PEER OBSERVATION AND SELF REFLECTION

FOREWORD

- I personally believe there is a lot to learn from our peers, and observing them is one of the most important elements in doing so.

- Our students observe us every day, and learn from us; and we, too, can learn from each other in the same way.

- In this Project, I had a chance to work side by side with a great friend and colleague of mine; Idil Mellini Yumukoğlu, and we made wonderful memories and had a chance to get to know each other better. I would like to thank her for giving me this opportunity of observing her lessons.

- In the following slides, I would like to share with you what techniques we used and how they helped us spot our weak and strong sides

- We came together before and after each observation

  (3 x observations each & 3 x feedback/discussion meetings total), and used the peer-observation guide that we had used in a former IUE Project which included 6

  sections.

- We discussed about our self reflection using this guide.

- We reported to each other on what we learned about each other's techniques, and what we would like to change about our own.

In order to observe each other while trying to focus on our own style, we first of all asked OURSELVES various questions under 6 sections. Some of the questions and the sections are:

SECTION 1 — LESSON PLANNING & AIMS

1A Planning and staging

- 1) Was I able to follow my lesson plan?
- 2) Did I digress at all from the lesson plan? Why? Why not?
- 3) Were all the materials I needed easily accessible?

SECTION 2 — SKILLS & SYSTEMS / MATERIALS & RESOURCES

SECTON 3 — SUBJECT KNOWLEDGE

- Knowledge of target language, teaching practices and learning theories

SECTION 4 — ASSESSMENT, FEEDBACK & CORRECTION

4A Checking and assessing learning

- 1) How did I check that learning was happening during each activity?
- 2) Did I use a variety of techniques to give and/or elicit task feedback? Give examples.

4B Error awareness & correction

- 1) Did I correct *a lot of / a few / too many / too few / all / only relevant* errors?

- 2) Was there correction of grammar, lexis, speaking, pronunciation and writing?

- 3) How many different methods did I use to give feedback on errors? Were they all

SECTION 5 — KNOWING AND ADAPTING TO YOUR LEARNERS

SECTION 6 — LESSON MANAGEMENT

We had a chance to go through these websites in order to improve our teaching skills in the areas where we thought we had weaknesses when we had self reflection discussions:

Error correction

http://elt-connect.com/error-correct/

https://www.teachingenglish.org.uk/article/error-correction

Reducing TTT

https://www.theteflacademy.com/blog/2017/07/how-to-reduce-ttt/

https://www.fluentu.com/blog/educator-english/esl-teaching-techniques-ttt/

Giving feedback on errors

http://elt-connect.com/error-correct/

https://www.teachingenglish.org.uk/article/error-correction

In these slides I tried to share with you some of the sections and only a few of the questions that we focused on and only some of the websites that we had made use of. However, I would like to share more details with you in another workshop or Professional Development Festival in the nearest future.

THANK YOU!