Classroom Observation for Professional Development: Views of EFL Teachers and Observers

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Abstract

This study interviewed nine English as a foreign language (EFL) teachers and seven EFL observers to explore their perceptions towards classroom observation. Results showed nine main themes relating to two categories of classroom observation and post-observation feedback. The findings highlight the significance of both classroom observation and post-observation feedback as a positive influence on teaching practices. Teaching experience appears to be a key factor that influence participants' views about classroom observation and post-observation feedback. In addition, the results reflect some limitations of classroom observation as a possible source of teachers' negative emotions and the fact that it does not necessarily reflect everyday teaching practice. A comprehensive training programme for observers could enhance observers' skills and contribute to enhancing the quality of observations, which will lead to a better experience for teachers.

Keywords: Classroom observation, EFL observers, EFL teachers, post-observation feedback, professional development

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