

Teachers' Perceptions of Self-observation As An Appraisal Tool

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Abstract:

This study explores teachers' beliefs about self-observation on practice as one alternative for the appraisal process. In this study, teachers were interviewed about how they viewed self-observation and how well it served them in developing their teaching on the one hand, and enhancing reflective practice on the other one. The findings in this paper are based on a qualitative research that employed an interpretivist /constructivist theory, in which qualitative data was gathered primarily through interviews with a view to clarifying teachers' perceptions and understanding the beliefs and practices behind them. The study attempted to answer mainly the following question. "What do teachers understand by self-observation and how do they perceive its role in professional development?" The findings of the study revolve around two main themes; the benefits and the drawbacks of self-observation theory. While, the first one describes self- observation as an opportunity for reflection, awareness and professional growth, the second view claims that such practices depend on personality and attitudes, and is limited by various constraints.

Key words: appraisal, Arabian Gulf, performance enhancement, professional development, reflective practice, self-observation

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