards direct observation is the focus. There is no substitute for this to get information about language classrooms (Nunan, 1989). However, direct observation may not be the most appropriate way to get information about the classroom, because it makes teachers feel anxious and change their classroom behaviour (Allwright & Bailey, 1991). It puts teachers under stress. In addition, teachers may be sensitive about the comments made by the observer and may feel the need to defend their teaching. This may affect the observation process in a bad way (Tsui, 1993). However, there are studies done by Varlı (1994) and Göde (1999) which show that teachers do not find observation as threatening after

they have experienced it and that they do not feel so anxious about peer observation. In addition, teachers find it useful for their development.

Statement of the Problem

The administrators of my institution want to implement peer observation in our institution this year. The reasons for such a program are not known by the teachers who work at Anadolu University Foreign Languages Department (hereafter AU-FLD). Peer observation is a way of getting knowledge about the teacher and the classroom. However, research shows that teachers do not like the idea of being observed, especially by their peers (Norrish, 1996). In addition, some teachers see peer observation as "threatening, arbitrary and judgemental" (Cosh, 1999, p. 22). However, the attitudes of teachers who work at AU-FLD may be different. So, before starting such an observation program, teachers' attitudes towards peer observation should be explored. Since there has not been a study to explore this in my institution, I want to do this study.

Purpose of the Study

In my institution, a peer observation program will start, but beforehand it will be useful to find out the attitudes of teachers to make the program more beneficial. In this study, the aim is to investigate the attitudes of teachers and administrators who work at AU-FLD towards peer observation.

Research Questions

This study will address the following research questions:

What are the attitudes of the teachers and the administrators who work at Anadolu University Foreign Languages Department towards peer observation?

Does teaching experience have an effect on the teachers' attitudes towards peer observation?

Significance of the Study

Doing peer observation requires extra time and effort for the people who do the observation. Also, as we have seen, it may be threatening for the teachers who are observed. So, peer observation affects both sides—the observer and the person who is observed. That is why before starting peer observation, it is important to learn the teachers' attitudes in order not to waste both time and effort. If teachers think that peer observation does not provide anything good for them, there may be no meaning in starting peer observation. Varlı's research (1994) proves that after experiencing peer observation, teachers think that peer observation is not so scary and it is useful for them. In fact, teachers' attitudes towards peer observation are significant for every institution that wants to conduct such a program, and for ours, because teachers are the ones who will do the observation and possibly benefit from it. At the end of this study, I may find that teachers who work at AU-FLD have negative attitudes towards peer observation. Additionally, the more experienced teachers may have a more negative attitude towards peer observation than the less experienced teachers who work in this school, because they have been doing what they think is good in their classes for a long time.

It is also important to learn the attitudes of the administrators who work in my institution towards such a program, because they are the people who want to start peer observation. The results of this study may be beneficial to see how it will be useful to conduct a peer observation program and how peer observation can be used

effectively at AU-FLD. In addition, asking about peer observation may reduce the possibility that the teachers will resist or react negatively.



CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

In this chapter, I will present definitions of peer observation and discuss different views on the advantages and disadvantages of peer observation, observation in general and teachers' general attitudes towards observation. I will also explain the relationship of peer observation to observation. Lastly, I will explain the approaches to observation and some observation models.

Peer Observation

Definition

Peer observation, quite simply, means that two colleagues observe each other's classes (Richards & Lockhart, 1993). In Richard and Lockhart's definition, peers come in to each other's classes and observe each other. They then work together to develop their teaching skills and to generate alternatives for dealing with different teaching issues. They need not to work in the same institution. Also, teachers from other faculties or fields can be invited to observe a lesson (Williams, 1999). Richards and Lockhart give a simple definition of peer observation, but there are other aspects that can be drawn from *peer consultation* as Benshoff (1994) defines it. Keig and Waggoner (1995) use the term *collaborative peer review*. Benshoff's definition of peer consultation focuses on counselors rather than teachers; however, it may be applied to peer observation, because peers are a kind of counselors for each other. In peer consultation, critical and supportive feedback is important rather than evaluation. As can be understood from its name, peers work together for each other's benefit. Likewise, in peer observation, peers work for each other's benefits, which can mean their development. The peers give suggestions to

each other in peer consultation, and peers are free to apply or to reject these suggestions. All these properties of peer consultation can be applied to peer observation, because also in peer observation, for example, teachers have the right to accept or reject the suggestions made by their peers. In the basis of this model lies the belief that "individuals who have been trained in basic helping skills can use these same skills to help each other" to be more effective in their teaching (Benshoff, 1994, p. 1). Again, in peer observation it can be believed that teachers can help each other, because they are trained in the same way in basic teaching skills to become teachers, so they can use these skills to develop each other's teaching.

Advantages of Peer Observation

When a peer observation program is implemented, the main benefit or advantage that comes out of it is 'teacher development'. That is why first I will give information about teacher development and how it relates to peer observation. Then, I will talk about the other advantages of peer observation.

Teacher development simply means the improvement of teachers' abilities in teaching (Varlı, 1994). The aim of peer observation is to enhance "teaching by means of discussion, reflection and exchange of effective practice" (Fry, 1998, p. 1). Teacher development can be done in many ways, through seminars, meetings, classroom observation, workshops, talking with peers, and reading the ethnography of lessons (Moon, 1994). Among different ways of teacher development, teachers and teacher trainers have started to use mostly peer observation in recent years for teacher development (Wragg, 1994).

In recent years, communication has gained a lot of importance. As the importance of communication increases, the importance of language also increased,

and so did language teaching (Wallace, 1991, p. 2). Because of this increased importance, the need to train language teachers has also become more important. It is hard for teachers to be effective without following the developments and extending their knowledge about the field of language teaching (Hancock & Settle, 1990).

Teacher development is not a new subject that researchers are interested in. Since the early eighties, researchers have done research on teacher development (Bartlett, 1990).

Teacher development is a process that “...never ends. It lasts a whole teaching life” (Roe, 1992, p. 8), because teaching is a phenomenon which changes continuously and rapidly (Koç, 1992). For example, new approaches and new methodologies are introduced regularly. Research adds new information and causes changes in language teaching. Teachers should keep up with these changes, and one of the most important ways to manage this is being involved in development programs (Lange, 1990) and peer observation is one of the options for such a development program. The goals of such programs are numerous, but can be categorised under these three major goals:

1. To make teachers aware of their own abilities or beliefs about teaching and to help teachers to steadily improve their competencies (Bailey, Bergthold, Braunstein, Fleishman, Holbrook, Tuman, Waissbluth & Zambo, 1996).
2. To make a connection between “theory and practice” (Wright, 1990, p. 82).

3. To help teachers to “find, articulate, and develop their own teaching theory, and the methods and techniques which match it” (Kontra, 1997, p. 244).

All these goals are also advantages of peer observation, because after observing other teachers, teachers will gain awareness about their own and others' teaching and the connection between theory and practice. These goals are not easy to attain since good planning is necessary to manage these goals (McNergney & Carrier, 1981). First of all, teachers should have the desire for a change and for taking part in a development program. Teachers should feel the necessity of development, because they are the ones who will make the changes. If teachers do not want any development, they will not change their behaviours. So, the whole development program will be a waste of both time and money. This is also true for peer observation. Teachers should have the desire for peer observation. Otherwise, it will be of no use. That is why in this study teachers' attitudes will be explored. Maley states that "a feeling of necessity for teachers can be given through a teacher training program" (as quoted in Roe, 1992, p. 5). It is possible that teachers may not want to attend training programs, either, but most teaching institutions require teacher training attendance already as a job duty.

There are also other things that should be done beforehand like deciding on the capabilities of teachers and the needs of teachers (Wragg, 1987). These decisions should be made by the people who want to implement a teacher development program. In addition, a development program will require extra time and money for the people involved (Wragg, 1987) and these should be arranged before starting a program. In fact, what is required for a general teacher development program is

what is required for a peer observation program, because peer observation is a way of teacher development.

There are two types of teacher development: evaluation-based and nonevaluation-based (Brock, 1981). Evaluation-based teacher development includes two types of development activities: student evaluations of the teacher and teacher specialist evaluations of the teacher. As described in detail in a handbook of TC YÖK (2000), in the student evaluations activities, students evaluate their teachers' performance at the end of a semester. This can be done by giving a questionnaire to the students. As an alternative, this evaluation can also be done two or three weeks after the course has started. The advantage of this activity is that it gives immediate feedback to teachers about their way of teaching. This feedback is very important for teacher development, because students are the ones who are directly exposed to the method of the teacher. So, teachers can develop themselves according to the feedback of the students. For example, if students state that their teacher is weak in using the blackboard, the teacher can focus on developing his blackboard use after getting this feedback. However, teachers may disagree with such an evaluation because of their doubts about students' objectivity.

In the teacher specialists' evaluation, a teacher and a specialist work together cooperatively. They collect data using techniques like classroom observation, audio recording, or videotaping the lessons of the teacher. Then, this data is analysed together by the specialist and the teacher. This type of evaluation may have the disadvantage of making teachers feel nervous if they consider the specialist an authority.

The aim of the evaluation-based activities is to find the weaknesses or strengths of teachers. In nonevaluation-based activities, these weaknesses or strengths might also be uncovered, but the emphasis is not on these two aspects. In Benshoff's (1994) view, showing weaknesses and strengths is "deemphasised" (p. 1) in nonevaluation-based activities, whereas they are emphasised in evaluation-based activities. That is why evaluation-based development may be threatening for teachers whereas nonevaluation-based teacher development is not. Seminars are an example of these types of activities. They are non-threatening, because the focus is not on only one teacher. In this activity type, a group of teachers come together and have a discussion about the difficulties they face during their lessons. This type of teacher development activity is a good way of learning about the others' teaching experiences and techniques. In addition, meetings and workshops can be included among these types of activities. Peer observation can be based on this model of development, because it is also a good way to learn about other teachers' teaching. In peer observation, finding out weaknesses and strengths of teachers is deemphasised since the main aim is not evaluation, but development. That is why, peer observation is not evaluation-based. In addition, since the students and teacher specialists are involved in evaluation-based activities, while teachers are involved in peer observation, it cannot be included in evaluation-based types of teacher development.

In fact, the other advantages of peer observation are not separate from teacher development. They are the sub-categories of teacher development. The general titles of these sub-categories are *self-awareness advantages* like providing self-realisation, providing critical reflection on a teacher's own teaching (Keig &

Waggoner, 1995), increased self-confidence, self-direction, and independence (Benshoff, 1994), self-realisation and critical reflection on a teacher's own teaching (Richards and Lockhart, 1993); *peer-awareness advantages* like discovering information about others, gaining insight about teachers (Crandall, 1998), and use of peers as models (Benshoff, 1994); *general awareness advantages* like the ability to choose peer consultants (Benshoff, 1994), practicing new teaching techniques, getting regular feedback about classroom performance, and receiving coaching from peers (Keig & Waggoner, 1995). It also leads colleagues to work together and exchange their experience (Crandall, 1998). Teachers, while observing other teachers, can learn both about themselves and their colleagues and use this information to improve their teaching. Both experienced and inexperienced teachers can gain these advantages through peer observation. I will be using the terms self-awareness, peer-awareness, and general awareness in my data analysis.

Benshoff cites many studies that have been done using peer observation models that found the advantages of peer observation (as cited in Benshoff, 1994). In one of these studies, 86% of the participants found peer observation useful to develop their skills and techniques in counseling and "deepening their understanding of counseling concepts"(p. 2). Two aspects of peer observation were found "especially valuable" by the participants. These are "feedback from peers about counseling approaches or techniques" and "peer support and encouragement" (p. 2). In another study, it was found that to participate in a peer observation could affect "self-confidence and comfort level" more than "counseling effectiveness". In a third study, the idea of peers helping each other has been confirmed. The conclusion was that peers can use "basic helping skills to provide consultation to their peers" (p. 2).

In his study, Varlı (1994) found out that most of the teachers who participated in the study found peer observation useful for their improvement. All these studies show that when peer observation is implemented, it is possible for teachers to become aware that they gain these advantages and that is why teachers like peer observation.

Disadvantages of Peer Observation

Despite the advantages of peer observation that have been discussed in the previous section, there are some disadvantages to peer observation. Although peer observation is not done mainly for evaluation, but rather for development, initially teachers do not feel very comfortable with the model. They see it "...as threatening, potentially arbitrary, and judgemental" (Cosh, 1999, p. 22). It is less threatening when teachers know that the observer is a beginner teacher and it is more threatening if the observer is an administrator (Master, 1983), who can also be a teacher at the same time. There are two main risks in peer observation: first, teachers may feel themselves obliged to give positive feedback to their peers. The second risk is that teachers may put on a model lesson to get positive feedback (Cosh, 1999). These feelings of teachers can be an obstacle to the success of peer observation.

In Varlı's study (1994), some of the teachers had negative attitudes towards peer observation because they did not believe in or were not sure about the nonevaluative nature of peer observation. Peer observation may be discouraging when it is seen as a tool for evaluation (Crandall, 1998). It can be effective in teacher development if it is seen as a "cooperative discovery process" (p. 4). Since the belief that peer observation can be evaluative affects the success of a peer observation program, it will be useful to talk about teacher evaluation, the types of evaluation, and how these are related to peer observation.

The term “evaluation” has been treated in the wrong way (Pennington & Young, 1989). It has always been seen as negative. However, evaluation is an important process for ESL teachers, because “its goals and procedures help to define the standards of our evolving profession” (p. 619).

There are mainly two types of evaluation: formative and summative (Pennington & Young, 1989). In formative evaluation the aim is to improve teachers’ performance by giving them advice or information about their teaching. The summative evaluation is not mainly for teacher development, but for giving information to administrators about who to hire, fire or promote.

There are some common areas that are evaluated frequently. These are “teacher competency, competence, performance, and effectiveness” (p. 620). Medley, Coker, and Soar (as cited in Pennington & Young, 1989) give clear definitions of these aspects. According to these definitions teacher competency means teachers’ “specific knowledge, ability, or value position” (p. 620) that they have on a subject. For example, a teacher’s knowledge on grammar is this teacher’s competency. Teacher competence means the sum of the competencies a teacher has. For example, a teacher’s knowledge of grammar or listening and other specific knowledge are this teacher’s competence. It can also be said that competence means a group of knowledge a teacher has on different subjects or skills, the sum of the teacher’s competencies. Teacher performance means how a teacher behaves in the classroom. Teacher effectiveness means the results of a teacher’s performance—what students do at the end of a lesson. In peer observation, the focus of the observation may be on only one of these aspects, teacher performance, but again the main aim is not to evaluate but to learn from the performance observed. Since peer

observation does not focus on most of these aspects, it can be said that it is not evaluative.

To decrease the negative effect of evaluation on teachers, the sources for evaluation can be multiple (Murdoch, 1998), for example, videotapes, tape recordings, or self-reports can be used. In addition, a “cooperative professional relationship” can be established between the observer and the observed teacher (p. 6), which means teachers work together for each other’s benefit or to find solutions to their problems. So, the nature of observation changes into development from evaluation.

Observation

The main group of people who both observe and benefit from observation is classroom teachers. Apart from them, there are four groups of people who might be involved in observation: trainee teachers, teacher trainers, teacher developers, and trainee trainers (Wajnryb, 1992). Trainee teachers (whom I will call ‘student teachers’ for clarity’s sake) observe teachers, other student teachers and trainers.

Teacher trainers—whose profession is to train teachers—observe trainees.

Observation is a necessary part of student teachers' training. Teacher developers—whose profession is to develop practicing teachers—observe teachers. However, generally teacher developers are seen as the authority and that is why especially experienced teachers do not want such a person to tell them what to do in their classes (Gebhard, Gaitan, and Oprandy, 1990). Experienced teachers can get annoyed by the things that the observer says about what they should do in their lessons (Freeman, 1982). Trainee trainers—people learning to be trainers—observe both classroom teachers and trainee teachers as a part of their training. However, in

peer observation none of these groups can be employed, because only teachers who actively teach in classroom can observe in peer observation. In addition, since there are not any people like teacher developers involved in peer observation, it is a better model to use for development, because there may not be a feeling of authority in the class when the observer is a peer.

Cederblom and Lounsbury (as cited in Pennington & Young, 1989)

summarise the advantages of peer observation:

Peers would seem in a natural position to provide reliable, valid evaluation of each other. First, they constitute several raters; second, because of their frequent, close contacts with each other, they see a large number of criterion-relevant behaviours; and third, they see behaviour which the traditional evaluator (supervisor) may not see. (p. 637).

This argument addresses the issue why peers should be used in an observation program. These can also be the reasons for implementing a peer observation program.

Goals of Observation

Observing and being observed are necessary things for an ESL teacher. It is a kind of "raw material" for teacher development (Wajnryb, 1992, p. 1). The way teachers deal with students and their problems cannot be taught just by explanations. Watching other teachers and their styles is also necessary (Master, 1983). In addition, observing others provides important insights to teachers about their growth (Borich, 1999). Borich defines eight goals for observation in a classroom. These goals are:

- achieving empathy

- establishing a cooperative relationship
- becoming self-reliant
- becoming realistic
- establishing direction
- attaining confidence
- releasing enthusiasm
- becoming flexible (p. 3)

Teachers can gain these abilities at the end of an observation program. They can become more flexible in their methodology. They may learn how to work cooperatively with their peers. Observation can be beneficial for both the observer and the teacher observed. It gives a chance to both to improve their professional skills. However, it should be done skillfully, that is, the observation procedures and goals should be planned before starting an observation (Wragg, 1994).

Structuring Observation

There are mainly three steps in doing the actual observation: preparation, doing the observation, and follow-up (Wajnryb, 1992). Since peer observation is a kind of observation, it also has the same three steps with observation. For this reason, I will first talk about the common aspects of all observation procedures and then about the aspects that only belong to peer observation.

In the preparation part, first, the focus of the observation (what will be observed) should be decided. Then, the purpose of the observation should be defined clearly. Otherwise, it will be too difficult to observe, because there are so many things that go on during a lesson, like asking questions to students, giving feedback to them, and giving instruction to them. This is one of the main problems faced by

both experienced and inexperienced observers—not knowing what to observe (Wragg, 1994). As the last thing, the method that will be used can be determined. There are a variety of formats and schemes that can be used to record the observations done. Some of the formats are running transcript (written ethnography), grids, tally sheets, the lesson plan, time notation, dialogue recording, seating chart and video tapes (Reznich, 1985). Some of the schemes are FOCUS, FIAC, and FLINT (see Appendix L for detailed information about the schemes). To use an observation scheme is good, because it helps in the process of structuring the observation and giving feedback (Crandall, 1998). Teachers who are observed may have the access to reach these schedules after the observation (Swan, 1993) or only they should keep these schemes, if they do not want otherwise (Fry, 1998). Again, the aim of the observation and the needs of the teacher observed are important factors to decide which format and scheme to use.

The second part is doing the observation. In this part, it is important to inform the teachers about the observation time, because unannounced classroom visits may disrupt the classroom process and invade the privacy of the classroom (Pennington & Young, 1989).

In the follow-up part, the analysis of the collected data, the discussion and the interpretation of the data can be done (Wajnryb, 1992). So, this is the step where teachers give feedback to their peers. It is crucial to give feedback just after the observation, when things are still fresh, both in observation and peer observation. Also, how to give feedback in the post section of a peer observation should be planned, because giving feedback to teachers about their teaching is a hard thing to do, because the language or the style used may affect the efficiency of the program.

For example, if the observer always gives negative feedback, the observed teacher may start feeling negative about peer observation. While giving feedback, teacher educators should be careful especially when they are talking about deficiencies. The feedback should be focused on description of the lesson more than evaluation of it, especially in peer observation (Pennington & Young, 1989), especially since the intention of evaluation is deemphasised in peer observation.

These steps can be done formally or informally (Reznich, 1985). For example, in the preparation step, a structured pre-observation interview is formal, but making no announcement before the observation is informal. If it is informal, in this step, the teacher may feel disturbed during the observation. In the observation step, videotaping is formal, but making mental notes is informal. If this step is done formally, it will be easier to talk about the things that went on during the observation. A disadvantage of the informal way is that observer may forget what has been observed. In the follow-up step, a “post-observation conference” is formal, but a quick word to the teacher after the class is informal (p. 55). In this step, the formal way is better for giving detailed feedback to the observed teacher. If it is done informally, most of the things observed cannot be discussed in detail, which decreases the efficiency of observation. Use of informal or formal ways can vary according to the aim of the observation and to the needs of the teacher observed.

Pennington and Young (1989) talk about three steps in starting a peer observation program. These are the steps that are especially necessary for peer observation to succeed. The steps are:

1. Providing faculty members with a positive, formative rationale for the peer observation;

2. Gaining the support of faculty members for the aims of the observation program and their cooperation in carrying it out. (For this step, it is necessary to learn the attitudes of faculty members towards peer observation. That is why this study is a kind of step for Anadolu University Foreign Languages Department in starting a peer observation program);
3. Solving logistical problems to let teachers free to observe and make them feel that observation time is not compromising their teaching or class preparation (p. 638).

Since it requires extra-time for peers to observe each other, administrators should arrange the teaching schedule providing time to visit a colleague (Richards & Lockhart, 1993). Time is an important factor that affects the success of a peer observation program (Farrell, 1998). Teachers are busy people doing their teaching and other duties such as preparing tests, grading, and preparing materials. That is why the wishes of teachers for how much time to spend for peer observation can vary. If all of the teachers have different wishes on time schedule, it may be difficult to provide the attendance to the program. To solve this problem, teachers should decide on a time schedule before starting a program. In St. Bartholomew's and the Royal London School of Medicine and Dentistry, peer observation is done "at least once a year". If teachers want to be observed more, they are free to do so (Fry, 1998, p. 2). This can be a good schedule, because teachers have freedom to choose the frequency of the observation.

In the structuring of a peer observation program, providing all these steps before starting the program is crucial for its success. If Pennington and Young's

(1989) three steps are really applied, the attitudes of teachers may also change in a positive way towards peer observation.

Attitudes of Teachers

Teachers may have different attitudes towards peer observation because of the advantages and disadvantages of it. Some teachers like to be helped and they expect to be told what to do in their classes. That is why they welcome any kind of help (Aiex, 1993). There are some studies that explore the feelings or attitudes of teachers towards observation, however there are not many. This may be because people are more interested in how to implement observation or peer observation rather than the attitudes of teachers towards it. As one might expect, although there are some teachers that do not want to be observed, there are some that think observation is a good thing. At the end of their study, Gebhard et al. (1990) found that teachers thought that observation was useful in two ways. Observation provided them the chance to see teaching in a different way and it gave them “fresh ideas” about the things that can be done in their classrooms (p. 19).

There are also two other studies (Varlı, 1994; Göde, 1999) that found positive attitudes of teachers towards observation. Varlı studied Bilkent MA TEFL students (who are also teachers) and found that after being exposed to a peer observation program, most of the teachers found peer observation a very useful tool for their teaching career. Göde’s study of four teachers, in which videotapes were used as an observation tool, found that teachers accepted observation as a good way to develop their teaching. However, it is notable that at the beginning of both studies, teachers’ attitudes or feelings about observation were not so positive. In another study, an observation program was implemented at the Fulbright Commission in Quito,

Ecuador. The assistant director or the director of the English department observed every teacher at least once during a term. At the end of the program, it was found that most teachers believed that they benefited from the program and liked it (Hones & Gee, 1994). What all these studies have in common is that teachers developed positive attitudes towards observation. In other words, anyone starting an observation program, even a well-planned one, can expect resistance and negative attitudes at the start. The attitudes of teachers may vary according to who the observer is. For example, if the observer is a student, teachers feel more positive, whereas if the observer is an administrator, teachers feel negative towards observation (Master, 1983).

Approaches to Observation

There are varieties of approaches to observation. These approaches are based on the needs of teachers or observers. So, they can be used in peer observation according to the needs of the teachers or the goals of the observation program.

Day (1990) discusses two types of approaches to observation: qualitative approaches and quantitative approaches. The origin of the qualitative approach, also labelled *ethnographic* (Wallace, 1991), comes from anthropology in which researchers or anthropologists make a complete record of events that occur in a society. The goal of this approach is to provide descriptive information about what goes on in a classroom. This approach has the advantage of seeing the whole of a class. One can find out through this approach what exactly happens in a classroom. In addition, it gives the chance of interpreting the events that cannot be explored through event counting (Wragg, 1994), such as the quality of instruction given or the effect of error correction. However, there is also a disadvantage to this approach.

Since there are many things occurring in a class, the observer should be highly trained in order not to focus on unimportant things that go on in a classroom (Day, 1990). In addition, it is really time-consuming to note every detail of a class (Nunan, 1989).

The techniques used in qualitative approaches are written ethnography and audio and video recordings (Day, 1990). Among these, written ethnography is the most classic technique. In this technique, an observer comes in the class, sits at the back and takes detailed notes about the lesson. The observer also notes the time of the activities. The most important thing in this technique is that the statements should be as descriptive as possible. In addition, the notes should be objective. The observer should not include his comments in the ethnography. This technique has the advantage of recording every detail about a lesson. However, there are also disadvantages. For example, the observer can tire quickly. Also, since there is not a specific focus, some unnecessary information can be recorded.

Audio and video recordings are easier to record. They also provide teachers the chance to see their own teaching and their students live. "They are the most neutral techniques for observation" (Day, 1990, p. 46). To prevent the teacher or the students from reacting negatively to the presence of a camera in the class, the camera should be placed before the students come to the class. Since the focus is generally on the teacher, rather than students, in an observation, it is better to focus the camera on the teacher. In addition, they allow recording all of the class, as in ethnographic recording, but these are easier to use to record class time. Rather than recording everything that goes on in the lesson, one aspect of a lesson can be chosen. For example, an observer can record what happens when a teacher wants his/her

students to do some activities. By this way, the recording will be limited and it will be easier to record and analyze the data.

The main point in quantitative methods, also labelled *system-based observation* (Wallace, 1991), is the counting of the events that occur in the classroom (Wragg, 1994). In the quantitative approach, it is believed that “the effectiveness of teachers can be improved if a body of knowledge is established which shows that they should do more of some things and less of others” (Wragg, 1994, p. 8). This approach is useful especially to record how often an event occurs in a classroom. So, before starting recording, it is necessary to define what will be quantified. The advantage of this approach is that it gives the chance of focusing on an element of a class and working on it in advance, but there may be something lost, like the actual language of the class (Nunan, 1989). Rating scales and tally sheets are two of the techniques used in this approach.

Wallace (1991) adds as well the ad-hoc approach, which is the mixture of the qualitative and quantitative approaches. The main assumption of this approach is that “each different area of concern will yield a different system of analysis” (p. 78). In fact, quantitative and qualitative approaches should not be seen as opposites as they can often complement each other (Wragg, 1994). Flexibility is the key word in this approach.

Models of Observation

The most well-known models of observation are:

1. Directive supervision,
2. Alternative supervision,
3. Collaborative supervision,

4. Non-directive supervision,
5. Creative supervision,
6. Self-help—explorative supervision,

(Gebhard, 1990)

7. Clinical supervision,
8. Mentoring.

In all of these models, except mentoring, there is a supervisor who does the observation and a teacher who is observed and in fact, the models are based on the different roles of the supervisor. In the directive supervision, the role of the supervisor is to direct, to model, and to evaluate the teacher after observing the teacher's class. In the alternative supervision, the role of the supervisor changes from directing to suggesting. After observing a teacher's class, the supervisor suggests alternatives to the teacher according to what has been observed. In the collaborative supervision, the role of the supervisor is to work with the teacher and actively participate in making decisions. Again, in this model, the supervisor is not the director, but is in the role of a co-worker. In the non-directive supervision, the role of the supervisor is the listener. The supervisor listens to the teacher's comments on the lesson and restates to the teacher what has been said. In the creative supervision, the role of the supervisor is not limited, as in the others. The supervisor has a combination of roles. The role changes according to the needs of the supervisee. For example, if a teacher needs to know "what" to teach, the supervisor may be in the role of a director. In the self-help—explorative supervision, the role of the supervisor is to help the teacher to see teaching differently. The duty of the teacher is to go and watch another teacher teaching and explore new ways of

teaching. So, teachers do peer observation in this model. In the other models, since a supervisor observes teachers, teachers may feel negative about observation, and as a result, this may lead them to peer observation. However, except for the directive supervision model, the other models might be implemented as peer observation by giving the role of the supervisor to a peer. Since there is an emphasis on evaluation in the directive supervision model, this cannot be done as peer observation.

The clinical observation model is different from the traditional model of observation in which a school principle comes to observe a teacher and takes notes to evaluate the teaching of the teacher. In the clinical supervision model, there is an interaction between the observer and the teacher observed. They sit together and decide what to observe. In this model, the observer is not the authority but a kind of helper and the teacher, not the supervisor, is the centre (Acheson & Gall, 1980). So, it can also be done as peer observation.

Clinical supervision refers to the process of teacher development that is done through direct observation of classroom teaching (Gaies & Bowers, 1990). It is a cyclical process which has three stages: pre-observation, observation, and post-observation. These three stages were defined before as steps of observation. The major aim in this model is the improvement of teachers' classroom instruction. If we analyze the goals of the clinical supervision, the list will be the following:

- To provide teachers with objective feedback on the current state of their instruction,
- To diagnose and solve instructional problems,
- To help teachers develop skill in using instructional strategies,
- To evaluate teachers for promotion, tenure, or other decisions,

- To help teachers develop a positive attitude about continuous professional development. (Acheson & Gall, 1980, pp. 12 - 14)

As can be seen from the list, the main point of all the goals is teacher development except for number four and that is why all of the points in the list are also suitable for peer observation except number four.

In mentoring, a newcomer receives help from older teachers for professional development (Issues, 2000). The person who provides help is called a "mentor" and the person who receives help can be called "mentee" ("mentoree" and "protégé" are also possible terms) (p. 1). The duty of a mentor is to support his mentees, encourage them, to provide them help to go on and to deal with the problems they face during their teaching practices.

A mentor can be a colleague who is trusted and who is critical. Mostly, it is believed that people are born with the innate capacity of being mentors. Experienced teachers help less-experienced teachers without being told to do so. Although this is the case, there may be different ways of becoming a mentor: to be chosen by administrators, becoming a mentor by ones own wish, to be chosen by mentees.

Different people can be mentees (Issues, 2000). These are teaching staff like new teachers who are in their first or second year of teaching, experienced teachers who have just come to a new department to teach, teachers who come from different fields, teachers who need help for any reason. Since mentoring is done by colleagues, peer observation is a way of doing mentoring when more experienced colleagues, in teaching or at a particular institution, observe new teachers at the institution.

Conclusion

Teachers who want to keep up with the changing world of teaching should do some things for their development like going to seminars, observing themselves, or taking part in peer observation. Peer observation gives teachers the chance of seeing other teachers' teaching styles or techniques, becoming aware of these different techniques and adapting these to their own teaching, and learning how to work collaboratively. To be able to reach full success at the end of a peer observation program, the attitudes of teachers and time should be taken into consideration before starting. If teachers are overloaded with classes, most probably they will not be willing to do peer observation. Time scheduling is an important factor that administrators should think about seriously. Also, the attitudes of teachers towards such a peer observation program is important, because if they all have negative attitudes, it cannot be supposed the program will be successful, even to be implemented.

CHAPTER 3: METHODOLOGY

Introduction

The purpose of this study is to investigate the attitudes of teachers and administrators who work in AU-FLD towards peer observation. In this chapter, I will present the participants, the instruments, the procedure and the data analysis strategies.

Participants

The teachers and the administrators of AU-FLD participated in this study. The total number of the teachers was 55, but just 48 of them participated in the study. The total number of the administrators was four.

Of these 48 teachers, 22 teachers have more than three years experience in teaching. Their ages are between 26 and 50. Three of these teachers are native speakers of English. They have all taught in different countries before coming to Turkey. Two of these native speakers have taught in other Turkish schools before starting teaching at AU-FLD. All of these native speaker teachers have at least two years of teaching experience in Turkey. The remaining 26 teachers have at most three years experience in teaching. Their ages are between 22 and 37. These teachers were labelled as “inexperienced teachers,” because the administrators of the school define inexperienced teachers as teachers who have at most three years of teaching experience.

Twenty-eight of these 48 teachers have taught English at different places like the Faculty of Civil Aviation, the Faculty of Engineering at Anadolu University, a private school or another university before they came to the FLD. Now, they teach only at the FLD. Sixteen of these 48 teachers graduated in 1999 and started teaching

in the same year. The FLD is the first school where they have worked. Thirty-five of these 48 teachers were graduated from ELT departments. The other teachers were graduated from different departments like language and literature, translation and interpretation, German and politics.

The four administrators are the director and three vice-directors of AU-FLD. They all have more than 5 years experience in teaching, and still teach in the FLD and in the Education Faculty. They have limited experience as administrators. They began their administrative jobs in September, 1998. So, at the time of the research, they had been administrators only for 1 ½ years. Before they became the administrators of this school, they were all teaching at Anadolu University Education Faculty. However, they were not teaching English as a second or foreign language. They were teaching in the English Language Teaching (ELT) department which means they were teacher trainers, not foreign language classroom teachers.

I conducted the study at AU-FLD. This school was very new at the time the research was carried out. It was established in September, 1998. There were 1200 students studying in this school in the 1999-2000 academic year. The number of the students changes every year. All these students come from many different faculties, like the Faculty of Civil Aviation, the Faculty of Architecture and Engineering, and the Faculty of Education, to the FLD to study English. A placement and a proficiency test are given to all of these students at the beginning of the year and the students who cannot get 70 on these exams study at this school. There are five levels of students—beginner, elementary, low-intermediate, intermediate and upper-intermediate. Among these students, all of the upper-intermediate and intermediate students are expected to pass to their faculties after studying one year at the FLD.

Some of the low-intermediate students are expected to stay in the school for two years. All of the beginner and elementary level students are expected to stay for two years at the school to study English. After passing the FLD, students enter their own faculties and start to study their field classes. Most of the students go on studying English in their own faculties. Some of them never study English again. At the end of two years, if students cannot pass the FLD, they are dismissed from the university. The goal of the school is to teach enough English to the students to help them in their faculties and future job life.

Instruments

In this study, two instruments were employed; a questionnaire and an interview.

Questionnaires

The questionnaire (see Appendix A) was given to all 55 teachers of AU-FLD. I chose to use a questionnaire for the teachers, because the number was too large to interview. It would take more time than was available to interview all of the teachers and also to analyze these interviews.

The questionnaire consists of three types of questions: yes/no questions, multiple choice questions, and open-ended questions. The questionnaire was in English in order to include the English speaking teachers.

Reasons for the type of questions

Yes/no questions ask about the teachers' knowledge about and experience with peer observation. The main purpose of this study is to explore the attitudes of teachers towards peer observation. So, before asking about the attitudes, it would be useful to ask if teachers know anything about peer observation. Questions number 1

and 2 are included for this purpose. Some examples for this type of questions are “Have you ever observed other teachers?” and “Do you have any knowledge about peer observation?”

Multiple choice questions ask about the teachers’ feelings about peer observation. There are 5 choices for the teachers to choose. These choices are “Like(d) it a lot,” “Like(d) it,” “Did/ do not like or dislike it,” “Dislike(d) it,” “Dislike(d) it a lot.” Some examples for this type of questions are “How would you react to peer observation as a part of AU-FLD?” and “How did you like peer observation?”

Open-ended questions ask for more information about teachers’ answers to some questions in the questionnaire and explanations about their feelings about peer observation. Some examples for this type of questions are “Would you be more in favor of peer observation if you and your colleague were taught how to do it? Why?/ Why not?” and “How do you think peer observation is useful for teacher development?”

Reasons for the content of questions

The teachers who work at AU-FLD come from many different faculties. There has not been a peer observation program in this school, but teachers may have experienced peer observation in their previous faculties. To explore if teachers have experienced peer observation and what they felt about it, questions number 3, 4, 5, and 6 were asked.

The aims of observation may differ. Sometimes, the observer may observe to help improve teaching (Aiex, 1993). Sometimes, the observer may observe to give feedback to the observed teacher about teaching (Benshoff, 1994). In addition,

teachers generally think that they are observed to be evaluated. To identify teachers' ideas about why they might be observed, question number 7 was asked.

Observation can be done by many people like peers, teacher developers (Wajnryb, 1992), and administrators. (See the discussion in Chapter 2, p. 16). The choice of the teachers may differ about the desired observer, because, for example, when the observer is an administrator, teachers may feel anxious in the lesson (Master, 1983). In addition, some teachers may prefer to work with teachers from the same institution and some teachers may prefer an observer from a different institution (Benshoff, 1994). Some teachers also may prefer not to be observed at all. So, to find out the choice of teachers who work at AU-FLD, questions number 8 and 9 were asked. In question 10, teachers have the opportunity to explain their answers to questions 8 and 9.

Some teachers may think that peer observation does not do any good for their development because they may think that the main idea of such an observation is evaluation (Varlı, 1994). In addition, teachers may attempt to teach a model lesson during the observation (Cosh, 1999). These things may make the observation process useless. So, to explore teachers' ideas about the usefulness of peer observation, question number 12 was asked. Additionally, because of the two reasons mentioned above, teachers may not want a peer observation program in our institution. Questions number 12, 13, 14 and 15 were asked to find out teachers' attitudes towards such a program in our institution.

At the end of a peer observation, there will be some documents about the class or teacher who has been observed. These documents can be kept by the observer (Fry, 1998) or by someone else, like an administrator. Teachers' wishes

about where to keep these documents may differ and question number 16 tried to find out the answer to this problem.

Since peer observation requires extra time for teachers, teachers may have different ideas about how to schedule it. It is important for the success of a peer observation program to have an agreement on the scheduling before a program starts (Farrell, 1998). Question 17 aimed to find out the choices of teachers in scheduling a peer observation program at AU-FLD.

Especially, experienced teachers may not like the idea of being observed, because they may think that what they do in class is good enough. That is why it may be thought that only teachers who have less teaching experience should be observed. To learn the ideas of the teachers who work in my institution, question number 18 was asked.

Interviews

I interviewed all four administrators. I did not give them questionnaires, because I wanted to get detailed information about their thoughts on peer observation.

There were 12 questions in the interview (see Appendix B). The language for the interview was English and all interviews were recorded. The language for the interview was English, because it was difficult to find the Turkish equivalents of the terms used and all of the administrators know English. It also made comparisons between the teacher questionnaire data and the interview data more valid. All of the questions were open-ended questions. They ask about the reasons why the administrators want to implement a peer observation program at AU-FLD, what they are doing for a peer observation program to be prepared, and their thoughts about

peer observation. Some examples of the interview questions are “Why do you want to conduct a peer observation program in your faculty?” and “How do you think peer observation will be useful to your teachers?”

Teachers should know that they are going to be observed by someone, because they are the ones who will be affected directly by the observation. In addition, when the visits are not announced, the classroom may be disrupted and such a visit invades the privacy of the classroom (Pennington & Young, 1989). That is why question number 4 was asked in the interview.

To implement an observation program requires extra time for the people involved (Wragg, 1987). That is why before starting a program, staff time should be taken into consideration. Administrators should arrange the staff time for the visits (Richards & Lockhart, 1993). To identify if such extra time is planned for the AU-FLD program, question number 6 was asked.

Procedure

The questionnaire was tested in a pilot study with 11 students in the 1999-2000 Bilkent University MA TEFL Program. I gave the questionnaires to them on 8 March 2000 and got them back the following day. I got all of the questionnaires back. After I got feedback from the MA TEFL students, I changed the items of the questionnaire according to their feedback. I delivered the questionnaires to the 55 teachers of AU-FLD on 24 March 2000, after making the necessary changes. I gave one week to the teachers to answer the questionnaire. I gave them one week because two weeks was too long, since the teachers might have forgot to answer the questionnaire, and not less time because teachers were busy preparing exams. I got 48 of the questionnaires back on 31 March 2000, because the other teachers were not

at the school at the time of collection of the questionnaires. After that, I started to analyse them.

Two weeks after I got the questionnaires from the teachers, I started interviewing the four administrators of AU-FLD. I made appointments with them for the interviews, because they were quite busy doing administrative work. I interviewed two of the administrators on 14 April 2000, one of them on 21 April 2000, and the last one on 27 April 2000. I recorded all of the interviews, and transcribed them afterwards.

Data Analysis

The yes/no type of questions in the questionnaire were analysed using frequencies and percentages. For multiple-choice type of questions, I also used frequencies and percentages. Lastly, for the open-ended type of questions in the questionnaire, I used categorization. In categorization, I grouped the answers according to the major common points of the answers. The categories are explained in the data presentation of the questionnaires as they are used. For the questions that ask about teachers' reasons of their feelings, I grouped the answers under categories of self-awareness, peer-awareness, and general awareness (these categories are discussed in the literature review, pp. 11 - 12). Then, I talked about the groups of reasons, not the individual reasons.

In the analysis of the interviews, I again used categorization. I grouped the answers given by the administrators according to the content of the questions. Then, I talked about the groups. I did not talk about every administrator's reasons separately. At the end, I compared the answers of the teachers with the answers of the administrators for the questions which are common in each group.

CHAPTER 4: DATA ANALYSIS

Introduction

The aim of this study is to investigate the attitudes towards peer observation of teachers and administrators who work at AU-FLD. Forty-eight teachers and all four administrators of this school participated in the study. Teachers were given questionnaires and administrators were interviewed to collect the data for the study. Teachers' years of teaching experience were also a variable for this study. Three years of experience was the limit to distinguish the experienced and inexperienced teachers. There were 22 experienced and 26 inexperienced teachers in the study. I will present the results for the questionnaires and the interviews in the following discussion.

Data Presentation

Questionnaires

There were four yes/no questions in the questionnaire in total. These questions were, in the order they were asked: "Question 1: Have you ever heard the term peer observation?"; "Question 3: Have you ever observed other teachers?"; "Question 5: Have you ever been observed by other teachers?"; "Question 8: Would you like to observe other teachers?" Question 1 was asked to find out if participant teachers had any knowledge about what peer observation was. Question 3 and 5 tried to find out if participant teachers had any experience with peer observation. Question 8 was asked to find out if participant teachers would like to do observation. The answers to these questions were presented in the same table, because they were all yes/no questions and they were demographic questions that ask about teachers'

experience with peer observation and if they would like to do it. The percentages of the answers given to these questions are shown in Table 1.

Table 1

Percentages of the Answers Given to Yes/No Questions ($N=48$)

Question	Yes	No	No answer	Both answers
Q1	45 (94%)	2 (4%)	1 (2%)	0 (0%)
Q3	24 (50%)	24 (50%)	0 (0%)	0 (0%)
Q5	27 (56%)	20 (42%)	1 (2%)	0 (0%)
Q8	36 (75%)	11 (23%)	0 (0%)	1 (2%)

According to the data, almost every participant teacher (94%) either knows about or has heard about peer observation. Only 4% of the teachers have not heard of it and 2% of the teachers did not answer this question. However, only half of the participant teachers (50%) have observed other teachers. 56% of the teachers had been observed before the questionnaire was given. So, at least, half of the teachers have experienced peer observation beforehand. 75% of the participant teachers stated that they would like to observe other teachers.

The difference between experienced and inexperienced teachers for these questions is shown in Table 2. Since in this study, one of the aims is to see the difference between experienced and inexperienced teachers, the percentages of the answers were given also in two categories: experienced teachers' answers and inexperienced teachers' answers in Table 2.

Table 2

Answers Given to Yes/No Questions by Experienced and Inexperienced Teachers

Question	Teachers	<i>n</i>	Yes	No	No answer	Both answers
Q1	Experienced	22	20 (91%)	1 (5%)	1 (5%)	0 (0%)
	Inexperienced	26	25 (96%)	1 (4%)	0 (0%)	0 (0%)
Q3	Experienced	22	14 (64%)	8 (36%)	0 (0%)	0 (0%)
	Inexperienced	26	10 (38%)	16 (62%)	0 (0%)	0 (0%)
Q5	Experienced	22	15 (68%)	7 (32%)	0 (0%)	0 (0%)
	Inexperienced	26	12 (46%)	13 (50%)	1 (4%)	0 (0%)
Q8	Experienced	22	17 (77%)	5 (23%)	0 (0%)	0 (0%)
	Inexperienced	26	19 (73%)	6 (23%)	0 (0%)	1 (4%)

Note. *n* = number of teachers.

According to the data, 96% of the inexperienced and 91% of the experienced teachers have heard the term peer observation and had some knowledge about it before the questionnaire was given. 64% of the experienced teachers have observed other teachers, whereas only 38% of the inexperienced teachers have observed other teachers. 68% of the experienced teachers and 46% of the inexperienced teachers have been observed by other teachers before. The large differences reported in Q3 and Q5 may be because the experienced teachers have spent more years in teaching. There is not a large difference between experienced and inexperienced teachers in question 8; 77% of experienced and 73% of inexperienced teachers stated that they would like to observe other teachers. The percentage of the teachers that stated they would not like to observe other teachers is the same for both of the groups (23%). Both groups of the teachers are generally in favor of observing other teachers.

Question 2 asks teachers what they know about peer observation. Teachers who answered “yes” to question 1, which asks if they have heard peer observation before, answered this question. One of the teachers did not answer this question, despite having answered “yes” to question 1. Their answers are categorised as only the definition of peer observation, only the aim of it, and both definition and aim of it. There are also some unclear answers. The answers are displayed in Table 3.

Table 3

Answers Given to Question 2

<i>n</i>	a	b	c	d
43	27 (63%)	4 (9%)	5 (12%)	7 (16%)

Note. *n*= number of teachers who answered question 2; a= only the definition of peer observation; b= only the aim of peer observation; c= both the definition and the aim of peer observation; d= unclear answers.

According to the data, 63% of the teachers who answered “yes” to question 1 know the definition of peer observation. 12% of them know both the definition and aim of it. 9% of them know only the aim of peer observation and 16% of them gave unclear answers. Examples of the answers given in category “a” are:

- “a teacher observes the other teacher’s class,”
- “teachers observing each other in classrooms,”
- “a guest teacher comes and observes the other teacher in a class.”

Examples of the answers given in category “b” are:

- “it is done to improve teaching techniques...”
- “a practice used mainly during teacher training to assess the performance of others...”

Examples of the answers given in category “c” are:

- “to watch your colleagues for the aim of seeing how teaching is achieved,”

-“to observe your colleagues for your self-development.” (see Appendix C for all the answers given to question 2.)

Question 10 asks teachers to give reasons for their answer to question 8, which asks if they would like to observe other teachers. 17 teachers did not provide any reasons for their answer to question 8, but 31 teachers did. Teachers’ reasons for the answer “no” in question 8 are that it is “unnatural and disturbing,” “it is degrading,” “not objective,” and “we already tell without observing.” The reasons for a “yes” are categorised as *self-awareness* (since they are focused on the self), *peer-awareness* (since they are focused on the peer, rather than self) and *general awareness* (since there was no obvious focus on self or peer) (see Chapter 2, pp. 11-12 for a discussion of these categories). There are five self-awareness reasons.

Some of them are:

- “to evaluate my teaching,”
- “to be aware of my shortcomings,”
- “for my professional development.”

There are eight peer-awareness reasons. Some of them are:

- “good for me to see different styles,”
- “interesting to see others,”
- “to learn about others’ dealing with problems.”

There are 14 general awareness reasons. Some of them are:

- “to learn something new,”
- “to improve teaching skills,”
- “for a different perspective in teaching.”

One of the teachers provides a pre-condition, which is “if there is a study.”
(for all reasons see Appendix F.)

Questions 4a and 6a ask how the participant teachers who experienced observing other teachers (Q4a) and being observed (Q6a) felt about these. Only the teachers who said “yes” to the questions 3 and 5 were expected to answer these questions, because these questions ask about their feelings about their experience on peer observation. If their answer to this question was “no,” it meant they had not experienced peer observation and did not have any first hand experience to comment on it. The answers are presented in Table 4.

Table 4

Percentages of the Answers Given to Questions 4a and 6a

Question	Teachers	<i>n</i>	a	b	c	d	e
Q4a	Experienced	14	5 (36%)	3 (21%)	5 (36%)	0 (0%)	1 (7%)
	Inexperienced	10	2 (20%)	6 (60%)	2 (20%)	0 (0%)	0 (0%)
Q6a	Experienced	15	3 (20%)	4 (27%)	5 (33%)	1 (7%)	2 (13%)
	Inexperienced	12	0 (0%)	3 (25%)	4 (33%)	4 (33%)	1 (8%)

Note. *n*= number of teachers; a= liked it a lot; b= liked it; c= did not like or dislike it; d= disliked it; e= disliked it a lot.

According to the data, most of the teachers who observed other teachers have positive attitudes towards it. However, there is a big difference between experienced and inexperienced teachers. If “liked it a lot” and “liked it” are aggregated as positive attitudes, 80% of the inexperienced teachers have positive attitudes towards observing other teachers, whereas 57% of the experienced teachers have positive attitudes towards it. When “disliked it a lot” and “disliked it” are aggregated as negative attitudes, 7% of the experienced teachers have negative attitudes towards

observing other teachers, whereas none of the inexperienced teachers feel negative about it. In addition, 36% of the experienced teachers and 20% of the inexperienced teachers feel neutral about observing other teachers. So, inexperienced teachers feel more positive about it. In contrast, 47% of the experienced teachers have positive attitudes towards being observed by other teachers, whereas only 25% of the inexperienced teachers feel positive about it, which is a large difference. 41% of the inexperienced teachers have negative attitudes towards being observed by other teachers, but only 20% of the experienced teachers have negative feelings about it, which is again large. 33% of both experienced and inexperienced teachers feel neutral about being observed by other teachers. When being observed by other teachers is considered, experienced teachers have more positive attitudes than inexperienced teachers.

Questions 4b and 6b ask the reasons for the teachers' answers given in 4a and 6a. First, I present the reasons given for observing other teachers (Q4b) and then, I talk about the reasons given for being observed by other teachers (Q6b). The reasons why inexperienced teachers (8) have positive attitudes towards observing other teachers are categorised as general awareness. Some of these reasons are:

- “helpful in seeing how to teach a subject,”
- “see different styles.”
- “helps developing an attitude,”
- “broad the scope of one’s teaching.”

Experienced teachers (8) have positive attitudes because of peer awareness (1) and general awareness reasons (7). The peer awareness reason is:

-“good to learn others’ style and how to deal with students and their problems.”

Some of the general awareness reasons are:

- “helpful,”
- “good to exchange teaching ideas.”
- “see different teaching and management styles.”

Both experienced (5) and inexperienced teachers’ (2) reasons for feeling neutral about observing other teachers are categorised as negative aspects of peer observation. Some of the reasons are:

- “unnatural,”
- “insecure and uncomfortable,”
- “there are various teaching techniques to observe,”
- “the negative attitude of the observer.” (see Appendix D for all reasons given in 4b.)

So, it is mostly the inexperienced teachers (80%) who have positive attitudes towards observing other teachers and “general awareness” is the most frequently given reason by both inexperienced (8) and experienced (7) teachers. In addition, there are not any inexperienced teachers who have negative attitudes towards observing other teachers.

The reasons of inexperienced teachers (2) who have positive attitudes towards being observed by other teachers (question 6b) are categorised as general awareness reasons. These two reasons are:

- “helpful in recognising our and others’ mistakes,”
- “being more careful.”

Experienced teachers' reasons (7) are categorised as self awareness (2) and general awareness reasons (5). The self awareness reasons are:

- “good for seeing strengths and weaknesses of my teaching and class management,”
- “improve my teaching.”

The general awareness reasons are:

- “exchange ideas about teaching skills,”
- “good for seeing weaknesses and overcome them,”
- “to make teachers aware of their shortcomings,”
- “helpful,”
- “exchanging ideas.”

The reasons for being neutral towards being observed given both by experienced (5) and inexperienced (4) teachers are categorised as negative aspects of peer observation. Some of these reasons are:

- “no use at the end,”
- “depressing and evaluative,”

Both experienced (3) and inexperienced (5) teachers' reasons given for having a negative attitude towards being observed by other teachers are also categorised as negative aspects of peer observation. Some of these reasons are:

- “unnatural,”
- “stressful.” (see Appendix E for all reasons given in 6b.)

Although teachers were told not to answer questions 4 and 6 if they did not say 'yes' to questions 3 and 5, one of the inexperienced teachers who said 'no' to question 3 also answered question 4. The reason of this cannot be because the

language of the question was not understood, because all of the inexperienced nonnative-speaker teachers have grade 550 or better from TOFEL. So, the reason might be that this inexperienced teacher wanted to state his thoughts about observing other teachers. The answer of this teacher was “liked it a lot” and the reason was “a good chance to observe efficiency of a teacher.”

Teachers who answered “yes” to question 5 were supposed to answer question 7. The question was “why do you think you have been observed?” If teachers’ answers were “no” to question 5, it means that they had not been observed by other teachers and there cannot be any reason. The teachers chose more than one option in this question. The answers given by the teachers who answered “yes” to question 5 are displayed in Table 5.

Table 5

Answers Given to Question 7

Teachers	<i>n</i>	a	b	c	d	e	No answer
Experienced	15	6 (40%)	5 (33%)	10 (67%)	3 (20%)	1 (7%)	0 (0%)
Inexperienced	12	1 (8%)	7 (58%)	8 (67%)	1 (8%)	1 (8%)	1 (8%)

Note. *n*= number of teachers; a= for the observer’s professional development; b= for your professional development; c= for evaluation; d= for somebody’s study; e= other.

According to the results, 67% of the experienced and 67% of the inexperienced teachers who answered “yes” to question 5 chose “c” (for evaluation) as one of the reasons they were observed. 58% of inexperienced teachers also chose “b” (for your professional development), whereas 33% of the experienced teachers chose “b.” 40% of the experienced teachers chose “a” (for the observer’s professional development), only 8% of the inexperienced teachers chose “a.”

Teachers who answered “no” to question 5, which asks if they have been observed before, were not supposed to answer question 7, which asks the reason why they have been observed. However, there were some respondents who answered question 7 anyway. The reason for this may be the same as the reason given for the question 4, which is teachers wanted to state their thoughts about why they may be observed. The answers of these teachers were also taken into consideration, because their answers show their thoughts about peer observation. Their answers are displayed in Table 6.

Table 6

Answers Given to Question 7 by Teachers Who Should Not Answer

Teachers	<i>n</i>	a	b	c	d	e
Experienced	2	1 (33%)	1 (33%)	0 (0%)	1 (33%)	0 (0%)
Inexperienced	6	6 (40%)	5 (33%)	1 (7%)	3 (20%)	0 (0%)

Note. a= for the observer’s professional development; b= for your professional development; c= for evaluation; d= for somebody’s study; e= other.

The experienced teachers who have not been observed before think that they may be observed for the observer’s development (33%), for their professional development (33%), and for somebody’s study (33%). 40% of the inexperienced teachers who have not been observed before think that they may be observed for the observer’s development. Only 7% of the inexperienced teachers think that they may be observed for evaluation. So, it can be said that most of the teachers who have not been observed by other teachers before think that they may be observed for the observer’s professional development (7) and for their professional development (6).

In Table 7, the answers given to question 9 are displayed. In question 9, teachers were asked to answer by whom they would like to be observed. Teachers were allowed to choose more than one option.

Table 7

Answers Given to Question 9 ($N = 48$)

	a	b	c	d	e	No answer
Teachers	30 (63%)	5 (10%)	32 (67%)	11 (23%)	4 (8%)	3 (6%)

Note. a= your fellow teachers; b= your administrator; c= a trainer; d= an outsider; e= none.

According to Table 7, 67% of the teachers would like to be observed by a trainer and 63% of the teachers would like to be observed by their fellow teachers. Only 10% of them would like to be observed by their administrators. In question 10, teachers were asked for the reasons of their choices in question 9, which asks by whom they would like to be observed. The reasons that teachers gave for their choices are categorised under 4 titles: professional, objective, more comforting, and other. The percentages of the reasons are displayed in Table 8.

Table 8

Reasons Given for the Choices in Question 9

Choices	<i>n</i>	a	b	c	d
A fellow teacher	17	8 (47%)	1 (6%)	5 (29%)	3 (18%)
A trainer	23	15 (65%)	6 (26%)	1 (4%)	1 (4%)
An outsider	3	0 (0%)	2 (67%)	1 (33%)	0 (0%)
An administrator	2	2 (100%)	0 (0%)	0 (0%)	0 (0%)

Note. *n*= the number of teachers who gave reasons for their choice; a= professional; b= objective; c= more comforting; d= other.

Some of the teachers, although they answered question 9, did not give any reasons for their choice in question 10. Out of 30 teachers who answered “fellow teachers,” 17 answered question 10. Out of 32 teachers who answered “a trainer,” 23 answered question 10. Out of 11 teachers who answered “an outsider,” 3 answered question 10. Out of 5 teachers who answered “administrators,” 2 answered question 10. The most important group of reasons for choosing both a fellow teacher (8) or a trainer (15) is “professional.” Some of the reasons in this category are:

- “aware of the criteria,”
- “has enough information on English Language Teaching (ELT),”
- “expert on the subject.” (see Appendix F for all reasons given in question 10.)

So, in general, teachers would like to be observed by a trainer or a fellow teacher and the most important reason for this is they consider them as being professional. There is not a difference in this question between experienced or inexperienced teachers. Both of them would like to be observed by a trainer or a fellow teacher and the most given reason why they want them is being professional.

The administrators of the FLD would like to implement a peer observation program. To learn teachers’ feelings about how they would like such a program, question 12 was asked. The question was “How would you react if a peer observation program was set up at AU-FLD?” The answers are displayed in Table 9.

Table 9

Answers Given to Question 12

Teachers	<i>n</i>	a	b	c	d	e
All	48	3 (6%)	17 (35%)	15(31%)	6(13%)	7(15%)
Experienced	22	3 (14%)	5 (23%)	10 (45%)	1 (5%)	3 (14%)
Inexperienced	26	0 (0%)	12 (46%)	5 (19%)	5 (19%)	4 (15%)

Note. *n*= number of teachers; a= like it a lot; b= like it; c= do not like or dislike it; d= dislike it; e= dislike it a lot.

According to the data, 41% of teachers feel positive about a peer observation program in their institution. 31% of them feel neutral and 28% of them feel negative. It is good that number of teachers who feel neutral about a peer observation program is more than the number of teachers' who feel negative because it may be easier to change neutrals into positive. When the data is separated, 45% of the experienced teachers feel neutral about a peer observation program. 46% of the inexperienced teachers stated that they would like it. The percentage of the experienced teachers who would like it is just the half (23%) of the inexperienced teachers. However, there are not any inexperienced teachers who said that they would like a peer observation program a lot. 14% of the experienced teachers stated that they would like it a lot. When the answers were thought as being positive towards a peer observation program, the total of the inexperienced teachers (46%) is higher than the total of the experienced teachers (37%). In addition, when the choices "dislike it" and "dislike it a lot" were thought as being negative towards a peer observation program, the total of the inexperienced teachers is again higher (34%) than the experienced teachers (19%). The reason for this result is that most of the experienced teachers (45%) feel neutral about a peer observation program in their

institution, whereas only a few of the inexperienced teachers (19%) feel neutral about it.

In question 13 teachers were asked the reasons for their answers given to question 12. Teachers have a positive attitude towards a peer observation program in their institution because of the reasons categorised as self awareness (2), peer awareness (1), and general awareness reasons (6). Some of the reasons are not listed in any of the categories, because they do not fit into any. The self-awareness reasons are:

-“being aware of my own teaching,”

-“to see my own mistakes.”

The peer awareness reason is:

-“to see others’ secrecy is important.”

Some of the general awareness reasons are:

-“feedback is helpful for development,”

-“it will show up how to be successful.”

There are also other reasons (7) in which teachers require pre-conditions.

Some of these are:

-“if it is organised very well,”

-“observers should be selected carefully, should be professional.”

Teachers feel neutral about a peer observation program in their institution because of the reasons categorised as having insufficient knowledge (3), having negative attitudes (6), and pre-conditioned reasons (5). The having insufficient knowledge reasons are:

-“I have some doubts,”

-“do not know how to conduct,”

-“do not know how I feel.”

Some of the having negative attitude reasons are:

-“I wonder what will change,”

-“can disturb teacher,”

-“teachers are overloaded in the program.”

Some of the pre-conditioned reasons are:

-“if it is done friendly, and informally without judgement,”

-“should be set up carefully.”

Teachers have negative attitudes towards peer observation in their institution mostly because of the reasons that are categorised as negative aspects of peer observation (13). Some of these reasons are:

-“insecure and makes me feel nervous,”

-“brings new problem and new pressures on teacher,”

-“disturbs the teacher,”

-“anxiety provoking.”

Three teachers did not give any reasons for their answers (see Appendix H for the reasons given in question 13).

In question 15, teachers were asked why they think their administrators would like to implement a peer observation program. Teachers were allowed to choose more than one option in this question. The answers are displayed in Table 10.

Table 10

Answers Given to Question 15 (N = 48)

Teachers	a	b	c	d	e	f
Experienced	8 (36%)	18 (82%)	3 (14%)	2 (9%)	20 (91%)	0 (0%)
Inexperienced	19 (73%)	20 (77%)	3 (12%)	2 (8%)	22 (85%)	0 (0%)

Note. a= for the evaluation of teachers; b= for the development of teachers; c= to keep teachers busy at work; d= to help teachers to know each other; e= to make teachers aware of other teachers' techniques; f= other.

91% of the experienced teachers and 85% of the inexperienced teachers think that peer observation will be implemented to make teachers aware of other teachers' techniques. 82% of the experienced teachers and 77% of the inexperienced teachers think that peer observation will be implemented for the development of teachers. The only difference between these two groups of teachers is that 73% of the inexperienced teachers think that peer observation will also be implemented for the evaluation of teachers, while only 36% of the experienced teachers think that peer observation will be implemented for the evaluation of teachers.

In question 16, teachers' ideas were asked about where to keep the documents that will result from peer observation of their classes. Teachers could choose more than one option for this question. The answers are displayed in Table 11.

Table 11

Answers Given to Question 16 (N = 48)

Teachers	a	b	c	d	e
Experienced	6 (27%)	1 (5%)	11 (50%)	8 (36%)	1 (5%)
Inexperienced	11 (42%)	0 (0%)	12 (46%)	2 (8%)	2 (8%)

Note. a= the observed teacher; b= the observer; c= both by the observer and the observed teacher; d= in a file at the FLD; e= in a file at the faculty where you are connected to.

As can be seen from the table, 50% of the experienced teachers stated that the documents should be kept both by the observer and the observed teacher. 36% of the experienced teachers think that they should be kept in a file at the FLD. However, 46% of the inexperienced teachers think that they should be kept both by the observer and the observed teacher or only by the observed teacher (42%). Only 8% of the inexperienced teachers want the documents to go into any files.

In question 17, teachers were asked to state how often they think peer observation should be scheduled. The answers given are displayed in Table 12.

Table 12

Answers Given to Question 17 (N = 48)

Teachers	a	b	c	d	e	f
Experienced	3 (14%)	0 (0%)	3 (14%)	6 (27%)	7 (32%)	3 (14%)
Inexperienced	5 (19%)	0 (0%)	2 (8%)	5 (19%)	11 (42%)	3 (12%)

Note. a= not at all; b= twice a week; c= once a week; d= once in two weeks; e= once a month; f= other.

According to the data, 42% of the inexperienced teachers think that peer observation should be done once a month. However, there are two choices that are mostly chosen by experienced teachers. Experienced teachers think that peer observation should be done once a month (32%) or once in two weeks (27%). 19% of the inexperienced teachers and 14% of the experienced teachers do not want to have observation at all or they do not want it to be scheduled regularly. In addition, none of the teachers want to have peer observation “twice a week.” The teachers who chose the choice “other” wanted it to be “once a year,” “once in a term,” “twice in a term,” or “when it is needed.” So, both groups of teachers do not want peer

observation to be done very often. They mostly want to have it once a month or once in two weeks.

In question 11, teachers were asked how they think peer observation is useful for teacher development. Out of 48 teachers, 44 answered the question. Only two of the teachers thought that it is not useful at all and one of them gave the reason for the answer as “because attention is on the mistakes, not performance.” The other teacher did not give any reasons. Teachers who said that it is useful gave different reasons for their answers. The answers are categorised under three titles: self-awareness, peer-awareness, and general awareness reasons. The frequencies and percentages of the answers are displayed in Table 13.

Table 13

Ratio of the Answers Given to Question 11 (N = 42)

	a	b	c	d
Teachers	15 (36%)	6 (14%)	23 (55%)	3 (7%)

Note. a= self-awareness reasons; b= peer-awareness reasons; c= general awareness reasons; d= uncategorised reasons.

As can be seen from the table, 55% of the teachers think that peer observation is useful because of general awareness reasons. Some of these reasons are:

- “good to exchange ideas,”
- “good to learn new things,”
- “good to gain new insights,”
- “to see different styles.”

36% of the teachers think that peer observation is useful because of self awareness reasons. Some of these reasons are:

- “to develop self-learning,”

-“to evaluate myself,”

-“to become aware of my own teaching.”

14% of the teachers think that it is useful because of peer awareness reasons.

Some of these reasons are:

-“to see others’ shortcomings and efficiencies,”

-“to be aware of others,”

-“to evaluate one’s technique, method and attitudes.”

7% of the teachers gave some reasons that could not be put under any of the categories. These answers are “partly useful, because there are lots of methods and styles,” “a step further in using your talent,” and “useful in the undergraduate.” (see Appendix G for all reasons given in question 11.)

Before starting a peer observation program a training session can be applied. To learn teachers’ ideas about this, question 14 was asked. The question was “Would you be more in favor of peer observation if you and your colleagues were taught how to do it? Why?/ Why not?” The answers given to the first part of this question are displayed in Table 14.

Table 14

The Yes/No Answers Given to Question 14 ($N = 48$)

	Yes	No	Not sure	No answers
Teachers	32 (67%)	8 (17%)	6 (13%)	2 (4%)

67% of the teachers stated that they would be more in favor of peer observation if they were taught how to do it. Their reasons for being in favor of it are categorised under 3 titles: to know about peer observation (16), to get better

results (10), and not sure (6). There are also two reasons which are uncategorised.

Some of the reasons in the first title are:

- “useful to make people aware what peer observation is,”
- “you know what to do and how to do it,”
- “to learn how to do it, most do not know,”
- “it will be more useful if I know how to do it.”

Some of the reasons in the second title are:

- “knowing will improve the quality of feedback,”
- “it will provide good results,”
- “teachers will be ready to criticise,”
- “more efficient results can be got.”

The reasons of teachers who said “no” are categorised under 2 titles as no need (3) and against peer observation (4). The reasons under no need category are:

- “no need. It is not a difficult activity,”
- “in-service training is sufficient,”
- “since the criteria is definite, no need for a training.”

The reasons under against peer observation are:

- “overloaded time of the teachers,”
- “unnatural and disturbing,”
- “I am against the idea,”
- “people have personal problems with each other in the institution.”

Five of the teachers did not provide any reasons for their answers. Two of the teachers did not answer question 14 at all (see Appendix I for all answers given to question 14).

In a peer observation program, it is possible that only inexperienced teachers are observed. To learn teachers' ideas about this, question 18 was asked. The question was that: "Do you agree that only teachers who have less than 3 years teaching experience should be observed? Why?/ Why not?" Only 4% of the teachers, who were all experienced, said "yes" to this question and their reasons are "in their early years of teaching, for the first six months," and "because first two years are hard, they need help." 96% of the teachers said "no" to this question. Their reasons are categorised under 3 titles: "useful for all teachers to learn new things (22)," "every teacher should participate (7)," and "years are not equal to experience or good teacher (7)." 46% of the teachers said "no" to question 18 because of the reasons categorised under "useful for all teachers to learn new things." Under this category, there are reasons like:

- "both new and old teachers can learn from each other,"
- "every teacher has something to learn,"
- "experienced teachers also have some things to learn from inexperienced teachers,"
- "it is beneficial for every teacher."

15% of the teachers said "no" to question 18 because of reasons listed under the title "every teacher should participate." Some of these reasons are:

- "it should involve every teacher,"
- "every teacher should be observed,"
- "everybody should be equal,"
- "everybody should be observed."

15% of the teachers answered “no” because they think that “years are not equal to experience or good teacher.” Some of the reasons under this category are:

- “years do not mean you are perfect,”
- “experience does not make one a good teacher,”
- “number of years does not show experience,”
- “experience should not be directly related with the years.”

7 of the reasons presented by teachers could not be put under any of the three categories. These reasons are:

- “not strongly agree, but inexperienced teachers should be observed first,”
- “depends on the purpose,”
- “totally disagree,”
- “we are all different,”
- “no, but for experienced teachers it may be difficult to change their styles,”
- “if the aim is to add useful parts in the teaching process,”
- “if it is for teacher training and improving.”

One of the teachers said “no,” but did not give any reasons. One of the teachers did not answer question 18 at all (see Appendix J for all answers given to question 18).

Question 19 asks teachers their further comments about peer observation. 21% of the teachers made further comments which are mostly suggestions for a peer observation program like “a training session is necessary,” “it should be pre-arranged,” and “there must be a worksheet.” (see Appendix K for further comments of the teachers.)

Interviews

For the sake of clarity, the administrators were given codes in the presentation. These are A1 (administrator 1), A2 (administrator 2), A3 (administrator 3), and A4 (administrator 4). A4 is not directly connected to peer observation program, whereas the other 3 administrators are directly connected. However, A4 is also interviewed, because she is also an administrator, and her answers tell her ideas about peer observation.

There is not a big difference between what teachers think about peer observation and what administrators think about it. The only important difference between administrators and teachers is about the scheduling of peer observation at AU-FLD. Administrators think that peer observation should be scheduled once a week, but most of the teachers want it to be scheduled at most once in a month (see page 15).

The questions of the interview (see Appendix B) were grouped according to their topics since there are closely related questions. The first three questions of the interview were analysed together, because they all are about the reason of implementing a peer observation program. These questions are, in the order they were asked, “Q1: Why do you want to conduct a peer observation program in your faculty?” “Q2: Is there a special reason for choosing peer observation, but not other ways of observation?” “Q3: How do you think peer observation will be useful to your teachers?”

Administrators give reasons for a peer observation program as there are so many novice teachers at the FLD and if administrators do the observation, teachers would reject observation. Also, they would like to implement it because it is easy to

do. However, they add that peer observation is the starting point of a teacher development program. They define peer observation as two colleagues observing each other's classes. Administrators also think that peer observation will be useful for teachers for their self-awareness, peer-awareness and general awareness. They want to implement it for teacher development.

Administrators were asked about their thoughts on teachers' attitudes towards peer observation in the fourth question of the interview.

All of the administrators think that teachers will have negative attitudes towards peer observation at the start because of reasons like being scared, being defensive, and not liking the idea of being observed. However, administrators believe that teachers' attitude will change gradually, because they will get used to critiquing and to being critiqued. Administrators also believe that experienced teachers will have more negative attitudes and inexperienced teachers will be more willing to start peer observation.

In question 5, the administrators were asked about the scheduling of peer observation. The question was "How often will teachers do peer observation?"

Administrators want to implement peer observation at least once a week, which is very different from what teachers want. Most of the teachers want to do it once a month.

In question 6, administrators were asked if they had a specialist to help with the observations. Administrators told that they would absolutely ask for the help of a specialist, especially from Ankara. The specialist will have a training session, a kind of workshop and seminar, with the teachers who work at the FLD before starting peer observation. Administrators think that it will affect the attitudes of teachers in a

positive way, because it will eliminate their worries and they will learn how to do peer observation.

Administrators were asked that if there was a program that they take as a model in question 7. A4 does not have any idea about this question, because she is not directly connected to the peer observation program. As for other administrators mentioned, there are not any programs that they take as a model, because there are not many schools that do peer observation, but maybe the observation practice done in the practicum course in the MA TEFL program of Bilkent University can be a guide.

At the end of peer observation, some documents about teachers would result. In question 8, administrators' ideas about where to keep these documents were asked. Administrators plan to keep the documents that will result at the end of peer observation in teachers' files at the FLD. This may not be a problem for experienced teachers, because 36% of them want administrators to keep these documents. However, only 8% of the inexperienced teachers want administrators to keep them. Administrators' reason for keeping the documents in teachers' files is to keep track of teachers' development. Only one of the administrators stated that they do not want to keep these documents. There is not a difference in the idea that both the observer and the observed teacher should keep these documents between teachers and administrators.

In question 9, administrators' idea about the observation of only inexperienced teachers was asked. The question was: "Will only teachers who have less than 3 years experience in teaching be observed? Why?/ Why not?" There is an accord between the answers of the teachers and the administrators in this question in

the idea that not only inexperienced teachers but also experienced teachers should be observed because they also have some things to learn from inexperienced teachers. According to the answers of the administrators, they are against the idea of observing only the inexperienced teachers, because they believe that experienced teachers also have things to gain from inexperienced teachers. So, peer observation program will include both groups of the teachers and they both will be observed.

In question 10, administrators were asked if peer observation will be done voluntarily. The administrators agree that it will be done voluntarily, except for A1, because she thinks that if it is done voluntarily, teachers will not start it.

Data Analysis

Teachers, in general, know about peer observation. Both teachers and administrators define peer observation as colleagues observing each other's class. Teachers define its aim as either teacher development or evaluation. Both teachers and administrators believe that teachers will become aware of their and other teachers' techniques and this will lead teachers to development, which means making them better teachers. Teachers would like to observe other teachers, which shows that they have a positive attitude towards peer observation. They would like to observe other teachers to become aware of themselves, their peers and general teaching. These goals match with the goals of peer observation mentioned in the literature (see the discussion on page 9). Teachers have a positive attitude towards their past experience with peer observation, in general. However, it is the inexperienced teachers who have more positive attitudes towards observing other teachers, whereas it is the experienced teachers who have a more positive attitude towards being observed by other teachers. Inexperienced teachers liked observing

other teachers, because they thought it was useful for general awareness about teaching. Experienced teachers liked observing other teachers because they thought that it was useful for peer awareness and general awareness. So, experienced teachers, too, think that they may learn about their peers by peer observation. More inexperienced teachers than experienced teachers have a negative attitude towards being observed by other teachers. Both groups of the teachers have the same general reason for having a negative attitude, which is that peer observation has some negative aspects.

Teachers, in general, have been observed for their evaluation. However, there is a major difference between experienced and inexperienced teachers which is that experienced teachers have also been observed for the observer's development, whereas inexperienced teachers have been observed for their own professional development. The reason of this difference may be the difference in experience in teaching between the two groups. Since experienced teachers are considered to have more knowledge about teaching, they may have been observed for the observer's development. Teachers who have not been observed before think that they may be observed for teacher development in general.

Teachers would like to be observed either by their fellow teachers or by a trainer, because they think that these people are more professional, more objective and more comforting. These reasons support the argument of Cederholm and Lounsbury (as cited in Pennington & Young, 1989) that addresses the issue why peers should be used in an observation program. Apart from peers, teachers also think that trainers share the same properties. They do not prefer their administrators to observe them. The reason of this can be that the presence of an administrator in

classroom makes teachers feel nervous (Master, 1983). The administrators also are not planning to observe the teachers themselves, because they believe that this will make the teachers feel negative. Since teachers would like to be observed either by their fellow teachers or by a trainer, all of the models discussed in the literature review can be implemented at AU-FLD (see pp. 24 – 27). However, the role that teachers define for the observer limits the models. Since teachers do not want evaluation, directive supervision should not be implemented. The models will be discussed in detail in Chapter 5.

Teachers, especially inexperienced teachers, feel positive about a peer observation program in their school. This result contradicts Varlı's (1994) and Göde's (1999) studies. In their studies, they found that teachers do not feel so positive about observation prior to being observed. The reason for difference can be that the participants of these two studies did not have much knowledge about observation, whereas 94% of the participants of this study know about peer observation or have heard of it. Teachers think that peer observation is good for their awareness about themselves, peers, and teaching in general. These, in fact, support the literature about the advantages of peer observation (see the discussion on pp. 11 – 12). However, it is interesting that the number of inexperienced teachers who have negative attitudes is again more than experienced teachers. The reason of this can be that more inexperienced teachers think that peer observation will be done for their evaluation. Teachers have a negative attitude towards peer observation because of the negative aspects of it. This result matches with Varlı's study (1994), in which he discovered that some teachers feel negative about peer observation, even after experiencing it, because they have doubts about the nonevaluative nature of it. The

reason for this result may be that it is mostly experienced teachers who feel neutral about such a program. Administrators, in contrast, thought that experienced teachers would have more negative attitudes towards peer observation.

Teachers mostly think that peer observation will be implemented at the FLD for becoming aware of other teachers' techniques and for their development. This result matches with the aim of the administrators to implement a peer observation program, which is teacher development.

Teachers, in general, think that the documents which occur as a result of peer observation should be kept by the observer and the observed teacher. There is a significant difference between the experienced teachers and inexperienced teachers in other choices. More inexperienced teachers think that documents can also be kept by the observer only, while more experienced teachers think that they can be kept by the administrators in their files. In fact, what teachers think in general and what experienced teachers think about the documents match with administrators' ideas. Administrators say that the documents should be kept by the observed teacher, observer, and the administrators. Inexperienced teachers may not want them to go to their files, because they think that peer observation will be implemented for their evaluation. What inexperienced teachers think matches with Fry's view (1998) that observation forms belong to the observed teachers and they should keep them if they do not want them used otherwise.

Teachers do not want to do peer observation very often. In general, they want it to be implemented once a month or at most once in two weeks. Also, some of the teachers do not want it to be scheduled at all, which may show that they are against peer observation or they are in favor of it, but they do not want a regular

schedule. However, administrators would like teachers to do peer observation at least once a week. So, there is a significant difference between what teachers think and what administrators plan. In fact, there is not a suggested schedule in the literature for peer observation. According to the literature, the only important thing is teachers' agreement on a schedule, not its frequency (see the discussion on p. 20). Since most of the teachers agree that peer observation should not be done more than once a month, the disagreement between teachers and administrators can be solved after a training session. The ideas of teachers might change after a training session when they learn more about peer observation. Both teachers and administrators are in favor of such a training session. Teachers think that it will be useful in order to know more about peer observation and to get better results. Administrators also believe that it will help teachers to know about peer observation. They also think that teachers' attitudes will change in a positive way after a training session.

There is also an accord between the teachers and administrators in the idea that not only inexperienced teachers but also experienced ones should be observed. They think that both groups of teachers have new things to learn from each other.

Teachers have some suggestions on getting ready for peer observation. They suggest that preparation is important and observers should be selected carefully. They also mention about their doubts on the usefulness of peer observation. Administrators would like teachers to do peer observation voluntarily. One of the administrators is against this idea, because she thinks none of the teachers will be volunteers. Again, the training session may be useful in changing the ideas of teachers. If they are taught well about how to do it, there may be volunteer teachers.

CHAPTER 5: CONCLUSION

Overview of the Study

This study discovered the attitudes of teachers and administrators who work at AU-FLD. It also investigated if teaching experience has an effect on the attitudes of teachers towards peer observation. Forty-eight teachers and four administrators participated in the study. The teachers were given questionnaires and the administrators were interviewed to collect data. The questionnaire was piloted with 11 students of Bilkent University, 1999-2000 MA TEFL Program. After the piloting, I made the necessary changes, delivered the questionnaire to the teachers at AU-FLD, and collected them after one week. Then, I interviewed the administrators. I used descriptive analysis, frequencies and percentages, to present the data. For the open-ended questions in the questionnaire, categorization was used. I grouped the answers according to the most common points. For some of the open-ended questions, after categorization, I again used frequencies and percentages and displayed them. Since one of the aims was to investigate if teaching experience has an effect on the teachers' attitudes, the data was analyzed by dividing the answers into groups: experienced and in-experienced teachers.

To analyze the answers given in the interviews, categorization was used. I grouped the answers of the administrators according to the content of the questions. After grouping, I made comments about the answers.

Summary of the Findings

In this chapter, I discuss the results of my data by answering each of my research questions. The first research question is:

What are the attitudes of teachers and administrators who work at AU-FLD towards peer observation?

In general, both teachers and administrators are in favor of peer observation. They think that peer observation is good for teachers' self-awareness, peer-awareness, and general awareness and these three kinds of awareness will lead the teachers to development. Both of the groups agree that peer observation is not mainly for teacher evaluation. The only difference between teachers and administrators is on the scheduling of peer observation. Teachers want to do peer observation at most once a month. However, administrators want to schedule peer observation once a week. Since the groups agree on the usefulness of a training session, this conflict can be solved in the training session.

The second research question is:

Does teaching experience have an effect on the attitudes of teachers towards peer observation?

The result of this question is a little bit mixed. Inexperienced teachers are the ones who have positive and negative attitudes towards peer observation whereas experienced teachers are neutral towards it. However, when teachers' past experiences are considered, the inexperienced teachers have more positive attitudes towards observing other teachers, whereas the experienced teachers have more positive attitudes towards being observed by other teachers.

Assessment of the Study

This study discovered only the attitudes of teachers who work at AU-FLD. This limits the generalizability of the study. In addition, since there is a big difference between the number of teachers and administrators who participated in the study, the answers of these two groups may not be comparatively equal. There are some problems in the questionnaire. There may be some questions which have ambiguous options. For example, in question 17, the option “not at all” may mean both teachers do not want peer observation to be done or teachers want peer observation to be done without any scheduling. Furthermore, there may not be much difference between the options “dislike(d) it” and “dislike(d) it a lot/at all.” Also, the options “dislike(d) it a lot” and “dislike(d) it at all” were used instead of each other in different questions. As a last thing, since I made the categories, they are subjective. Another person might put the answers under different categories.

Since administrators of AU-FLD would like to implement a peer observation program, the findings of this study may help in the development of such a program and help administrators to know what the teachers’ attitudes are towards such a program.

Implications

Pedagogical Implications

There are some imbalances between the answers of teachers. Sometimes inexperienced teachers seem positive towards peer observation whereas sometimes they seem negative. In addition, experienced teachers feel neutral about it. To solve these problems, a training session would be helpful. In such a training session, a teacher trainer may come and give information about what peer observation is, what

it aims, and how to do it. Workshops can be included in these training sessions. These training sessions can also be helpful in setting the frequency of peer observation. When teachers know more about it, they may feel more positive and may want to do it more often. The time limitations of the teachers should be considered as well in deciding the frequency of peer observation.

In the implementation phase, since teachers are in favor of being observed by either their fellow teachers or a trainer, the models discussed in Chapter 2 can be applied, with the exception of “directive supervision” because it aims to evaluate teachers. In addition, if the lack of a teacher trainer at AU-FLD is considered, the other supervision models can be applied by giving the role of supervisor to a peer and implementing as peer observation. Mentoring, which is another model, can also be implemented. Experienced teachers can work as mentors with inexperienced teachers. So, instead of one model, the models which best suit the aims and the needs of teachers can be implemented. Moreover, a pilot group can be chosen to do peer observation as a starting point and then after some time, peer observation can include every teacher. In this way, teachers may be more willing to voluntarily practice peer observation because they will learn also from their friends who have practised peer observation before them.

Implications for Further Research

In this study, the gender of the participants was not considered as a variable. In a further study, the effect of gender on the attitudes can be focused on. Apart from this, different participants from different universities can be chosen and their attitudes can be studied. Also, since this study discovered the attitudes of teachers before the implementation of a peer observation program, their attitudes after the

implementation of such a program can be studied to see if there is any difference between the attitudes of teachers before and after a peer observation program.



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APPENDICES

Appendix A

Questionnaire for the Teachers at Anadolu University FLD

I am a student in the MA TEFL 2000 program of Bilkent University. I am conducting a study on teachers' attitudes towards peer observation. Our administration would like to start a peer observation program in our department. Peer observation is a tool for teacher development. In peer observation, one of your colleagues comes to your class, observes and takes notes about your class. To report your attitude towards this observation, please answer the questionnaire fully and honestly. I need your full participation and need to get all of the questionnaires back to learn all of the teachers' attitudes towards peer observation. Your answers will be kept confidential. Thank you for your help.

Sevil KARABAĞ

Age:

Gender:

The department you graduated from:

Years in teaching:

Other schools that you taught at:

Other jobs done before becoming a teacher:

1. Have you ever heard the term peer observation?

☐ Yes ☐ No

2. If yes, what do you know about it?

3. Have you ever observed other teachers?

☐ Yes ☐ No

Answer question 4 if your answer is yes.

4. Can you tell how you liked it in 4a and explain your answer in 4b?

4a. ☐ Liked it a lot

☐ Disliked it

☐ Liked it

☐ Disliked it at all

☐ Did not like or dislike it

4b.

5. Have you ever been observed by other teachers?

☐ Yes ☐ No

Answer question 6 if your answer is yes.

6. Can you tell how you liked it in 6a and explain your answer in 6b?

6a. ☐ Liked it a lot

☐ Disliked it

☐ Liked it

☐ Disliked it a lot

☐ Did not like or dislike it

6b.

7. Why do you think you have been observed? Tick all that apply.

☐ For the observer's professional development

☐ For your professional development

☐ For evaluation

☐ For somebody's study

☐ Other (please specify) _____

8. Would you like to observe other teachers?

☐ Yes

☐ No

9. By whom would you like to be observed? (You may choose more than one.)

☐ Your fellow teachers

☐ A trainer

☐ Your administrator

☐ An outsider

10. Can you explain your answers to questions number 8 and number 9?

11. How do you think peer observation is useful for teacher development?

12. How would you react if a peer observation program was set up at Anadolu University Preparatory School?

☐ () Like it a lot

☐ () Like it

☐ () Do not feel anything

☐ () Dislike it

☐ () Dislike it a lot

13. Can you explain the reason of your answer to question number 12?

14. Would you be more in favor of peer observation if you and your colleague were taught how to do it? Why/ why not?

15. The administrators of our school want to implement a peer observation program.

Why do you think they want to implement such a program? Tick all that apply.

- ☐ () For the evaluation of teachers
- ☐ () For the development of teachers
- ☐ () To keep teachers busy at work
- ☐ () To help teachers to know each other
- ☐ () To make teachers aware of other teachers' techniques
- ☐ () Other (please specify) _____

16. At the end of peer observation sessions, there will be some observation documents about your class written by the observer. Where or by whom do you think these documents should be kept?

- ☐ () The observed teacher
- ☐ () The observer
- ☐ () Both by the observer and the observed teacher
- ☐ () In a file at Preparatory School
- ☐ () In a file at the faculty where you connected to

17. Doing peer observation requires extra time. How frequently, do you think, should peer observation be scheduled?

- ☐ () Not at all
- ☐ () Twice a week
- ☐ () Once a week
- ☐ () Once in two weeks
- ☐ () Once a month
- ☐ () Other (please specify) _____

18. Do you agree that only teachers who have less than 3 years teaching experience should be observed? Why/ why not?

19. This questionnaire was prepared to find out your feelings and attitudes towards peer observation. Although the questionnaire tried to ask every detail, there may be some more points that you want to mention about peer observation. If you have other comments on this issue, please write them down.

Appendix B

Interview Questions

- Q1: Why do you want to conduct a peer observation program in your faculty?
- Q2: There are many other ways for this, but you chose peer observation. Is there a special reason for choosing peer observation?
- Q3: How do you think peer observation will be useful to your teachers?
- Q4: There have been a meeting about peer observation. How do you think teachers reactions were towards peer observation in this meeting?
- Q5: How often will teachers do peer observation?
- Q6: Do you have a specialist to help with the observation?
- Q7: Is there a program that you take as a sample?
- Q8: At the end of such a program, there will be some documents about teachers. Who will keep these documents or where?
- Q9: Will only teachers who have less than 3 years experience in teaching be observed? Why?/ Why not?
- Q10: Will peer observation be done voluntarily?
- 

Appendix C

Answers Given to Question 2

What do you know about peer observation?

Definition only

- One of my colleagues comes to my class and observe my teaching. Also, he/she takes notes and comments on my teaching
- Teachers observing each other in classrooms
- Colleagues observe each other on a specific attitude and then they give feedback to each other.
- One of our colleagues comes to my class and observes the lesson
- A teacher observes the other teacher's class.
- A guest teacher comes and observes the other teacher in a class.
- Being observed by our teachers and friends. How we do is all reported and discussed later on.
- Teachers are observing each other in their classrooms. They exchange their ideas about their methods.
- A colleague comes to your class and evaluates your performance.
- The people working at the same place as colleagues observe each other at work and then, give feedback to the one who is observed.
- An observer watches a teacher's performance in the class and evaluates his/ her teaching according to his/ her observation.
- One of our colleagues comes to our class and observes the way we teach, and then evaluates our performance.
- Colleagues observe each other in class.
- One teacher observing the other one and evaluating the procedure done in class and then, after class tell what she observed and finally gives advice to do to make headway in teaching.
- A teacher observes the teaching of another teacher.
- A process in which colleagues observe each other's lessons and takes notes about the problems in the teaching.
- Fellow teachers observe other teachers. They take notes and record what happens in the class.
- The teacher is observed by the other one while teaching.
- A colleague comes to our class, observes and takes notes about the class.
- A colleague comes to our class, observes and takes notes about the class.
- A colleague comes to our class, observes and takes notes about the class.
- Observing and connecting each other.
- One of your colleagues comes to your class and observes how you are teaching. Then, s/he makes comments on the weaknesses and strengths of your teaching.
- You are observed by another teacher in classroom environment.
- Other teachers come to class and observe the lesson, the students and the teacher. The reasons are many. These are determined prior to the observation.
- One teacher comes into another teacher's lesson to observe his/her technique and make critical judgements which could be of use to both teachers.
- Observing someone and giving feedback.

Aim only

- It is done to improve the teaching techniques of especially novice teachers and also to see whether they are qualified enough for certain levels and skills.
- A practice used mainly during teacher training to assess the performance of others (your peers) in the classroom situation. Normally, peer observation would focus on one or two aspects of the lesson e.g. boardwork/class control/teacher talking time. Its scope should not be too broad for one particular lesson.
- It is a helpful method to train teachers. By observing peers, one can learn or have an idea about teaching behaviour, style, strategy, and application during the class.
- It is very important to teach efficiently.

Definition and aim

- A technique that is used to evaluate the teaching styles and appropriateness of the teaching process applied by teachers. In this technique, a teacher is observed by one of the colleagues.
- To watch your colleagues (more experienced ones) for the aim of seeing how teaching is achieved
- To observe your colleagues for your self-development.
- Teachers having the same occupation observe each other during a class period for some reason such as evaluation or development of one.
- Teachers observe each other to have an idea about the lesson, strategies or for other reasons

Not clear

- A kind of observation that the observer does not involve in the process of the observation.
- The definition and the process.
- It can help both the teacher who observes and who is observed if the feedback is shared adequately
- Almost everything.
- Not too much.
- I know the definition of the peer observation.
- Not much, only heard the term.

2 teachers who answered “yes” to question 1 did not answer this question.

Appendix D

Answers Given to Question 4b

Explain your answer to question 4a

Liked it a lot

Exp.

- learn others' style and how to deal with students and their problems
- see different teaching and management styles
- overall one's teaching and skills and techniques
- exchange teaching ideas
- helpful

Inexp.

- helps developing an attitude
- see the shortcomings of being a teacher and class management

Liked it

Exp.

- to see the aspects of class/ class dynamics/ teaching
- see different styles
- it is nice to see a better model

Inexp.

- See negative and positive sides and apply positive sides in one's teaching
- Guiding
- Broad the scope of one's teaching
- See some fallacies
- Helpful in seeing how to teach a subject
- Helpful in seeing how to deal with problems and styles of teaching

Neutral

Exp.

- was not natural and helpful for her thesis
- insecure and uncomfortable
- various teaching techniques
- negative attitude of the observer
- because of my bad past experience

Inexp.

- anxiety and learning about other teachers
- anxiety and secret of the class

Disliked it at all

Exp.

- anxiety

1 inexperienced teacher said "a good chance to see efficiency of a teacher" although he did not answer question 3.

Appendix E

Answers Given to Question 6b

Explain your answers to question 6a

Liked it a lot

Exp.

- good for seeing strengths and weaknesses of her teaching and class management
- exchange ideas about teaching skills; improve her teaching
- good for seeing weaknesses and overcome them

Liked it

Exp.

- to make teachers aware of their shortcomings
- helpful, but unfriendly because of gossips and uncomfortable
- exchanging ideas
- exchanging ideas

Inexp.

- helpful in recognising our and others' mistakes
- being more careful; did not annoy or nerve

Neutral

Exp.

- no use at the end
- evaluation
- evaluation
- self is non-threatening; but tutors or assessors are awkward
- disturbed and unnatural

Inexp.

- deal with students class management
- depressing and evaluative
- if not stressful
- no conclusion

Disliked it

Exp.

- irritating because of no feedback

Inexp.

- evaluation
- afraid of making mistakes, thus uncomfortable (if the feedback is given appropriately, it is good)
- stressful
- anxiety

Disliked it a lot

Exp.

- unnatural

- unnatural

Inexp.

- being observed is bad

One inexperienced teacher who said “liked it” did not provide any reasons.



Appendix F

Answers Given to Question 10

Can you explain your answers to question 8 and 9?

Trainer

****Professional**

- authority in the subject area
- has a lot of knowledge
- helpful in seeing rights and wrongs
- aware of the criteria and fair
- helpful
- professional
- professional
- can criticise and contribute
- has enough information on ELT
- for suggestions
- can criticise wrong doings
- expert on the subject
- more helpful
- natural
- helpful

****Objective**

- more objective
- more objective
- no personal interference
- more objective
- more objective
- more objective

**** Comforting**

- friendly, informal, no judgement

**** Other**

- Makes anxious but one gains something good at the end

Fellow teachers

****Professional**

- professional
- can criticise and contribute
- useful feedback
- helpful
- has enough information on ELT
- can realise some mistakes
- for their suggestions
- tries to help

**** Objective**

- more objective

**** Comforting**

- friendly, informal, no judgement
- more relaxed

- friendly atmosphere
- not a big deal
- more comfortable
- ** Other
- Others' aim is to fire you
- Has lot to learn
- A chance to take and give advice

Outsider

- ** Objective
- more objective
- more objective
- ** Comfortable
- more comfortable

Administrators

- ** Professional
- for their suggestions
- helpful in effectual way and honest

None

- ** Dislike peer observation
- uncomfortable, tense, a pain for the observed teacher
- no observation for herself
(2 teachers did not give reasons for this choice)

No care

- reason is important
- should know the people
- different people mean different glasses
- should contribute to his teaching
(1 teacher did not give reason)

No reasons

7 teachers did not give any reasons for their choice in question 9.

(Reasons for Q8)

Negative aspects of peer observation

Exp.

- unnatural and disturbing
- we already tell without observing

Inexp.

- not objective, unnatural, uncomfortable
- it is degrading
- not objective

Self-awareness reasons

- to evaluate her teaching
- to evaluate one's own teaching
- to be aware of her shortcomings
- for his professional development
- enlarge his perspective
-

Peer-awareness reasons

Exp.

- to see different styles
- to see others
- interesting to see others
- to learn from others

Inexp.

- to see different teaching styles
- to see different teaching styles
- to see different teaching styles
- to learn about others' dealing with problems

General awareness reasons

Exp.

- to learn something new
- to improve ourselves
- good for professional development
- broaden the view for teaching and developing teaching styles
- to improve teaching skills, personal development
- new ideas
- to learn new things
- to learn new ideas

Inexp.

- for a different perspective in teaching
- to learn new things
- to learn new things; exchange ideas
- to learn new things
- useful
- to see difference between novice and experienced teacher and whether years determine the proficiency

If there is a study 'yes' (exp.)

14 teachers did not give any reasons for their answers to question 8.

1 experienced and 2 inexperienced teachers did not answer this question.

Appendix G

Answers Given to Question 11

How do you think peer observation is useful for teacher development?

Not useful

Ex—cause attention is on the mistakes, not performance

Teachers can exchange ideas outside the class

Inex—(no reason)

Useful

Self-awareness reasons

- to develop our methods by seeing others
- to develop self-learning
- to see in which areas one can develop oneself
- to evaluate yourself
- to make evaluations and adaptations
- to see your own mistakes and remedy some solutions
- to be shown your negative sides
- to be aware of gaps in one's own teaching
- realise about your teaching and encourage yourself
- to see one's own negative and positive sides and self-assess and revise oneself
- to become aware of one's own teaching and change something in the class
- to learn about one's own teaching (strengths and weaknesses)
- to see the model teacher
- to see an experienced teacher; how things work
- to develop their methods by seeing others

Peer awareness reasons

- to see others' shortcomings and efficiencies
- to evaluate one's technique and method and attitudes
- being aware of others
- to become aware of teachers shortcomings
- to see one's weak points
- to see one's weak points

General Reasons

- exchange ideas
- teacher development with feedback
- to exchange ideas
- to improve teaching skills and techniques and professional development
- exchange ideas about class management
- to improve teaching method and material and to gain insights about how students learn
- to learn new things

- new insights on class management, teaching methods and techniques
- learning from each other; learn how to teach a subject and handle a problem
- for teacher development
- a guidance for teachers
- for teacher development
- to vary teachers' approach and accommodate themselves to address all students
- to share ideas about teaching
- in terms of professional development
- to learn from each other
- to see each other's positive and negative sides
- teachers become aware of different teaching styles
- to see different styles of teaching
- see different styles and strategies and become aware of different learning and teaching situation
- to see new approaches, strategies and merits in the field
- to become aware of teaching
- to encourage teachers accept criticism and reconsider their teachings
-

Uncategorised reasons

- partly, because there are lots of methods and styles
- a step further in using your talent
- in the undergraduate

4 teachers did not answer this question.

Appendix H

Answers Given to Question 13

Can you explain the reason of your answer to question 12?

Like it a lot

Exp.

- appreciate it
- if it is organised very well
- feedback is helpful for development
(no inexp.)

Like it

Exp.

- reason is important
- part of learning and gives a good name to the program
- everybody has something to learn
- to see others' secrecy is important

Inexp.

- if we can go forward in teaching process together
- it will show up how to be successful
- if it is not a big burden
- helpful
- if everybody is frank, equal, impersonal, and view in a professional manner
- observers should be selected carefully, should be professional
- to see my mistakes
- being aware of my teaching
- the term "experienced" should be dealt with
- to learn new things, but has to be examined carefully
- useful for efficient teaching

Neutral

Exp.

- I have some doubts
- wonders what will change
- can disturb teacher/ student relationship; teachers gain more experience with active teaching
- what will students think if their teacher is observed
- if it is done friendly and informally without judgement
- beneficial, but not only negative sides should be stated
- do not know how to conduct
- teachers are overloaded in the program; no time; should be considered seriously
- time limitations and observers' identity is important
- do not know how I feel

Inexp.

- it will not be useful for our school's teachers
- should be set up carefully; may cause stress on the observed teacher

- observation may affect teacher's authority in the class
- depends on the purpose; should be done carefully

Dislike it

Exp.

- nervous and insecure. Teacher teaches without ambition

Inexp.

- brings new problem and new pressures on teacher
- a burden for the teachers in terms of time
- observers will be superior to the others
- just to be observed is bad
- do not want to be observed

Dislike it a lot

Exp.

- no need. In-service training is better
- disturbs the teacher; unnatural
- negative behaviours of the observers

Inexp.

- anxiety provoking
- observer is important; a bit late
- do not like being observed
- uncomfortable and students' thoughts

1 experienced did not answered, 2 inexperienced did not answer

Appendix I

Answers Given to Question 14

Would you be more in favor of peer observation if you and your colleague were taught how to do it? Why?/Why not?

The reasons for the answer “no”

No need

Exp.

- no need. It is not a difficult activity
- In-service training is sufficient

Inexp.

- since the criteria is definite, no need for a training

Against peer observation

Exp.

- overloaded time
- unnatural and disturbing
- against the idea

Inexp.

- people have personal problems with each other in the institution

The reasons for the answer “yes”

To know about peer observation

Exp.

- do not know how to do it
- to make people aware what peer observation is
- we will know what and why we are doing
- I do not know how to carry out peer observation
- I would know what to look for
- To learn how to do it, most do not know
- You know what to do and how to do it
- The ways and aims of peer observation should be clear to everyone
- Wants to learn everything about the subject
- It will be useful to know what to do and how to do it

Inexp.

- To know how to do it makes it more meaningful
- Everybody should learn about it
- People should have full information to be able to do it
- It will be more useful if she knows how to do it
- It is good to have more information
- We should learn how to observe each other subjectively

For better result

Exp.

- knowing will improve the quality of feedback
- it will provide good results
- raises the quality of feedback
- criteria leads to the result

Inexp.

- teachers will be ready to criticise
- to be objective
- would be more professional
- it is important to learn how to evaluate others
- things would go better
- more efficient results can be got

*as long as it is friendly (exp.)

*feel more confident (inexp.)

Not sure

Exp.

- ideal, but the schedules of teachers should be considered

Inexp.

- I am not sure because of overloaded time
- makes the issue more professional
- maybe, do not have enough information
- do not know
- do not know

No reasons

1 inexperienced teacher said no, but gave no reasons

3 inexperienced teachers said yes, but gave no reasons

1 experienced teacher said yes, but gave no reasons

2 inexperienced teachers did not answer the question

Appendix J

Answers Given to Question 18

Do you agree that only teachers who have less than 3 years experience should be observed? Why?/Why not?

The reason for the answer “yes”

Exp.

- in their early years of teaching, for the first six months
- because first two years are hard. They need help

The reasons for the answer “no”

Years are not equal to experience or good teacher

Exp.

- years do not mean you are perfect
- experience does not make one a good teacher
- experience does not mean the number of years you are teaching

Inexp.

- number of years does not show experience
- number of years does not show experience
- experience does not mean a teacher is perfect
- experience should not be directly related with the years

Useful for all teachers to learn new things

Exp.

- both new and old teachers can learn from each other
- there is always new things to learn
- experienced teachers also have some things to learn from inexperienced teachers
- everybody has something to learn and offer
- every teacher has something to learn
- everybody has things to gain
- everybody has new things to learn
- everybody could learn from being observed
- it is beneficial for every teacher
- it is useful for all teachers
- inexperienced teachers should observe experienced teachers to recognise their techniques, experience and styles

Inexp.

- every teacher has something to learn
- any teacher might have missing points in his teaching
- every teacher may have difficulties in any phase of teaching
- fresh teachers should also observe experienced ones to learn from them
- experienced teachers should be observed to refresh themselves
- inexperienced teachers should observe experienced teachers to learn some things
- every teacher needs to learn new things from each other

- experienced teachers also need some recommendations. There are new things that they should learn.
- If the purpose is to evaluate, because there may be experienced teachers who are not aware of new things.
- Inexperienced teachers can learn from others
- Inexperienced teachers may learn many things

Every teacher should participate

Exp.

- it should involve every teacher
- every teacher should be observed
- everybody should be observed
- everybody should be observed if the aim is to evaluate
- every teacher should be observed

Inexp.

- everybody should be equal
- everybody should be observed, otherwise inexperienced teachers see experienced teachers as bosses.

Uncategorised reasons

Exp.

- not strongly, but inexperienced teachers should be observed first

Inexp.

- depends on the purpose
- totally disagree
- no, we are all different
- no, but for experienced teachers it may be difficult to change their styles
- if the aim is to add useful parts in the teaching process
- if it is for teacher training and improving

1 inexperienced teacher did not answer the question

1 inexperienced teacher said “ no” , but gave no reasons

1 inexperienced teacher is against the idea of being observed

Appendix K

Answers Given to Question 19

Their doubts about implementing peer observation

- Gossiping annoys me. When I consider this, I am not sure sometimes if I want to be observed.
- Some questions about the program.
- The only concern I have is observed teacher may change his teaching un/consciously. Peer observation should be voluntary.
- It may not work because of some restlessness, jealousy and gossip. It may lead a conflict among people, many disappointments, bitter experiences. It weakens the spirit of collective work.
- Teachers may feel that the authority still has some doubts on their teaching experiences. Therefore, they may be offended.

Some suggestions for peer observation

- Everything finishes in personality. Both the observer and observed teacher should have positive approach and personality.
- A training session is necessary before starting.
- It should be pre-arranged, should be objective and should end with an interchange between the parties involved afterwards. Files should not be kept as this can be misconstrued as an attempt by management for 'spy' in the class. Managers and teaching staff alike should have the chance to observe and be observed. We all have more to learn.
- There must be a worksheet, a specific reason for observation, and a follow-up. It must be professional. Teachers should be free to ask for an observation for a certain reason.
- Teachers' and students' attitudes should be considered beforehand.

Appendix L

Observation schemes

There are many different observation schemes to use in an observation program. Approximately every researcher who wants to investigate classroom interaction created his own scheme (Nunan, 1989). However, there are some commonly used instruments. All of these instruments can be used during a peer observation session, since what is observed should be documented somehow.

There are some examples for these schemes in Nunan (1989) and in Allwright and Bailey (1991). These samples can be used directly by the observers in a peer observation or the observers can take these as samples and create their own peer observation schemes.

FIAC

This instrument has been developed by Flanders in 1970. FIAC stands for Flanders' Interaction Analysis of Categories. FIAC classifies classroom interaction into ten categories like accept feeling, ask questions, student-talk response, and silence or confusion (Wragg, 1995). We can label these ten categories under three main titles: teacher talk, student talk, and silence (Nunan, 1989). This instrument is "an example of a simple category system" and it is widely used in teacher training (Wragg, 1995; p. 35). So, in peer observation, if peers want to be observed on any of the ten categories that FIAC classifies, this scheme can be used as a tool.

The Exeter schedule

This schedule is an example of a sign system. It has two parts: the first part is about students' misbehaviour and how teacher deals with these misbehaviours. The second part includes the study of an individual student. This study "allows the observer to build up a profile of how involved in the task children appear to be, and whether or not they misbehave" (Wragg, 1995; p. 43). If teachers want their peers to observe them for, for example, dealing with students' problems, they can use this schedule as a tool.

FLINT

This system was designed by Moskowitz in 1971. This system is more sophisticated than FIAC and it expands the ten categories of FIAC. In this system there are twenty-two categories like jokes, gives information, and laughter (Nunan, 1989). FLINT can be used both as a "research tool" to discover what is "good" language teaching and as a "feedback tool" to teach teachers (Allwright and Bailey, 1991; p. 11). Again, if peers want to be observed for any of the categories listed under this scheme, they can use FLINT as a tool in their peer observations.

FOCUS

Fanselow, in 1977, produced a new scheme of observation. FOCUS (Foci for Observing Communications Used in Settings) does not separate teachers and learners as different categories. It was developed keeping language teaching in mind "as a descriptive system" that can be applied to any research on any human interaction (Allwright and Bailey, 1991; p.11). If peers want to be observed for their interaction with students, this scheme can be used by peers during their observation.

COLT

COLT (Communicative Orientation of Language Teaching) was designed for the investigation of second language acquisition by children from a large-scale. This scheme also consists of two parts: part A and part B. Part A describes "classroom activities in organisational and pedagogic terms" and "analyses the classroom in terms of activity description, participant organisation, content, student modality, and materials" and part B "analyses teacher and student interaction" (Nunan, 1989; p. 86). So, if peers want each other to observe their organisation of activities or again their interaction with students, they can use COLT in their peer observation process.

SCORE

Acheson and Gall (1987) used SCORE to refer to seating-chart observation records. SCORE provides information about the physical arrangement of a classroom. By using this instrument, an observer can record a range of behaviours, the amount and type of interaction between the participant of a language classroom. Day (1990) claims that this instrument is especially helpful in documenting teacher-student talk; in keeping record of time-on task; and in recording movement patterns. This scheme also can be used by peers to observe in any of the tasks above in a peer observation program.

Tablo 46 : Yönetici Hemşireleri Yönetmel Stres Ölçeđi Toplam ve Alt Ölçek Puan Ortalamalarının Dağılımı

Faktör	$\bar{X}$	Ss	Min	Max
Genel Faktör	2.77	.72	1.00	4.55
Yönetim Faktörü	2.93	.88	1.00	4.80
İş Faktörü	3.37	.75	1.00	5.00
Vatandaş (Halk) Faktörü	2.70	.78	1.00	4.83
İlişki Faktörü	2.62	.84	1.00	5.00
İşyeri Sorunu Faktörü	2.35	.73	1.00	4.50
Toplam	2.79	.59	1.00	4.04

Yönetici hemşirelerin yönetmel stres ölçeđi toplam ve alt ölçek puan ortalamalarının dağılımı Tablo 46 'da görölmektedir. Buna göre genel faktörün $\bar{x}$ 2.77, Ss . 72, Min 1.00, Max 4.55, yönetim faktörünün $\bar{x}$ 2.93, Ss. 88, Min 1.00 , Max 4.80, İş faktörünün $\bar{x}$ 3.37, Ss.75, Min 1.00, Max 5.00, vatandaş faktörünün $\bar{x}$ 2.70, Ss. 78, Min 1.00, Max 4.83, ilişki faktörünün $\bar{x}$ 2.62, Ss. 84, Min 1.00, Max 5.00, İşyeri sorunu faktörünün $\bar{x}$ 2.35, Ss . 73, Min 1.00, Max 4.50 olarak bulunmuştur. Toplamın $\bar{x}$ 2.79, Ss. 59, Min 1.00, Max 4.04 olarak saptanmıştır.