PERCEIVED BENEFITS OF THREE-WAY OBSERVATION ON THE
FOCAL AREAS OF OBJECTIVES OF THE ACTIVITIES, ERROR-
CORRECTION TECHNIQUES AND GROUP-WORK IN A STUDY
CONDUCTED IN AN UPPER-INTERMEDIATE CLASS AT
BİLKENT UNIVERSITY SCHOOL OF ENGLISH LANGUAGE

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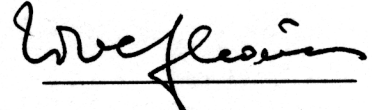

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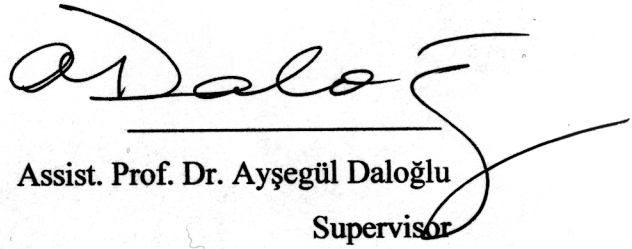DECEMBER 2004

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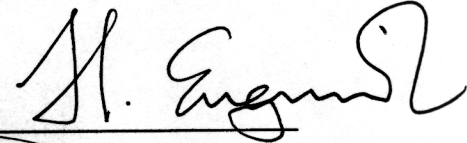Prof. Dr. Wolf Konig

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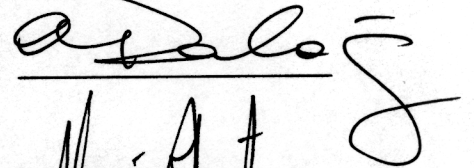
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ABSTRACT

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This study aims to explore the perceived benefits of three-way observation on the focal areas of objectives of the activities, error-correction techniques, and group-work in an upper-intermediate class in Bilkent University School of English Language.

The data was collected through five classroom observations, six post-observation reflection sheets, five focus-group interviews with the students, and five post-observation interviews with the observer. A total of 15 upper-intermediate level students, one teacher, and one observer

were involved in the study. The data was analyzed qualitatively and with the use of descriptive statistics.

The findings reveal that the perceptions of the students, teacher, and observer on the focal areas show variability in terms of quantity and quality. It was also discovered that student feedback reveals more detailed information about each focal area and that each perception has its own value and should be taken into consideration by the teacher, observer and students.

In this study, the researcher formed a two-step three-way observation model. According to this model, the teacher transfers the information gathered from student interviews to the observer. Based on this information, the observer presents suggestions to the teacher by creating solutions to an existing problem, developing ideas related to classroom activities or increasing the effectiveness of teaching and learning processes in a class.

Key words: Three-way Observation, Objectives of the Activities, Error-correction Techniques, Group-work, and Perceived Benefits

ÖZ

BİLKENT ÜNİVERSİTESİ İNGİLİZ DİLİ MESLEK YÜKSEK
OKULU BİR ÜST-ORTA DÜZEY SINIFINDA YAPILAN
ÇALIŞMADA ÜÇ YÖNLÜ GÖZLEMİN BELİRLİ SINIF
ETKİNLİKLERİNİN AMAÇLARI, HATA DÜZELTME TEKNİKLERİ
VE EKİP ÇALIŞMASI HAKKINDAKİ ALGILANAN FAYDALARI

Yurtseven Uçan, Bengü

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Bu çalışma, üç yönlü gözlemin, belirli sınıf etkinliklerinin amaçları, hata düzeltme teknikleri ve ekip çalışması alanlarındaki faydalarını, Bilkent Üniversitesi İngiliz Dili Meslek Yüksek Okulu bir üst-orta düzey sınıfında araştırmayı amaçlamaktadır.

Çalışmadaki veriler, beş sınıf gözlemi, altı gözlem sonrası görüş formu, beş öğrencilerle yapılan odak-grup mülakatı ve gözlemci ile yapılan beş gözlem sonrası mülakatlar aracılığı ile toplanmıştır. Çalışmaya toplam 15 üst-orta düzey sınıf öğrencisi, bir öğretmen, bir

gözlemci katılmıştır. Veriler nitel ve betimleyici istatistik kullanılarak incelenmiştir.

Bulgular, öğrencilerin, öğretmenin ve gözlemcinin odak alanlar ile ilgili algılarının nicelik ve nitelik açısından çeşitlilik gösterdiğini ortaya çıkarmaktadır. Ayrıca, öğrenci dönütlerinin her odak alan hakkında daha detaylı bilgi ortaya çıkardığı keşfedilmiştir. Buna göre de üç katılımcı tarafından da, her algının kendine göre bir değeri olduğu bulgusunun, göz önünde tutulması gerektiği sonucuna varılmıştır.

Bu çalışmada, araştırmacı iki aşamalı bir üç yönlü gözlem modeli oluşturmuştur. Bu modele göre, öğretmen, öğrenciler ile yaptığı görüşmede edindiği bilgiyi gözlemciye aktarır. Gözlemci ise edindiği bu bilgiler doğrultusunda, öğrencilerle ilgili var olan bir probleme çözüm yaratmak, sınıf etkinlikleriyle ilgili fikir geliştirmek veya eğitimdeki etkinliği arttırmak amacıyla, öğretmene önerilerini sunar.

Anahtar Kelimeler**:** Üç Yönlü Gözlem, Sınıf Etkinliklerinin Amaçları, Hata Düzeltme Teknikleri, Ekip Çalışması, Algılanan Faydalar

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CHAPTER I

INTRODUCTION

1.0   Presentation

This chapter consists of three sections. The first section provides the purpose of the study. The second introduces the research questions. The third section gives the definitions of terms.

1.1.   Background of the Study

Learning is a life-long process. It does not end as long as people are open to it. If people do not want to develop themselves, they cannot learn anything. In fact, the opposite is also valid. Namely, if people do not want to learn anything, they cannot develop themselves. Inevitably, this makes people stay behind their time. This kind of people, unfortunately, only stick to their limited knowledge and that is why, they see the world from a narrow perspective.

Teaching is a profession, which does not favor such an attitude since teaching and learning are two processes, and concepts, which cannot be separated from each other. Because learning is infinite, no teacher can claim that his or her knowledge in any subject area is enough. Scientists and/ or researchers in every field have been trying to shed light on their fields. However, in science, it is always possible to disprove what has been validated and supported once. For that reason, teachers should always update their knowledge and develop themselves to better cater for their students' needs. In other words, teacher development should be a continuous process. That is why education institutions should give more importance to teacher development and create opportunities for teachers to develop themselves.

Bilkent University School of English Language (BUSEL) is one of those education institutions, which is aware of the significance of teacher development and has been supporting it for many years. The overall aim of the school is to increase the quality of learning of all learners who come from different educational and socio-economic background and therefore, whose needs and/or interests show variety. In order to achieve this aim, the school has created its own effective teaching criteria and encourages teachers to use and follow it in their everyday teaching. Following these criteria certainly contributes not only to students' learning but also to teachers' development. As guidelines, the criteria enable teachers to find out their strong and weak points.

To help teachers to improve their weak points and to be more knowledgeable, BUSEL provides teachers with a great deal of opportunities such as classroom observations, workshops, annual symposia, international conferences, and in-service teacher development and training courses. Among these, one of the most important opportunities is classroom observation whereby teachers get immediate feedback for their observed lessons. Through this practice, every teacher is observed in his/her classroom situation every course and given written and oral feedback about the observed lesson.

This practice is also one of the most important requirements of in-service teacher development and training courses. The course participants, firstly, get input about a focus area and then are required to practise what has been taught by applying it in the real classroom situation. Before each observation, teachers get guidance and support for their lessons. This support also continues after the observation when both the teacher and the observer get together to reflect on the observed lesson. The rationale behind this meeting is to discuss whether the lesson has achieved its aim decided at the pre-observation meeting or not. If the aim is not achieved, then, as a follow up, the teacher and the observer decide on the actions to be taken in the future lessons.

In post-observation meetings, it is preferable that firstly, teachers express their opinions and feelings about the lesson and then the observer takes the turn to describe and talk about it. To increase the objectivity and the effectiveness of their feedback, observers refer to running commentary sheets, which they keep during the classroom observation. These sheets can be considered as a "written complete ethnographic record" (Day, 1990 as cited in Richards and Nunan, 1990, p. 45) or "wide-lens techniques" (Stoller, 1996, p. 6) through which the observer describes all the proceedings of the classroom activities including teacher/student actions. As suggested by Day (1990) in Richards and Nunan (1990), written ethnographic records such as running commentaries "should be as descriptive and objective as possible, and should not be judgmental or evaluative"(p. 45). They should be the records that entail what students and teachers do in each activity in a lesson.

The language in written statements should be neutral. For example, instead of writing, "some students are not interested in the lesson", it is better to write "two girls sitting at the right corner talk to each other in Turkish". This kind of recording enables both the teacher and the observer to remember the events of the lesson. Thus, running commentaries are very useful and valuable tools in terms of supporting the feedback of the observer and clarifying points that are discussed at the post-observation meetings. Besides, they are great reports, which teachers can refer to from time to time to see their progress.

Teachers, who go through classroom observations and/or peer observations, learn a lot from these experiences. Especially, peer observation is a unique activity for novice teachers who need guidance and practice in the real classroom situation. When they become more aware of their teaching styles, apply and try out new techniques and activities, the more knowledgeable, experienced and self-confident they become. However, this ideal situation can only be realized when teachers

and observers establish a mutual understanding and a professional, constructive relationship. Otherwise, as Seth and Wang (1998) and Murdoch (2002) state, classroom observations can turn into a negative experience where perceptions of teachers and observers come face to face. That is why, in peer observations, both the observer and the teacher should have an open mind, always bearing in mind the aims of their cooperation: contribution to the development of teacher and increasing the quality of teaching and learning.

To realize these aims, as mentioned above, peer observation is a valuable activity. However, it ignores one important point that needs to be taken into account; that is the students' perceptions of the observed lesson. Although the lessons are done for and with students, they have a passive role at the reflection and evaluation stage of the lesson unless some teachers ask them orally how they found the lesson and how it went. Unfortunately, other than these informal chats, which mostly include positive feedback such as "very good, a perfect lesson or fine"; students' perceptions of the lesson are not asked at the post-observation stage.

In most education institutions, students' opinions are only referred to at the beginning and/or end of each course or semester to evaluate the teaching and learning processes in general. The main practice is to ask students to fill in a questionnaire in which they have to rate the given statements such as "my teacher gives feedback to my homework, the classroom time is used effectively", for example, from 4 to 1 (4= strongly agree, 3= agree, 2= disagree, 1= strongly disagree). In all of the classes, the same questionnaire is applied. This application, unfortunately, gives, mainly, a surface level idea about each class and the issues related to teaching and learning in general to the teacher and management of the school. Besides, the results do not show the rationale behind the responses given to the questionnaires. They just evaluate the general teaching and learning but do not describe.

In order to get descriptive and specific feedback about the proceedings in one class, students' opinions should be asked after a lesson immediately. Moreover, they should also join in the post observation meetings to express and share their ideas, feelings to contribute to the improvement of teaching and learning processes when the purpose of the observation is explained well. I believe through student feedback, classroom observations have a much more transparent and objective dimension. Thus, this study creates opportunities for students to give their feedback about the observed lesson as well as the teacher and the observer. Richards (2000) defines this practice as "three-way observation" (TWO) (p.149) where students are seen as a third source of information.

It is believed that through three-way observation, first of all, the objectivity of observations increases with the participation of students. Secondly, teachers have a better understanding of their students in terms of their expectations from their teachers, their learning styles, needs and interests. Similarly, students have a better understanding of their teacher's teaching style and actions and choices in a particular lesson. Thirdly, everybody has an opportunity to make suggestions to each other to increase the quality of teaching and learning. Fourthly, students become more motivated when their opinions and beliefs about the lessons are taken into consideration. Lastly, the observer and the teacher have a better understanding of each other's reflection and feedback when supported with the students' feedback. In this way, it is assumed that three-way observation could compensate for the deficiencies of peer observation and further contribute to improving the quality of the learning of students and the teaching of teachers.

As Richards (1998) highlights, each classroom "observation should have a focus"(p. 143) through which "the observer knows what to look for" (p. 143). Providing a focus for the observer enables him/her to collect useful information for the teacher to refer to when s/he reflects on

his/her teaching. Therefore, in exploring three-way observation, this study also aims to work on three important classroom observation foci, which are the objectives of the activities, error correction techniques and group-work, respectively. The rationale behind this choice is closely related to the fact that regardless of any lesson type, all good lessons share some good features. These are enabling students to have a sense of achievement by realizing some objectives throughout the lesson, enabling students to see their progress by giving feedback, providing students with a variety of interaction patterns and the effective use of materials and aids. Although all these features and many others are the foci of most classroom observations in BUSEL, in this study, the emphasis will be on the ones mentioned above. The rationale for the choice of the first focal area, objectives of the activities, is closely related to the fact that a lesson whose activity objectives stated in a lesson plan are not achieved by the end of that lesson, is not counted as successful unless the teacher has a valid reason. As clearly noted, regardless of any lesson type, achieving the objectives of a lesson is the primary goal. Thus, in this study, this focal area is given priority.

The rationale for the choice of the second focal area, error-correction, is related to the fact that in almost every lesson, there is some kind of error-correction. However, the research on how teachers deal with errors and should deal with errors is still not conclusive. Thus, in the hope of shedding further light on this issue, this study aims to exploit the focal area of error-correction through three-way observations.

The rationale for the choice of the third focal area, group-work, is closely related to the fact that it has become a widely used interaction pattern after the emergence of the communicative approach. Since getting the meaning across the listener and the speaker is the key element in communication, teachers try to create situations that are real- life like in the classrooms to enable their students to communicate. In order to

achieve this aim, they benefit from group-work activities. Thus, in this study, the third focal area will be the group-work.

1.2   Research Questions

1. To what extent do the perceptions of the peer observer, teacher and advanced level students agree on the focal areas of
    a) objectives of the activities?
    b) error-correction techniques?
    c) group-work?

2. According to teachers, peer-observers and upper-intermediate level students, what are the perceived benefits of three-way observation on the focal areas of
    a) objectives of the activities?
    b) error-correction techniques?
    c) group-work?

1.3   Definition of Terms

1.3.1   Observation

According to Longman Dictionary of Contemporary English (1984), observation is "action of noticing or ability to notice things" (p. 753). In this study, the emphasis will be on the action of noticing in the classroom situation. In other words, through classroom observation, the emphasis will be on the specific actions and behaviour of students and a teacher in a classroom.

The term observation will also be used as "an observational method to study classroom events" (Richards and Platt, 1992, p. 255) related to the three foci that this study attempts to explore.

1.3.2 Observer

According to Longman Dictionary of Contemporary English (1984) an observer is "one who observes, who attends meetings, classes, etc., to observe only, not to speak" (p. 753). In the language literature, what is expected from the observer is, as Richards (2000) states, "to observe, examine the lesson, consider the teaching and learning in one class and facilitate the teacher's future professional growth through feedback" (p. 62). In this study, the observer will also examine and describe the lessons around three foci: objectives of the activities, error-correction techniques and group-work in order to help both the teacher's and her professional development.

1.3.3 Three-way Observation

In this study, as mentioned above, students' feelings and beliefs about an observed lesson will be asked together with the observer and the teacher. In this way, students will be seen as a third source of information. In literature, this type of observation is named as "three-way observation" (Richards, 2000, p. 149) in which what students think about an observed lesson is as important as the perceptions of both the class teacher and the observer.

1.3.4 Perception

According to the Longman Dictionary of Contemporary English (1984) perception means "the ability to perceive; keen natural understanding, something noticed and understood" (p. 805). To perceive means "to have or come to have knowledge of (something) through one of the senses or through the mind; see" (p. 805). In this study, the term perception will be considered as viewpoints as Malderez and Medgyes (1996) state and that each "viewpoint should be seen as a learning experience" (p. 114).

Since one of the aims of this study is to reveal the perceived benefits of three-way observation, it would be better to define the term "perceived", too. According to Longman Dictionary of Contemporary English (1984), it means "to become conscious of something that already exists"(p. 805).

1.3.5 Objective

According to Longman Dictionary of Contemporary English (1978), the definition of objective is "an object to be won; purpose of the object" (p. 752). According to Longman Dictionary of Language Teaching and Applied Linguistics (1992), objective is " a goal of a course of instruction" (p. 253). The dictionary divides the types of objectives into two as "general objectives" and "specific objectives" (p. 254).

General objectives are defined as "the underlying reasons for or purposes of a course of instruction"(p. 254) and specific objectives as the "descriptions of what is to be achieved in a course"(p. 254). These objectives are considered as detailed descriptions of what students are expected to do or "to be able to do at the end of a period of instruction" (p. 254) such as a single lesson. In this study, specific objectives of lessons will be observed and measured.

1.3.6 Error-correction

In order to define and understand the term error-correction, it would be better to define the term error: It is not a mistake, which " occurs when learners fail to perform their competence"(Ellis, 1999, p. 51). An error "takes place when the deviation arises as a result of lack of knowledge" (Ellis, 1999, p. 51). In the literature of second language learning, in Vigil and Oller's (1976 as cited in Brown, 1994, p. 262) model of affective and cognitive feedback, the term error-correction is introduced at cognitive feedback. According to this model, error-

correction could be done in two ways. Students should be provided with both positive and negative cognitive feedback, which takes on a variety of possible forms and "causes the learner to make some kind of alteration in production"(p. 262). In this study, error-correction will be done by negative cognitive feedback and students' specific errors will be dealt with immediately through various error-correction techniques.

1.3.7   Group-work

In Longman Dictionary of Contemporary English (1984), the word group has four definitions. Among the four, the following two are more suitable for this study. One of them defines it as "a number of people or thing placed together" and the other one as " a set of things or organizations connected in a particular way" (p. 501).

In the language teaching literature, group-work is " a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language" (Brown, 1994, p. 173). It is also noted that the term "pair-work" is simply "group work in groups of two" (Brown, 1994, p. 173). However, according to Gower and Walters (1983), group-work is one of the classroom interaction patterns, which is formed by the cooperation of at least three learners to perform a task. In this study, group-work refers to the cooperation of at least three students and pair work is the cooperation of groups of two.

CHAPTER II

REVIEW OF LITERATURE

2.0   Presentation

In this chapter, the first section provides a review of literature on teacher education. The second section focuses on teacher preparation activities and explains the difference between experiential practices and awareness raising activities. Then, in the third section, approaches to teacher development are explained in detail. In the fourth section, self-observation is introduced. In the fifth section, brief information about in-service teacher education is given. In the sixth and seventh sections, role of observation in teacher education and observation types are explained. Then, detailed information about the role of the student in the educational setting is provided. The last section, which can be considered as the most important part of the literature review, presents a review of the research studies related to student feedback in classroom observation.

2.1   Teacher Education

The literature on second and foreign language teaching reveals that teacher education is an underexplored field when compared to the other fields of research such as methods and techniques for classroom teaching. Unfortunately, not many articles published in the last twenty years are data- based. Most of them consist of a list of points/suggestions that teachers should take into consideration in their teaching (Richards and Nunan, 1990). "Minimal attention is paid to the development of teachers in second languages either conceptually or research-wise" (Lange, 1990, p.252). It is also indicated that little data have been collected on the kinds of teacher preparation programmes as to whether

they are effective or not. Moreover, not much willingness is shown by the researchers to critically analyse the findings to improve the current situation of the second language teacher education programmes. This conclusion is made after a close examination of the last twenty years of literature in teacher education.

Rossner (1988) defines teacher education as a broad term, which includes teacher training, teacher development and certain masters or diploma programmes. In Rossner's view, the main focus in teacher training programmes is to equip teachers with certain teaching skills and techniques. On the other hand, Rossner (1988) also states that in teacher development programmes, the main emphasis is on the development of the "confidence, awareness, self-reliance and self-esteem of practising teachers"(p. 102). And in the masters or diploma programmes, teachers are given opportunities to combine various subject–area related focuses in the provided courses. For example, in a masters programme of English language teaching, teachers can equip themselves with both theoretical and practical knowledge in the courses such as testing in English language teaching, materials evaluation and adaptation, theories of instruction. They are also trained to increase their "knowledge and understanding of informing disciplines" (Rossner, 1988, p. 103) such as sociology and language. While learning in this way, they are believed to develop their teaching skills and beliefs. However, while doing that, they are not generally expected to do teaching practice. On the other hand, in teacher training and development programmes, which are mostly institution-based or sponsored by an education board, teaching practice is one of the important components.

2.2   Teacher Preparation Activities

Ellis (1994) indicates that all the above-mentioned programmes make use of certain teacher preparation activities according to their purposes. These activities could be divided into two categories:

"experiential practices" and "awareness-raising practices" (Ellis, 1994, p.26).

2.2.1 Experiential Practices

As its name suggests, experiential practices enable teachers to go through the "teaching practice" in real classrooms or they engage in peer teaching practices where there is a simulated atmosphere. The aim of these practices is to enable the teacher to have some insight into his/her conscious understanding of the teaching principles in second language teaching and to see different applications of classroom techniques in different classes.

It is not necessary to mention that both experiential and awareness-raising practices have specific merits and that they have a lot to offer. However, in general, experiential practices are more preferred in pre-service training programmes. On the other hand, awareness-raising practices are preferred in in-service courses where teachers vary in terms of their teaching experiences. What is intented in such programmes is to provide teachers with theoretical and practical information to improve their teaching. It is the teacher's decision to make relevant choices among the options given to them.

2.2.2 Awareness-Raising Activities

Awareness-raising activities are also divided into two parts as teacher preparation activities and teacher preparation procedures (Ellis, 1990). The former consists of materials that the teacher educator benefits from in a preparation program. These materials correspond to the materials used in a language classroom. Through these materials, teachers are provided with some data, which establishes the raw material of the activities. As a follow-up, the teachers carry out some tasks based on this provided data.

In teacher preparation procedures, the teacher educator uses the teacher preparation activities according to his/her methodology in teacher preparation sessions. Just like a teacher's planning his/her lesson, the teacher educator prepares his/her session by writing the appropriate procedures to exploit the specified teacher preparation activities.

The activities in the first group are video or audio recordings of actual lesson, transcripts of lessons, classroom teaching, peer teaching, microteaching, readings, textbook materials, lesson plans and outlines, case studies, samples of students' written work (Ellis, 1994). The activities in the second group are: comparing, preparing, evaluating, improving, adapting, listing, selecting, ranking, adding/completing, rearranging (Ellis, 1994). As mentioned above, the activities in the first group are the means, which enable teachers to collect data about their teaching styles and their students. All of them have different and various functions. Relatively, they have different strengths and weaknesses. Therefore, according to the teaching context, the most appropriate ones could and/or should be chosen and used.

2.3   Teacher Development

Researchers such as Freeman (1982), Allwright and Bailey (1991), Hayes (1997) suggest that teachers' doing research in their own classrooms through exploring classroom processes both contribute to their professional development and to research into the classroom. Allwright (1993) suggests that teachers, researchers and learners should work together and make the bridge between theory and practice.

> The teacher is the researcher's link with learners, and also the learners' link with research. The teacher is contracted to help learners learn, but can do so better by knowing about previous research and by using the procedures of classroom research to understand better what is happening in his or her own classroom (Allwright and Bailey, 1991, p. 197).

Unless theory and practice unite and benefit from each other, teaching will be ineffective and learning will be insufficient.

2.3.1   Approaches to Teacher Development

Since the early 1980s, classroom has welcomed a number of approaches to teacher development. These are "the clinical supervision approach, the teacher-as-researcher, action research, and reflective teaching" (Bartlett, 1990, p. 202).

The clinical supervision approach to teacher development aims to improve teachers' classroom situations with the cooperation of the peer teacher (observer) and the teacher (Stoller, 1996). This approach involves three stages: the planning conference, classroom observation and the feedback conference.

In the first stage, both the observer and the teacher agree on the focus of the classroom visit and how the practice could be realized. In the classroom observation, the observer observes the lesson and collects data in a descriptive and systematic way. In the last phase, both the teacher and the observer analyse the data in a cooperative and non-judgemental way. At this stage, it is vital that the observer's feedback is constructive (Stoller, 1996).

Ur (1996) suggests that it would be unrealistic to be 'non-judgemental' when giving feedback since she claims that any feedback includes some kind of judgement. Though she is right, it is also important to mention that the way a teacher gives feedback plays an important role to make the feedback sound acceptable or not. As Stoller (1996) and Murdoch (2002) highlight, feedback should have a positive effect on the receiver. Otherwise, the receiver of the feedback gets demotivated and loses his /her self-confidence in what s/he is working on.

Despite the fact that observers should observe and not evaluate, many teachers feel uncomfortable in the presence of an observer. These teachers might even perform worse than they do in their regular everyday

teaching. In order to minimize this negative impact of having an observer in the classroom, Richards (1998) makes some suggestions for the observers to take into consideration. Firstly, an observer should specify a focus with the teacher before each observation and look for information and collect useful data for the teacher. Secondly, an observer should use some procedures to collect the data. Thirdly, an observer should not intervene in the lesson. Observers should bear in mind that they are a visitor and "the presence of a visitor inevitably affects the classroom dynamics" (Wajnryb, 1992, p. 19). Thus, they should take every step to avoid intrusion and sit silently "regardless of the difficulties a trainee might be in" (Gower and Walters, 1983, p. 179). In order not to intervene in the lesson, beforehand, the observer should cooperate with the teacher to anticipate and solve the problems, which might occur during the observation.

In the teacher-as- researcher approach, as its name suggests, the aim is to see the teacher as the starter of research in his/ her own classroom to increase the quality of teaching. This approach invites teachers to do research in their classrooms to "bridge the gap between theory and practice" (Nunan, 1990, p. 16).

Similar to teacher-as-researcher approach, action research also encourages teachers to initiate research in their classrooms. However, in this approach, the stages of the research are clearer. These stages are "planning, action, observation and reflection" (Richards and Lockhart, 1994, p. 12).

The other approach to teacher development is reflective teaching approach "in which an activity or process is recalled, considered, and evaluated, usually in relation to a broader purpose" (Bartlett 1990, p. 144). Teachers who are able to reflect on their own teaching by seeking to understand the processes of teaching and learning in their own and others' classrooms are called reflective practitioners (Schön 1983, Richards and Nunan 1990, Bartlett 1990).

Richards and Lockhart (1994) believe that both in pre-service and in-service teacher education programs, reflective teaching should be the teacher development model to help teachers find their own teaching ways which best fit in their own classrooms rather than prescribing them effective ways of teaching.

According to Bartlett (1990), a reflective cycle includes different phases: mapping, informing, contesting, appraisal and acting. In the mapping phase, the teacher asks him/herself the question "what do I do as a teacher?" (p.209). In the informing part, "what is the meaning of my teaching? " (p. 210), in contesting, "how did I come to be this way? " (p. 211) as for the appraisal, " how might I teach differently? "(p. 212) and for acting "what and how shall I now teach?" (p. 213). It is seen that in this cycle teachers think of their teaching critically and question their practices in each different classroom. In this way, for example, they can understand why one activity in one class works well and does not go well in another class. Through reflective cycle, teachers can become aware of the needs and interests of each class and create more effective teaching and learning classroom situations.

2.4   Self-observation in Teacher Education

"Proponents of reflective teaching suggest that experience alone is insufficient for professional growth, and that experience coupled with reflection is a much more powerful impetus for development" (Richards and Nunan, 1990, p. 201). In this respect, no matter how experienced teachers are and have extensive knowledge base on teaching, if they do not critically reflect on their everyday teaching systematically, research shows that their classroom routines and strategies become automatic (Richards and Lockhart, 1994).

A teacher can become a "self-observer" (Richards and Nunan, 1990, p.201) through self-inquiry in his/her teaching. In order to critically analyze and reflect on teaching, a teacher should first systematically

obtain information about his/her teaching. One of the ways to start this process is "to move away from the 'how to' questions, which have a limited utilitarian value, to the 'what ' and 'why' questions, which regard instructional and managerial techniques not as ends in themselves but as a part of broader educational purposes" (Bartlett, 1990, p. 205). By asking these questions, teachers begin to make some changes in their everyday teaching to improve their individual teaching actions.

Another procedure that is suggested by Richards and Lockhart (1994, p.6) is the use of "teaching journals" on which a teacher can record the events and ideas related to teaching. "As long as one tries to be systematic, thorough, and honest" (Bailey, 1990, p. 221) the data kept in a journal is a good source for the purpose of reflection later. It is suggested that the reflective teacher should review his/her journal entries regularly by asking some questions such as "what do I do as a teacher? What principles and beliefs inform my teaching? Should I teach differently?" (Walker, 1985; Bailey, 1990).

Besides keeping a journal, a teacher can write "lesson reports" (Richards, 1994, p. 9) through answering some questions about his/her lesson. Some of the questions that could be answered after a lesson can be "what were the main goals of the lesson? What did the learners actually learn in the lesson?"

A teacher can also observe his/her teaching through surveys and questionnaires administered to students. Depending on the focus of investigation, s/he can prepare various questionnaires to learn what his/her students think about that focus.

Self-inquiry in one's classroom could also be done through audio or video recording of lessons.

> Audio –visual recordings are powerful instruments in the development of a lecturer's self-reflective competence. They confront him/her with a mirror-like "objective" view of what goes on in class. Moreover, class recordings, which are kept for later

use, can give a valuable insight into an individual teacher's growth in experience over years (Schratz, 1992, p. 89).

However, recording a lesson has some limitations. First of all, it is not possible to record each lesson, as it is not possible to reserve the recording device for all the lessons. Besides, because of the presence of the device students may feel distracted and may not express themselves easily. Furthermore, the quality of the recording may not be good and reviewing a recording may be time consuming. That is why recording a lesson cannot be an activity, which could be benefited from on a day-to-day basis.

A reflective teacher who makes use of the above mentioned activities for his/her self-observation could become a critical professional. However, it should be noted, "much of what happens in teaching is unknown to the teacher" (Richards and Lockhart, 1994, p. 3) and that self-observation is not the only way for a teacher's development. Since a lot of things happen one after another in a lesson, it is impossible for a teacher to be aware of all the actions that happened in classroom. Therefore, teachers who would like to learn more about their classroom activities could benefit from classroom observations (Richards and Lockhart, 1994) in which a colleague visits a class to collect information about an aspect of teaching. This observation type where a colleague observes one's class is called peer-observation. More information will be given about this type in section 2.7 under the heading "Types of observation".

2.5   In-service Teacher Education

Different from pre-service teacher education programmes, in in-service teacher education, teachers attend some courses provided by the work place or the school to develop themselves in various issues related to teaching and learning. In terms of experience, these teachers could be newly employed, more and or less experienced ones. In these

programmes, there are various teacher preparation activities that enable teachers to gain more insight in the areas they want to develop.

2.6   Role of Observation in Teacher Education

In the 1960s, researchers tried to answer the following questions: What is observation? And how is it to be done? In quest of answers, the first discovery was to use observation "to find out the most effective method" (Allwright, 1996, p. 45) which could be prescribed for novice teachers by their supervisors. However, in time, observation was seen as a problem because of some validity issues. The first validity problem was related to the objectivity of the observations. In other words, the problem was as to whether classroom observations "would accurately capture the events of the classroom" or not (p. 44). It could be stated that the issue was related to the observer's evaluation of the teacher. The feedback of the observer was found too evaluative instead of being descriptive. The other validity issue was not seeing classroom observations "as records that properly focused on aspects of classroom behaviour that were known to be causally related to learner achievement" (p. 44).

However, in time, approach in classroom observation changed from prescriptive to a more descriptive one. Teachers and observers started to engage in what was really going on in the classroom. The emphasis was on the real actions and behaviours in the classroom. Only after those attempts, did the objectivity of classroom observation increase.

Today, classroom observation is considered as

an invaluable learning tool that opens up a range of experiences and processes which can become part of the raw material of a teacher's professional growth and gives the teacher the opportunity to observe processes of teaching and learning (Wajnryb, 1992 as cited in Eken, 1999, p. 240).

According to Maingay (1988), there are four reasons for observing. They are as follows: a. for training purposes, b. for assessment purposes, c. for development purposes, and d. for observer development purposes.

Although there is considerable overlap among these purposes, Maingay's categorization is useful in having an understanding of their differences in general. According to Maingay (1988), teachers are observed for training purposes particularly in pre-service situations to try out some techniques before they enter the professional life. As a follow up, they generally get directive feedback about their teaching, which tells them what they have done right or wrong.

Teachers are also observed for assessment purposes in either in-service or pre-service courses. A teacher trainer does this assessment if the observed teacher is on a course. A school manager or an inspector provided by the Ministry of Education can do it, too. The focus and the criteria of assessed observation might change according to the teaching context. Accordingly, the type of feedback might show variety and even in some contexts no feedback could be provided.

In observing for development purposes, teachers are observed in their work place or on an in-service course. They are generally not provided with new teaching techniques and skills, but are invited to revisit their knowledge of teaching and learning and their everyday teaching.

In observing for observer development purposes, the observer learns new ideas and techniques by observing teachers' classroom situations. As a result of this observation, they may apply those new ideas in their own classrooms and reflect on how they went.

The above mentioned four reasons for observing could be realized in any of the observation types depending on the purpose of the classroom observation. Richards (1998) lists these as "observation of other teachers, peer observation and three-way observation"(p. 141-152).

2.7   Types of Observation

As mentioned above, according to Richards (1998), there are three types of classroom observation. This section aims to focus on "observation of other teachers" and "peer observation". Information about "three-way observation is given in section 2.8.2.

2.7.1   Observation of Other Teachers

This observation type is mostly used for training purposes. Most commonly, a teacher in training would sit in an experienced teacher's class and observe his/her lesson. Generally, the observed teachers feel distracted by the presence of another teacher. Therefore, it is important that the observer should have a nonevaluative attitude towards the observed lesson to avoid the negative consequences of having an observer in the classroom.

To increase the effectiveness of classroom observations, before each observation, both the observer and the teacher should get together to inform each other about the focus of the lesson. This would help the observer know what to look for during the observation. In this way, the observer would only collect data related to the focus of the lesson. In order to collect this information, the observer might prepare a written description of the lesson or uses checklists to record the events of the lesson. This information can be shared with the teacher as a basis for reflection. After this step, the observer and the teacher discuss the collected information at a meeting. These conversations are "invaluable teacher training experiences" (Richards, 1998, p.147) in that they provide a great opportunity for the experienced teacher to reflect on one aspect of his/her lesson and for the novice teacher to understand how an experienced teacher teaches.

2.7.2   Peer Observation

Peer observation, different from observation of other teachers, does not need to have a training purpose. In this type, two teachers observe each other's lessons in turns for developmental purposes. Although it has many advantages, peer observation is "not a common practice in many schools and institutions " (Richards, 1998, p. 147). Teachers are most of the time reluctant to take part in peer observations. One of the most important reasons is that they do not know the purpose of peer observations and thus see it as a time consuming activity in their tight teaching timetables. In addition, the ones involved in peer observations may not have positive experiences due to the evaluative attitude of the teachers they work with. Therefore, teachers who are involved in peer observations should bear in their mind that their duty is not to evaluate each other's lesson but to learn from each other through cooperation.

To increase the effectiveness of peer observations, teachers should not be forced to do peer observations. In other words, peer observation should be voluntary. Teachers should choose the teachers they want to work with. In addition, each teacher should observe and be observed in turns. Moreover, before each observation they would meet to discuss the nature of the class, the objectives of the lesson, the materials to be used, the procedures of the lesson and decide on the observation instrument. During the observation, the observer would use the instrument agreed on the pre-conference to collect information about the lesson. After the lesson, both teachers meet again to discuss the lesson based on the collected information.

Teachers who create a mutual and supportive relationship can benefit from peer observation greatly. Once both the teachers establish this collaborative relationship, they can also give some evaluative feedback in some aspects of the lesson that could be done differently.

2.8   Role of the Student in the Educational Setting

Student is the most important stakeholder in any educational setting besides teachers and administrators. In fact, they are the most important party in terms of challenging an education institution whose ultimate aim is to help students learn in the most efficient and effective way. Thus, ideally, all education institutions challenge their systems to meet their students' needs, interests and expectations. As Pickering (1994) highlights, students are seen as the clients of the education institutions, today.

Davidson (1999) mentions that providing students with excellent educational service and having them delighted rather than merely satisfying is of paramount importance. In order to achieve this aim, most of the education institutions give importance to the identification of their students' specific needs, interests and wants. In this way, they tailor their resources to give a better service to their students.

Today, students are more empowered than the past. Their opinions, beliefs about teaching and learning are asked and taken into consideration. Through questionnaires and meetings, their opinions about how teaching and learning should be are gathered as well as the teachers' and the administrators'. As a result of their feedback, if necessary, some changes are made at some points to increase the effectiveness of the given instruction. In conclusion, it can be stated that students are no longer seen as a party who should be satisfied with what is provided for them. They are seen as a party who has the right to ask for the best.

2.8.1   Role of the Student in the Classroom

It is hard to come to a conclusion about the role of the students in the classroom, as there are/can be many. However, in a simple way, it could be stated that as the classroom is the place where learning and teaching occur, students' function is to learn what their teachers teach. The role of the student in the classroom could be defined in a more

sophisticated way as the following: students "would be expected as a minimum part of their role to be interested in being learners, to develop the skills of listening to a teacher's exposition of a topic and to acquire the skills of reading about and understanding subject matter as well as developing some skill with numbers" (Cortis, 1977, p. 20). As this quotation reveals, there is this interdependence between the teacher and the student roles. Therefore, it could be stated that the role of the students in a classroom is closely related to the role of the teacher of that classroom.

Wright (1987) mentions that the role of the teacher is shaped by a lot of factors:

* Attitudes towards knowledge and learning,
* Preferred means of maintaining control over learners,
* Preferred ways of organizing class activities,
* Positive and negative feelings about teaching itself,
* Beliefs about the purpose of education in general,
* Influences from within the teacher's role set, tendencies,
* Tendencies towards behaviour, which favours the taking of risks,   or towards conformist behaviour,
* Beliefs about the best ways of learning a language,
* Attitudes towards learners (p. 68).

All the above factors have great influence on the teaching style of a teacher in the classroom. Besides, teacher's personality, her/his expectations of the learners, "the teacher's interpretation of the idea of instruction", "the prescriptions of school administrators" (Wright, 1987, p.69) have a great influence on the role of the teacher in the classroom, too. For example, in a school context where communicative approach is supported and encouraged, a teacher' s asking her/his students to take part in real-life like tasks such as role-plays and simulations is an acceptable behaviour. In this teacher's classroom, students can involve in communicative activities. They are not expected to sit silently, listen to their teacher and do some mechanical exercises. As this example shows,

the roles of the teacher and the students are to a great extent determined by the school's approach to teaching and learning. However, as mentioned above, this is not the only factor.

The teacher's educational background, social status, personality are the other factors which affect the role of the students in the classroom. If for example, a teacher believes in the fact that students should not make noise and sit silently and learn the subject matter by listening to the teacher, it is not possible to see this teacher's students to play games or take part in competitions.

In conclusion, it could be mentioned that the roles of the students, irrespective of their cultural, social and educational background and personality, are determined by the school's approach to teaching and learning, teacher's personality, her/his understanding of teaching and learning processes and expectations of the learners.

2.8.2 Role of the Student Feedback

Student feedback plays an important role in educational settings in terms of being the most valuable means to gather information about the effectiveness of instruction. According to Ur (1996) "students are an excellent source of feedback on your teaching: arguably the best" (p.323). She states that the information they give is "based on a whole series of lessons rather than on isolated examples"(p.323) and thus, they can give a holistic idea about their learning progress. In this respect, teachers who would like to learn their students' points of views about teaching and learning processes should consult their students. Moreover, as Ur (1996) mentions, students are fond of being consulted and do their best to "give helpful feedback" (p.323) to their teachers.

Ur (1996) also suggests that students should be guided when they are asked to give feedback in order to "direct their appraisal" to both themselves and the teacher and to positive feedback. For example, teachers can write letters to their students and ask them to respond back

to the things written on the letter or they can be given questionnaires prepared by either their teacher or the school management.

Unfortunately, student feedback is consulted in most educational settings only at the beginning and end of courses as an evaluation tool. At the beginning of the most educational settings, students are asked to fill in a formative evaluation form in the design of a questionnaire where all questions are rated. The purpose of these questionnaires is to have a general idea about the class and their opinions about the materials, teacher-students relationship, or whether the cumulative achievement tests are testing the objectives of the course. A similar questionnaire is also given at the end of the course, too. The responses given to the questionnaires are not always clear-cut and as Ur (1996) suggests "there may be disagreement due to differing student personalities and needs, and some responses may be confusing or unhelpful"(p.323). The general tendency in the analysis of these questionnaires is to consider the majority of the students' responses and ignore the minorities'.

Moreover, the results of some questionnaires, which are on a scale, do not offer much to the teacher and the administrators about the effectiveness of the classroom procedures and the ways to improve them to the particular group of learners. Therefore, unfortunately, the function of student feedback cannot serve more than being an evaluation tool. There should be some other applications to increase the effectiveness of student feedback. Recent studies carried out in classroom observation reveal that applications to exploit student feedback have started to change. Today's popular belief is that as teachers, "we have a lot to learn from our learners, and that our learners have a lot to learn from each other" (Eken, 1999, p. 240).

In recent years, the role of learners has eventually changed. Now, they are more powerful at decision-making stages. For example, in three-way observation, they are in the role of an observer giving feedback to a teacher about an observed lesson to enhance the quality of the teaching

and learning processes of a particular class. In this practice, student's perceptions of an observed lesson are as important as the teacher's and the observer's. When they are asked to give feedback, their teacher and the peer observer also give feedback on the same observed lesson through answering the same questions. In three-way observation, different from students' evaluation of teaching, student feedback is not seen as a source of information that is evaluated in itself separately to come to some decisions about one's teaching. The perceptions of the students, peer observer, and teacher are analysed together and decisions about one's teaching are reached at the end of their interaction and cooperation.

The history of three-way observation started when a group of teachers requested feedback for their lessons from both their colleagues and students (Richards, 1998). The strategy they followed was to pair an experienced teacher with a novice teacher. In this process, each pair did several peer-observations by taking in turns. What was different in these peer observations was the last 5-7 minutes of each lesson when the teacher, the observer and the students answered the same questions about the lesson. The questions were about the main goals of the lesson; the most important thing the students had learnt from the lesson; the most successful part of the lesson; and anything that was not very successful. The observer and the teacher also answered how they felt about the lesson as a whole.

One of the important outcomes of this experience was that there was " a gap between the way teachers and learners see the classroom and all that occurs within it and this gap was greatest within the inexperienced teachers" (Richards, 1998, p.151). Another important outcome of the process was stated as the experienced teachers' seeing themselves "as valued mentors to their less experienced colleagues"(Richards, 1998, p.151).

Another study which exploited student feedback as a great source was carried out by Eken (1999) in the belief that as teachers "we have a lot to learn from our learners, and that our learners have a lot to learn from each other" (Eken, 1999, p. 240). Based on this belief, she made a change in the nature of the peer observations and instead of having an observer observing the lesson, she enabled a student to observe the lesson. In her study, she wanted to find whether "learner observations of teaching and learning can work in practice and become a part of exploratory teaching, or it is just an idea in theory" (Eken, 1999, p. 241). In order to seek answers to this research question, she used five learner observation tasks: informal feedback from learner observers on each observation; five different questionnaires; audio-recordings of three lessons; five student questionnaires and her self-evaluation and reflection. The procedure she followed in her study was listed below:

1. Introduction of the idea of learner observations to class
2. Deciding on the focus of the learner observation
3. Deciding on the learner observation instrument
4. Deciding on how to approach the question
5. Discussing the aims of the observation with the learner observer, and clearly explaining the task sheet
6. Recording the lesson for self-evaluation and reflection
7. Giving students a questionnaire related to the focus of the learner observation
8. Encouraging the learner observer to share his or her findings with the rest of the class
9. Having a mini-chat with the learner observer after the lesson and discussing the observation and the learning experience
10. Self-observation and reflection
11. Analysing the mini-questionnaires, comparing results with points raised by learner observers, and considering implications for future practice

12. Giving feedback to the learners

By following this procedure, Eken (1999) stated that learner observation could work in practice. They can become part of teachers' exploratory practices with the directions they provide. Shortly, she mentioned that her study showed that learners, through their simple observations, could support the teaching learning processes as peer teachers and can make their suggestions. Eken (1999) also added that if carefully and systematically done, learner observations can "reach a stage where the learner observers themselves, together with their peers, can decide on the focus of the lesson, and may even develop their own observation instruments in collaboration with the teacher" (p. 245).

Another exploratory study focusing on student perspectives about an observed lesson was carried out by Atlı and Gencer (2001) at a beginner level class to get the ideas and feelings of the students about the observed lesson. The purpose of the study was also to refer to the students' feedback in the evaluation of some teachers teaching performance in an in-service teacher preparation course. By doing that, the trainers aimed to better supervise their tutees during the pre-conference of the forthcoming observation cycle. Furthermore, the trainers aimed to integrate those findings in the planning stage of the in-service training course sessions. The strategy they followed was to apply a questionnaire including Turkish questions to the students related to the observed lesson. The questions were about how the students felt during the lesson, what they learnt, and the most difficult part of the lesson. The final question was to ask them to describe the lesson with three adjectives. When the questionnaires were collected and analysed before the post-conference, it was seen that the feedback of the students was almost the same as the observers. Then, the trainers changed their plan and, as a follow-up, called students for interviews instead of giving questionnaires. In this process, some students and the trainer get together

to discuss the lesson. Then, the feedback from these interviews was shared with the teachers of that in-service course at the post conference.

Atlı and Gencer (2001) mentioned that their perceptions about the observed lesson match with the perceptions of the students' more than the teachers'. They acknowledged that this might be closely related to the teachers' being inexperienced and not having enough awareness of their actions in the classroom. Another significant finding was the willingness of these inexperienced teachers to emphasize communicativeness but showing low performance to achieve this aim. The researchers noted that although the teachers wanted to adopt a communicative approach in their lessons, they were unable to realize this aim because they did not have the time to apply the communicative activities appropriately in order to realize the objectives of the course. It was also indicated by the researchers that it was also difficult for these teachers to get rid of their past beliefs about teaching and learning and they hardly adapt themselves to the communicative class although they wanted to. Moreover, Atlı and Gencer (2001) added that the teacher training provided in their faculties were unable to change these solid beliefs.

Another study, which was done in BUSEL to reveal the perceptions of students about an observed lesson benefited from the three-way observation type. Unlike the previously mentioned study, Yurtseven (2003) shared the feedback of the observers', teachers' and the students' at the same time with all the parties. Feedback was collected through questionnaires and then discussed and shared with all the parties at an interview. This meant that the students, the teacher and the observer met at the same post-observation meeting to discuss the results of the observed lesson. The rationale behind the study was "synergism" proposing that the cooperation or interaction of two or more agents makes a greater effect than the sum of their individual effects. In this way, everybody tried to do their best to increase the effectiveness of the classroom procedures by sharing their beliefs, actions and feelings with

each other regardless of the roles of the participants. Namely, the students had the same right to express their opinions to their teacher and the observer about a point.

Yurtseven (2003) designed a procedure and by applying this procedure came up with three significant results:

- Three-way observation helps both the teacher and the observer see the level of awareness of the students, i.e. how consciously they observe a lesson.
- Three-way observation reveals what motivates students and allows the class teacher to plan his or her lessons to better match students' needs and preferred learning styles.
- Three-way observation enables the teacher and the observer to obtain real data from/about student, i.e. what is really going on in their minds (p. 3).

Besides the above listed benefits, the study had some limitations. One of the most important limitations was the lack of repetition of three-way observations after the first cycle in each class. There was "no solid evidence as to whether future lessons improved in line with suggestions" (Yurtseven, 2003, p. 5).

2.9   Conclusion

As mentioned at the beginning of this chapter, literature on teacher education shows that research studies on teacher development are not numerous (Lange, 1990; Richards and Nunan, 1990). When this is the situation, there is not much emphasis on the exploitation of teacher development practices. And closely related to this issue, research on classroom observation is scarce.

Because the attention on the concept and research area classroom observation is little, it is almost difficult to find research studies that involve student feedback at classroom observations. The above-

mentioned studies are a few of them, which give importance to student feedback after an observed lesson.

What is common in all the studies (Richards, 1998; Eken, 1999; Atlı and Gencer, 2001; Yurtseven, 2003) is that student's role in classroom observations is as important as the teacher's and the observer's. Their opinions and suggestions about the observed lessons are taken into consideration in order to create a better teaching and learning environment. They are seen as co-researchers, helpers of the teachers and the observers and a great source.

The studies differ from each other in terms of their design methods. For example, in Eken's (1999) study, one student takes on the role of a peer observer and is trained to give feedback about a series of observed lessons. In Atlı and Gencer's study (2001), students' opinions about an observed lesson are asked after the lesson and then shared with the teacher at the post-observation. However, students are not informed about the feedback of the teachers' and the observers'. The other two studies (Richards, 1998; Yurtseven, 2003), which include student feedback at the post-observation stage of a classroom observation, on the other hand, exploit student feedback in three-way observations. They also differ in their procedures. For example, the study mentioned in Richards (1998) does not create an opportunity for the teachers, peer-observers and the students to share their feedback at the same post-observation meetings. On the other hand, Yurtseven (2003), in her study, enables the teachers, the observers, and the voluntary three or four students to meet at the same post-observation meetings to discuss the responses given to the questionnaires about the teaching and learning processes in each different class.

All of these studies are important in terms of providing opportunities for students to express their needs, interests, opinions, and suggestions about the teaching and learning processes in their classrooms. They provide a great deal of insight for the ones interested in

student feedback in classroom observations. However, none of these studies have *all the students* take on the peer-observer role by observing, analysing and reflecting on the specific focal areas in one specific class in order to provide better teaching and learning about those focal areas.

CHAPTER III

METHOD OF RESEARCH

3.0   Presentation

This chapter deals with the design of the research study. The first section explains the research design. The second section presents the information on the participants. The third section describes the data collection instruments and procedures.

3.1   Research Design

This study could be considered as a qualitative study. First of all, in nature, qualitative studies are inductive. As Krathwohl (1998), and Marshall and Rossman (1999) mention, the qualitative researcher conducts the study in a natural environment with no preset beliefs but with intention to find out what the results of the study offer to him/her. In other words, s/he first gathers the data and then tries to give meanings to it and comes up with some conclusions. The researcher of this study also started this study in the same way. As a qualitative researcher, she started to conduct her study in order to both understand a phenomenon called three-way observation and develop an understanding of it into a theory.

Another important feature of qualitative research is that it utilizes multifaceted methods to collect data. Some of these methods as Krathwohl (1998) lists are observation, interview, archival material, documents, photographs, and artifacts. In qualitative research designs, the rationale for referring to different and various sources is to triangulate the data to determine the validity of it. Therefore, in this study, observations in the form of classroom observations, questionnaires in the form of reflection sheets and interviews were used to gather data. These

data collection instruments were designed to gather information about the perceptions of the participants and their relationship with each other. As Krathwohl (1998) highlights "qualitative methods are useful in describing multidimensional, complex interpersonal interaction where the limited focus of quantitative measures would be inadequate. They more likely focus on process than product. They communicate well to practitioners"(p. 243).

In the framework of a qualitative research design, the emphasis in this study was on the concept "process", too. It could be seen from the choice of the interview type, as well. By the means of focus-group interviews, the participants were provided with the opportunity to both express their own perceptions of the observed lessons and interact with each other. Through this "process", they were supposed to construct an understanding of the teaching and learning related to the observed lessons.

3.1.1   Design of the Study

The main purpose of this study was to explore the perceived benefits of three-way observation for the focal areas of objectives of the activities, error-correction techniques and group-work.

In the search of the findings, five classroom observations were conducted. Each classroom observation explored one focus except for the fourth observation. The first two lessons explored the focal area; objectives of the activities, the third and the fourth ones enabled the researcher to collect data for the focal area; error-correction techniques. The fourth observation also focused on another focal area; group-work and the last observation explored the focal area; pair-work.

In order to collect data about the perceptions of the participants on the focal areas, the researcher designed six reflection sheets (see App. A-S), which posed questions about each focal area exploited in each classroom observation. The teacher was asked to reflect on the foci of the

lessons through the reflection sheets in appendices A, E, I, K, N, and S. The students were asked to reflect on the focal areas of each lesson through the reflection sheets in appendices C, F, H, L, O, and R. The observer reflected on the foci of the lessons by the means of the reflection sheets in appendices B, D, G, J, M, and P. These reflection sheets were specifically prepared according to the lesson plan of each classroom observation (see App. T-Y).

The data obtained from these reflection sheets was shared with the students and the observer at different post-observation interviews due to time clashes in the teaching schedule of the observer and the teacher.

These interviews were first conducted with the students and then the observer after each classroom observation. Both the student and the observer interviews were tape-recorded. The participants were allowed to express themselves both in Turkish and English.

In an eight-week upper-intermediate course, the classroom observations started in the fourth week. They all occurred at the fourth teaching block of Mondays every week till the end of the course. Both the student and the observer interviews were conducted in the same week in two days time. Table 1 below depicts how the study was designed and carried out in five weeks' time.

Table 1: Design of the Study

	Week 4	Week 5	Week 6	Week 7	Week 8
Monday, In the fourth teaching block	Classroom observation 1	Classroom observation 2	Classroom observation 3	Classroom observation 4	Classroom observation 5
Wednesday, In the second teaching block	Post-observation interviews with students	Post-observation interviews with students	Post-observation interviews with students	Post-observation interviews with students	Post-observation interviews with students
Friday, At lunch hour	Post-observation interview with the observer	Post-observation interviews with the observer	Post-observation interviews with the observer	Post-observation interviews with the observer	Post-observation interviews with the observer

3.2   Participants

3.2.1   Students

The students who participated in this research study studied at Bilkent University in Ankara, which is the first private university in Turkey. English is the medium of instruction in the university and that is why all of the students are required to be competent in the language in order to be successful in their departments.

Students whose proficiency of English is not enough to study at the departments are enrolled in Bilkent University School of English Language (BUSEL) to improve their English proficiency level. These students are identified by a proficiency and placement exam called the Certificate of Proficiency in English exam (COPE). The results of this exam determine whether students can enrol in their departments or

placed at different levels of proficiency in BUSEL. These levels are namely, foundation, intermediate, upper-intermediate and pre-faculty levels. Students at foundation level are beginners and false starters; at pre-faculty (the exit level), students take the COPE exam to be able to study at their departments.

The students in this study studied at upper intermediate level in class upper 1-08. The number 1 shows that the students are mainstream students who did not repeat the course. The number 08 was the class code among other upper-intermediate classes.   They were the weakest students among all the other upper intermediate classes in terms of their scores taken at cumulative achievement tests. Some of the students lack concentration, motivation and interest in the lessons. These students think that their knowledge of English is sufficient to pass the exams and to be successful in the course. Therefore, these students do not show much effort in the lessons unless they are nominated and encouraged. The majority of the class were not hard working. However, most of them were willing to participate in the activities.

There were 8 girls and 7 boys in upper 1-08. Their ages ranged from 17 to 20. In terms of their educational background, it could be stated that 8 students come from Anatolian high schools in Turkey.

Prior to the study, the students were asked whether they wanted to participate in the study or not. All of them got excited when they heard that their ideas would be given importance. Though they are the weakest class in terms of their grades in the exams, their positive attitude and approach to this research study led me to work with them throughout the study.

3.2.2   Observer

The observer of this study has been working in BUSEL for 10 years at different levels. She is an experienced teacher in testing and materials writing, too. She also has an MA in English Language

Teaching. She willingly accepted to work in this research study as an observer in the third course of the 2003-2004 academic year. Because she is experienced in doing academic research, she was one of the good choices for being the observer in this study. Another reason for choosing her was related to her personality. She is a positive, flexible and knowledgeable teacher to work with. Besides, she is open to criticism and new ideas. Therefore, when I approached her to work with me, she willingly accepted to work in the study as the observer of the lessons. During the study, she was the main class teacher of another pre-faculty class in BUSEL.

3.2.3   Teacher

The participant who worked as the teacher in this study is also the researcher of the study. She has been working in BUSEL for six years. She is an experienced teacher who has taught at different levels. So far, she has worked as a tutor in some in-service teacher training courses in BUSEL. She likes classroom observation research and challenging students' potentials. She has a good rapport with her students.

3.3   Data Collection Instruments and Procedures

3.3.1   Data Collection Procedure:

The procedure is explained in Table 2 below.

Table 2: One Cycle of Data Collection Procedure

Steps	Descriptions	Purposes
1. Lesson Observation	* Teacher conducts a lesson according to the focus of each observation	To enable the participants to see the application of the foci

Table 2 (cont.)

2. Administration of Reflection Sheets	* In the next lesson, after the observed lesson, in 10-15 minutes, all the students, teacher and observer fill in the reflection sheets	To enable all the participants to reflect on the foci and the observed lessons.
3. Collation of Responses	* Teacher collates the responses of each participant and looks for the similarities and differences in them. * All the similar answers to each question are grouped. Likely, all the different answers are written separately. * Teacher prepares a collation chart in which there is one column for the participants, teacher, observer and the students. Whenever, a response is stated by these participants, a tick is put in their columns. This shows the similarities in the responses of all participants.	To identify the similar and different perceptions in the participants' responses
4. Post-Observation Interviews with Students **Table 2 (cont.)**	* Teacher asks the focus of the observed lesson to the students. * Teacher also reminds each question to the students. * Teacher then asks students' opinions about each response. Next, teacher transcribes each student interview.	To enable the students to learn all the participants' perceptions about the foci and share ideas.

5. Post- Observation Interviews with the Observer	* Teacher reminds the focus and the reflection sheet questions to the observer. * Observer could be given her reflection sheet, which she filled in after the observed lesson. * Teacher then gives the transcribed students' interview to the observer. *Observer reads the transcription and makes comment on each point raised at student interview. * Teacher also shares her opinions about the points.	To enable the observer to learn all participants' perceptions about the foci and share ideas.
6. Teacher's Transcription of the Observer Interview	Teacher transcribes the tape-recorded interview and then translates the relevant parts into English	To enable the researcher to obtain more valid and reliable data.

3.3.2 Classroom Observations

In this research study, five classroom observations were conducted. In each case, the same observer observed the same class. Similarly, the same teacher conducted all the lessons in one class (upper-intermediate 1-08). The number of the students differed in each observation because of some absent students. Therefore, in the first observation, there were 14, in the second one; 12, in the third one; 15, in the fourth one; 15 and in the last one, there were 15 students.

At the beginning of the study, all the students were told that an observer would observe their lessons in five weeks' time, and that one observation would be conducted every week. All the participants were informed about the focus of each observation before each lesson started. The purpose of these classroom observations was to increase the awareness of everyone in their actions in each lesson. After each observed lesson, according to the focus of the observation, the observer, the teacher and the students filled in the same reflection sheets.

3.3.3 Lesson Plans

All of the observed lessons were conducted according to the procedures explained in lesson plans prepared by the teacher. (See App. T-Y for lesson plans). Each classroom observation, except for the fourth one, had one focus (See Table 3 for the focus of each lesson). In the fourth classroom observation, two foci were dealt with. These were the error correction techniques and the group-work. The lesson was planned according to the two foci. Namely, the teacher planned a lesson, which incorporated a group work activity. At the beginning of the lesson, all the participants were informed about this change. After the lesson, instead of one reflection sheet, all the participants had to respond to two reflection sheets. This change was due to not having enough time (one more week) to apply the sixth observation with the same class.

3.3.4 Post-observation Reflection Sheets

After each classroom observation, the observer, the teacher and the students filled in the same reflection sheets about the focus of the observed lesson. The purpose of these reflections was to enable all the participants to become aware of their feedback and points of view to the points raised in the reflection sheets.

After each observed lesson, all the participants were given the reflection sheets. The teacher told the students that they should feel free

to express their opinions and feelings openly since the aim of the research is to reach that information. All the students were also allowed to answer the questions in either English or Turkish so as not to inhibit the communication. Then, the teacher told the class that all the responses would be shared with the observer and the teacher to make every participant in the study learn each other' s perception. The students were told that, in this way, their suggestions about the lessons would be taken into consideration and they could learn much better.

As mentioned above, after each classroom observation, the observer, the teacher and the students filled in the same reflection sheets (See Appendices A-S) about the focus of the observed lesson. The reflection sheets were prepared for three focal areas: namely, objectives of the activities, error correction and group work. The reflection sheets given to each participant had the same questions. The only difference was that the subjects of the questions differed when they were addressed to different participants. For example, the following question "What do you think about your participation in the group work in the previous lesson?" answered by the students became "What do you think about your students' participation in the group work in the previous lesson?" when directed to the teacher. Other than this difference, all the other questions were the same. However, because of the change of the subject in the questions in the post-observation reflection sheets, the researcher had to prepare three separate reflection sheets for each classroom observation: One for the teacher, one for the observer and one for the students.

The reflection sheets in the study were in the form of semi-structured questionnaire (Krueger, 1994; Kuş, 2003). First of all, most of the questions were designed as open-ended questions to obtain more useful information from the respondents. As Nunan (1994), Berg (1989), and Mason (1996) state this kind of questions is more likely to reflect what the respondent wants to say.

All the reflection sheets were prepared according to the lesson plan of each observation (See Appendices1-5). The order of all the activities in the observed lessons followed the procedures explained in the lesson plans. Besides that, all the names of the activities were written in order in the reflection sheets not to confuse the participants about the activities.

Besides the questions related to the focus of each lesson, the researcher also provided participants with the general questions " How does completing this form contribute to the/your students' and your language learning?", "Do you have any suggestions for the improvement of the lesson?" in order to find answers to the second research question. After the third classroom observation, the question "How does completing this form contribute to the/your students' and your language learning?" was taken out of the post-observation reflection sheets in that the participants told that their responses become repetitive. Similarly, the question "Do you have any suggestions for the improvement of the lesson?" was changed slightly. As of third observation, the participants' suggestions were not taken for the whole observed lessons, but for the focus of each classroom observation to reveal more information about the focal areas. This question was not included in the post-observation reflection sheets J, K, and L in the belief that the questions such as "what do you think about the error-correction techniques?" have the same function. The answers given to these questions were intended to shape the application of the next classroom observation since every two cycle was about the same focus.

The following table displays the focus of each observation and the purpose of each reflection sheets.

Table 3: The Focus of Each Observation and the Purpose of Each Reflection Sheet

	OC1	OC2	OC3	OC4 Focus1& 2	OC5
Focus of each observation	*Objectives of the activities*	*Objectives of the activities*	*Error correction Techniques*	*Error correction Techniques & Group-work*	*Pair-work*
Lesson types	Reading skill	Grammar	Grammar	Grammar & Vocabulary	Grammar
Reflection sheets	A, B, C	D, E, F	G, H, I	K, L, M, N, O, P	R, Q, S
Purpose of each reflection sheet	To reveal the perceptions of the peer observer, teacher and students on *the objectives of the activities*	To reveal to the perceptions of the peer observer, teacher and students on *the objectives of the activities*	To reveal the perceptions of the peer observer, teacher and students on *the error correction techniques.*	To reveal the perceptions of the peer observer, teacher and students on *the error correction techniques and group-work*	To reveal the perceptions of the peer observer, teacher and students on *the pair-work*

Note: The reflection sheets coded from A to S in this table are also given in the same order as Appendix A, Appendix B, etc. in the Appendices.

3.3.4.1 Post-observation Reflection Sheets A, B, and C

As seen in table 2, reflection sheets A, B, C were prepared for a reading lesson. The focus of the observation was objectives of the

activities. Unfortunately, because of bad timing at pre-planning stage of the lesson, the lesson had to finish at while reading stage, activity 3 (See App. T for Lesson plan 1). However, this did not confuse participants' minds when they were asked to fill in the questions for each activity since all the names of the stages and the activities at each stage were written on the reflection sheets.

3.3.4. 2   Post-observation Reflection Sheets D, E and F

Reflection sheets D, E, and F were prepared for a language lesson to check as to what extent participants' perceptions match in terms of understanding the objectives of the activities.

3.3.4.3   Post-observation Reflection Sheets G, H, and I

The reflection sheets G, H, and I that were used in the third observation were designed for the focal area 'error correction'. This time participants were asked to give feedback on the error-correction techniques of the teacher used on the sample essays of some students and to evaluate its effectiveness. On these reflection sheets, again the researcher asked three general questions about the focal area of the lesson except for the ones specifically related to the focus of the lesson to get answers for the second research question.

3.3.4.4   Post-observation Reflection Sheets J, K, and L

The reflection sheets J, K, and L were designed for the fourth observation, for the focal area, error-correction techniques. In this observation, the teacher and the students used both written and oral error-correction techniques. In the same observed lesson, the other focus was the group-work.

3.3.4.5   Post-observation Reflection Sheets M, N, and O

The reflection sheets M, N, and O were used to gather data about the perceptions of the participants on the group-work. Three responses given to the reflection sheets M, N, and O revealed that students preferred to work in pairs stating that the group-work is not effective enough. The teacher also felt that some students did not work as much as their group members through her monitoring.

3.3.4.6   Post-observation Reflection Sheets P, R, and S

Based on the feedback given to the reflection sheets M, N, and O, the researcher decided to change the last classroom observation's focus to pair-work. Therefore, the reflection sheets P, R, and S used in the fifth observed lesson aimed at obtaining data about the perceptions of the participants on the focal area pair-work.

3.3.5   Post-observation Interviews

The post-observation interviews with the students were done in the form of focus-group interviews. As Krueger (1994) and Kuş (2003) state the number of the participants in this interview type ranges from six to sixteen. The moderator, who is the interviewer, is also viewed as one of the interview participants.

In this study, the moderator was the teacher. During all the interviews, she posed the questions, drew the attention of the participants to each focal area at hand and participated by expressing her point of view about the discussion points.

In the study, in total, there were 16 participants except for the observer. This number changed according to the number of absent students on the day of the interviews.

The main aim of the interviews was to create a discussion platform and to reveal more information about the focal areas.

Five post-observation interviews in the form of focus-group interviews were conducted with the students. Similarly, five post-observation interviews were conducted with the observer. However, due to the number of the participants, the post-observation interviews conducted with the observer could not be called focus-group interviews.

Except for this difference, the same procedure was followed in both student post-observation and observer post-observation interviews. The interview questions in each post-observation interview corresponded to the questions in each post-observation reflection sheet. In this way, in addition to the data obtained from the reflection sheets, the data as a result of the interaction of the participants was also revealed. The post-observation interviews also enabled the researcher/teacher to ask probing questions to gather much richer data.

Some of the probing questions that were used are as below:

- What does this mean?

- How could we make the reading activity fun?

- How would we do this activity differently?

After each observation, the teacher did a simple collation of the answers of the teacher, the observer and the students to reveal as to what extent their answers match. Then, she shared the results of the reflection sheets with the students in the second teaching block of every Wednesday in five weeks' time. Sharing the responses with the students and getting their opinions in two days' time was beneficial in terms of enabling them to keep the points related to the observed lesson fresh in their minds. The interviews were all tape-recorded.

Then, the tape-recorded student interview transcripts were shared with the observer at lunch hour on Fridays.

At the interviews, the teacher, one by one shared the results with the students at the student interview and the observer at the observer interview. After each question, if there were any different responses to the questions on the reflection sheets, the teacher asked the participants

why they gave those answers. The aim of this action was to clarify some points about the lesson and to make suggestions about the focal area of each observation.

3.3.6 Limitations of the Study

The study had many limitations. First of all, due to the teaching schedule of both the observer and the teacher, the study had to be conducted in five weeks' time. Accordingly, only two classroom observations were allocated to each focal area. In that respect, the implications of each classroom observation about each focal area could only be seen in one observation cycle.

The second limitation of the study was related to the design of the study. Prior to the study, the researcher's aim was to share the responses of all the participants at the same interview to create better communication among the teacher, observer and the students. However, again due to time constraints, this was not realized in that way. The researcher had to conduct five interviews with the students and five interviews with the observer at different times. Transcribing the students' interviews to get prepared for the observer interview in one-day time was too tiring for the researcher. Besides, because of this constraint, the teacher could not share the transcription of the observer interviews with the students to let them know what the observer told about the points that were raised at students' interviews.

One of the other limitations of the study was related to the number of the participants. First of all, the study was conducted with one class consisting of 15 students only. Secondly, there was one teacher and one observer.

The fourth limitation of the study was related to the focal areas of objectives of the activities, error-correction techniques, and group-work. The study could only focus on those three foci and exploited them in five weeks' time. There was no time for the exploitation of these foci in more

than two classroom observations. Furthermore, there was no time and opportunity to exploit other focal areas except for the objectives of the activities, error-correction techniques, and group-work.

Lastly, in conclusion, the study was only conducted at one upper-intermediate class. It was not carried out in the other language proficiency levels such as foundation and intermediate.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.0   Presentation

The first section describes the data analysis method. The second section presents how the data is analysed. It also discusses the findings for each research question.

4.1   Data Analysis Method

"Data analysis is the process of bringing order, structure and interpretation to the mass amount of collected data" (Marshall and Rossman, 1999, p. 150). It is not easy to manage and organize the data if the data is rich in information. This problem is mostly evident in qualitative research studies more than quantitative ones in terms of dealing with words since managing this kind of data takes more time and energy. However, once the researcher finds a systematic way to organize the data, then, it is easier for him/her to infer reliable results from the study.

In this study, post-observation reflection sheets and interviews were used to gather huge amount of data. This data was analysed by benefiting from qualitative operations on words. Under qualitative operations, the analysis of the data was realized through a frequency count.

4.2   Data Analysis of Post-observation Reflection Sheets

The procedure for the data analysis of the post-observation reflection sheets is explained below:

1. Firstly, the researcher wrote all the participant responses in a table divided into three sections: teacher's responses, observer's responses and students' responses. Then, for each question in each reflection sheet, she identified key words and phrases in the participant responses. She tallied each common or similar response. She also identified different words and phrases and wrote them in tables.

2. The researcher looked for common themes among the similar responses of all the participants and compiled them under one category. The researcher, for example, constructed a category "usefulness" for representing all related themes inferred from the participants' responses. The researcher used similar connotations in order for the classification to have semantic validity. To realize this, she coded most of the responses from the point of view of the students. For example, she worded the following observer response "the aim of the group-work was to enable the students to work with their friends and to learn from each other" as "enabling/to enable the students to learn from each other".

3. As a last step, she went through each frequency count table to find answers for the first research question.

   a. The frequency of the participant responses for each theme was shown by putting a tick in the places provided for the teacher, observer and the students in the prepared tables.

   b. To calculate the frequency of the student responses to each question, all the ticked student responses next to each theme were added.

   c. The frequency of the students' responses to each theme was calculated as percentages, too. According to the total number of students in each observation, the frequency of student response was converted into percentages. For example, if 10 students out of 15 gave the same response, then, it could be stated that 70% of the class agreed on the same response.

4. 3   Data Analysis of Post-observation Interview Transcripts

The purpose of the post-observation interviews was both to inform the participants about all the participants' responses and to create a platform to further share opinions and feelings about the focal areas. The interviews were also used to clarify some unclear, ambiguous points mentioned by the participants in the responses of reflection sheets. The

interviews, moreover, revealed some information about both the focal areas and the three-way observation process.

The researcher adopted the following procedure for the data analysis of the post-observation interviews:

1. The researcher chose excerpts that are related to the research questions from each transcript. She marked those passages as interesting and important ones.
2. The researcher organized excerpts from the transcripts into categories such as the ones about error-correction techniques, the ones about group-work and the ones about objectives of the activities.
3. The researcher presented and commented upon excerpts from the interviews thematically organized.

The findings of the study to each research question will be presented by referring to each research question.

4.4   Findings for Research Question 1:

4.4.1   Perceptions of the Participants on the Objectives of the Activities

In this section, in order to find answers for the first research question, perceptions of the participants on the focal area of objectives of the activities in the first two lessons are presented.

4.4.1.1   Perceptions of the Participants on the Objectives of the Activities Lesson 1

Table 4: Perceptions of Peer Observer, Teacher and Students on the Objectives of the Activities in Lesson 1

Table 4	T (n= 1)	Obs (n= 1)	Frequency of students' responses, (n= 14)	% of student responses
Lesson observation 1				
Before reading: Activity 1: Taking notes on the given situations				
To check what ss know about first aid	√	√	11	79
To enable students to learn first aid			4	29
To create interest in ss in the topic	√	√		
Before reading: Activity 2: Matching the words with the definitions				
To be familiar with the words in the text before reading	√		8	57
To enable ss to pay attention to word forms		√		
To enable students to use dictionary by learning new words			5	36
To enable students to improve their memory			1	7
While reading: Activity 1: Reading the text "You are eating a meal..."				
To enable ss to learn first aid	√	√	6	43
To enable ss to use the words in the appropriate blanks in the text	√	√	5	36
To enable ss to improve their reading comprehension			3	21

Table 4 (cont.)

To enable ss to compare the info. in the text with their guesses made before reading		√		
While reading: Activity 2: Reading the text "Dealing with fits..."				
To enable ss to improve their reading comprehension	√	√	2	14
To enable ss to learn first aid			8	57
To enable ss to become more knowledgeable in first aid			4	29

Note: T: Teacher's response, Obs: Observer's response

Table 4 displays the findings for the perceptions of the participants for the objectives of the activities in the first lesson. It would be good to remember that the number of the students in the first observed lesson was 14.

The data analysis of the reflection sheets for the first observed lesson, at before-reading stage, in the first activity reveals that the perceptions of 11 (79%) students out of 14 match with the perceptions of the teacher and the observer. Based on this result, it could be stated that the same objective, enabling the students to check their knowledge about the topic, was perceived by the majority of the participants. One of the other objectives of the activity creating interest in students was only stated by both the teacher and the observer. This finding shows that the students are not aware of this objective and may not analyse the activity from the eyes of the teacher and the observer. It is the teacher's duty to create interest in students to have a warm start in the lesson. Therefore, it would be very normal not to expect students to come up with this objective. This objective also reveals that although the teacher's and the observer's perception agree with the perceptions of 11 students on one of

the objectives of the activity, they are also able to identify the sub objectives of the activities.

Contrary to the perceptions of the majority of the students, the other four (29%) students stated the objective of the activity as enabling students to learn first aid. At first sight, this response gives the idea that these students did not understand the objective of the activity. However, a close look at the lesson plan (See App. T) shows that students were just asked to come up with some suggestions to the given situations. Based on this information, it could be stated that these four students may not be aware of the teacher's objectives. They may perceive the content as an end rather than as a means to an end.

In the first observed lesson, except for the activity, taking notes on the given situations, the perceptions of the majority of the participants do not match with each other in the other activities' objectives. Only, in the second before reading activity, matching the word with the definitions, eight (57 %) out of 14 students perceive the objective of the activity which was enabling students to be familiar with the words in the text before reading in the same way as the teacher. The observer perceives the objective of this activity differently. She thinks that the activity enables the students to pay attention to word forms. Although the exercise (see App.1) asks students to match the words with their definitions, because the teacher focused on the forms of the words, the observer might have grasped the objectives of the activity in that way. This finding shows that, according to the observer, the emphasis on the forms outweighs the definitions of the words.

For this activity, only one student thinks that the objective of the activity is to enable the students to improve their memory. When this response was shared with the students at the post-observation interviews, one of the students made the following remark:

St1: We are challenging ourselves to find the most appropriate word to match with the definitions.

This student's statement shows that the exercise challenges the class to make some guesses about the words and their definitions, which would improve their memory.

The perception of the observer on this activity does not match with the teacher's. Five (36%) students think that the objective of the activity was to enable them to use dictionary by learning new words. These students prioritise the importance of using dictionary instead of learning new words.

In while-reading stage activities, the majority of the participants' perceptions show variety. Six (43%) students perceive the objective of the first activity as enabling the students to learn first aid. Similarly, the teacher and the observer also think in the same way and state that one of the objectives of the reading was to enable the students to have some information about the topic of the reading text. They also think that one of the other objectives of this activity is to enable the students to use the words in the appropriate blanks in the text.

Five (36%) students perceive the objective of the activity similar to the teacher and the observer. It is quite normal that almost all the students think in the same way as the teacher and the observer. One of the reasons for this finding may be related to the type of the activity that the students were asked to do. The lesson plan (see App. T) shows that the exercise is self-explanatory in that it is most likely that students may understand the intention of the teacher.

For the same activity, only three students (21%) perceive the objective of the same activity as enabling students to improve their reading comprehension. This finding is interesting in that neither the teacher nor the observer says anything about this objective.

One of the other objectives of this activity which is perceived by the observer only is to enable ss to compare the information in the text with their guesses made before reading. As a teacher, the observer knew the rationale of the teacher when she asked the students to make some

guesses about the topic. Therefore, it is understandable that the students could not make the link between the pre-reading and while reading activities as the observer did. Based on this finding, it could be stated that students may need learner training in skills lessons in order to become aware of the objectives of the activities. In this way, they may start to understand that content is only a means to an end.

In the second while-reading activity, the perceptions of all the participants barely match with each other in that only two (14%) of the students' perceptions match with the teacher's and the observer's. These participants stated that the objective of the activity was to enable students to improve their reading comprehension by reading the text called "Dealing with fits". Other than this perceived objective, "enabling students to learn first aid" was the mostly perceived objective by eight (57 %) of the students only. And four (29%) of the students stated that the activity enabled them to become more knowledgeable in first aid. When this finding was shared with the observer at the post-observation interview, she came up with the following result:

> *Obs: When we choose a text, we generally evaluate the text whether we could teach a language point or some reading skills through it. However, students give importance to content more than we do. I think we should take this into consideration. What students showed us was an important point.*

The observer's comment reveals that students also give importance to the content of the texts more than teachers do and that their prioritised objective for reading the text was not to improve their reading comprehension but to become knowledgeable in the topic.

4.4.1.2 Perceptions of the Participants on the Objectives of the Activities in Lesson 2

Table 5: Perceptions of Peer Observer, Teacher and Students on the Objectives of the Activities in Lesson 2

Table 5	T (n= 1)	Obs (n= 1)	Frequency of students' responses (n= 12)	% of student responses
Lesson Observation 2				
Activity 1: Filling in the blanks with the correct forms of " get used to, to be used to, used to"				
To test students on the grammar structures	√	√	7	58
To enable students to learn get used to, to be used to and used to			5	42
Activity 2: Listening to a context related to marriage				
To enable ss to revise all the" used to" structures in the given context	√	√	10	71
To avoid marriage			1	8
To enable students to learn their teacher's habits related to housework before getting married.			1	8
To further enhance the meaning associated with each used to structure	√	√		
Activity 3: Filling in the blanks in the sentences				
To enable ss to further practice the structures	√	√	12	100

Table 5 (cont.)

Activity 4: Writing a short paragraph				
No aim			2	17
To check ss' understanding of the forms, uses and meaning of the structures	√	√	10	83

Note: T: Teacher's response, Obs: Observer's response

In the second lesson, compared to the first observed lesson, the majority of the participants' perceptions on the objectives of the activities match with each other (see Table 5). For example, in the first activity, seven (58 %) out of 12 students' perceptions match with the perceptions of both the teacher and the observer. They acknowledged the objective of the first activity filling in the blanks with the correct forms of "get used to", "used to" and "to be used to" structures as testing students' knowledge on the grammar structures. However, five (42%) of the students stated that the objective of the activity was to enable students to learn "get used to", "used to" and "to be used to" structures. This finding reveals that these five students were not aware that they had been introduced to the structures in the previous courses or they had never been exposed to them although they were at upper-intermediate level. When this finding was shared with the students at the post-observation interview, one student came up with the following explanation:

St 1: " I realized that I had not learned some information about the structures in the previous courses".

This explanation shows that those five students who indicated the objective of the activity as enabling students to learn the structures were right in that they became aware of their lack of knowledge throughout the lesson and compensated for it with the activity.

For the second activity, the participants came up with four objectives. Ten students (71%) the teacher and the observer stated that one of the objectives of this activity is to enable students to revise all the "used to" structures in the given context. After testing the students' knowledge on the "used to "structures in the previous activity, the students learned that the target structure of the lesson is "used to". That is why it is only normal that ten students came up with the same objective. On the other hand, one student thinks that the objective of listening to a situation related to marriage is to avoid marriage. This finding reveals that the students' schematic knowledge may hinder his/her understanding of the objective of the activity.

The other objective "to enable students to learn their teacher's life about housework before getting married" was stated by one student. This reveals that the student may perceive the content of the text better than the skills that the activity aims to improve and that the students' prior knowledge may not allow him/her to grasp the objective of the activity. In order to enable the students to get the objectives of the activities, the teacher can train them by involving them more in practice.

 The last objective perceived by only the teacher and the observer is to further enhance the meaning associated with each used to structure. Certainly, it is not unlikely to see that none of the students came up with this objective. An important factor why students cannot state this objective is related to the fact that the students' technical knowledge is not the same as the teacher and the observer and that they may not understand that their teacher wanted to further clarify the meaning of "used to structures" in context.

Another activity whose objective was perceived by the majority of the participants was the third activity, filling in the blanks in the sentences. Twelve (100%) students' perceptions match with the teacher's and the observer's. Similarly, the objective of the last activity was also perceived by most of the participants. Ten (83%) students' perceptions

match with the teacher' and the observer's. This shows that at the end of the lesson, most of the students grasped the main aim of the activity when they were asked to write a paragraph, which challenges them to use the structures. Based on this finding it could be stated that students are aware of the fact that writing skill checks their understanding of the forms, meaning and the functions of the target structures.

Two of the students (17%) also think that the activity does not have any aims. This finding indicates that either these students did not take the activity seriously and showed their boredom in this way or they did not see any reason to write a paragraph about the changes in their life since they started Bilkent University.

All the above stated points and findings reveal that in the activities of the grammar lesson, the majority of the participants' perceptions on the objectives of the activities match with each other. However, this finding is not applicable for the reading lesson. Among 4 activities, only in the first before reading activity, the majority of the participants' perceptions on the objectives of the activity match with each other. A close look at Table 4 could also show that the perceptions' of the teacher and the observer on the objectives of the activities match with each other but not the majority of the students'.

4.4.2   Perceptions of the Participants on the Error-correction Techniques

In order to find answers for the first research question's second sub-point, two lessons were conducted in this study. They are called as lesson 3 and lesson 4. In lesson 3, the perceptions of the participants were asked on the use of error-code in the lesson and in general. And in lesson 4, students were asked to correct their friends' error through various error-correction techniques.

4.4.2.1   Perceptions of the Participants on the Error-correction Techniques in Lesson 3.

Table 6: Perceptions of Peer Observer, Teacher and Students on the Error-Correction Techniques in Lesson 3

Table 6	T (n= 1)	Obs (n=1)	Frequency of student responses, (n= 15)	% of student responses
Lesson observation 3				
Asking students to correct their friends' errors on the selected paragraphs by using the error-code is useful	√	√	14	93
Asking ss to compare their error-correction with the teacher's is beneficial	√	√	15	100
Using the error-code is useful	√	√	12	80
Using the error-code is confusing			1	7
More time should be allocated to using error-code			1	7
Teachers should indicate students' correct answers by ticks and smiling faces		√		
Teachers should write some guiding comments on students' papers		√		

Note: T: Teacher's response, Obs: Observer's response

During the third lesson, the perceptions of the participants on the activity "asking students to correct their friends' errors on the selected paragraphs by using the error code" was found useful by 14 (93%)

students out of 15. These students' perceptions matched with the perceptions of the teacher and the observer. The other activity, which asked students to compare their error correction with the teacher's, was also found beneficial by the whole class (100%) and both the teacher and the observer. Besides, when these students were asked what they thought about using error code in general, 12 (80%) out of 15 indicated that they found it useful. However, the rest of the class gave negative responses (see Table 6). For example, 1 (7%) student mentioned that using error code is confusing. When this perception was discussed by the class at the post-observation student interview, that student made the following remark:

> *T: Could you please explain what you mean?*
> *St 1: It is confusing when you use a different code. For example, if you put a different code near the error, we do not understand what to correct and how. But of course, you should not write the correct answer near our errors.*

As this explanation shows, one student gets confused when s/he comes across with a different code. This does not necessarily mean that this student does not benefit from the use of error code, though.

Another student mentions that more time should be allocated to using error code. This student explained what s/he meant at the interview, too.

> *St 2: "The activity which we corrected our errors using the error code was beneficial. We saw our errors. Through this activity, we will not make the same errors again. These kind of activities should be repeated."*

This explanation shows that students become more aware of their errors when they are asked to correct them with their friends during the lessons. Besides this suggestion, another one came from the observer. She stated that the teacher should also indicate students' correct answers by some symbols such as ticks and smiling faces. When this was

discussed at the post-observation interview, the teacher made the following explanation:

> *T: I agree with you but remember that I selected some students' sentences and paragraphs to show some common errors. That is why, the students and you did not see my feedback for the correct points. Generally, at the end of the papers, I put a tick or a smiling face. However, I know that students want a different feedback style.*
> *Obs: As you said, on the OHT, we did not see the whole feedback.*
> *T: I notice that my ticks and smiling faces do not guide students much because I do not indicate why I put them.*

This discussion between the observer and the teacher suggests that the teacher became more aware of the weaknesses of her feedback and that her students needed a different style. The students' suggestion to teacher's feedback is given in the following interview extract.

St 3: " If you could write a few comments about our essays' content, grammar, vocabulary, it would be much better."

The observer also acknowledged this student's suggestion when she reflected on the observed lesson (see Table 6) when participants were asked to make their suggestions on the error correction techniques.

4.4.2.2   **Perceptions of the Participants on the Error-correction Techniques in Lesson 4.**

Table 7: Perceptions of Peer Observer, Teacher and Students on the Error-Correction Techniques in Lesson 4

Table 7	T (n=1)	Obs (n= 1)	Frequency of student responses, (n= 15)	% of student responses
Lesson observation 4				
Activity 1: Completing the words				
Visual			5	33
Peer-correction	√	√	6	40
Teacher's error-correction after students' self-correction	√	√	3	20
Teacher's error-correction by stressing on the errors with intonation			1	7
Activity 2: Group-work				
Teacher' s help only when students need			4	27
Teacher's correcting students' errors by eliciting the correct answers from students	√		5	33
Enabling ss to peer-correct		√	1	7
Activity 3: Reading the paragraphs				
Teacher giving feedback on the errors on the paragraphs			11	73
Teacher's eliciting the corrects from the ss	√	√	2	13
Teacher's enabling ss to do peer-correction	√		3	20

Note: T: Teacher's response, Obs: Observer's response

In lesson 4, the perceptions of the participants on the error-correction techniques used in the lesson differed a lot. Five (33%) out of 15 students mentioned that the error-correction technique in completing the words activity was visual. When students were asked what they meant, the following explanation was given.

T: "So you mentioned completing the words activity was a visual activity when correcting the errors."

St 1: "Yes. Through competition, we helped our friends to correct their errors in the words. This made the learning more memorable."

As this explanation shows, the students learned the correct spelling of the words through competition in which their friends write the missing letters of the words on the board. It is interesting to get this result as an error-correction technique. The nature of the activity "completing the words" might cause these five students to give that response. In this activity, students in two groups were asked to compete with each other to fill in the missing letters of some words, which were stuck on the board. During the implementation of the activity, they all tried to find the correct letters, which could come to the blanks by writing and erasing them. This process helped the students to see the correct spelling of the words on the board and that is why, those five students might have given the response "visual".

Six (40%) out of 15 students, the teacher, and the observer stated that peer-correction was used in completing the words activity. Three (20%) students also stated that the teacher corrected students' errors after they had done self-correction in completing the words activity. The teacher and the observer acknowledged this, as well.

In the group-work activity, when students were asked to use the words in a story, four (27%) students and the observer indicated that the teacher helped students only when they needed. This help was explained more in detail by five (33%) students and the teacher as eliciting the correct answers from the students (see Table 7).

In the reading paragraphs or stories activity, 11 (73%) students stated that the teacher gave feedback on the errors in the paragraphs. Contrary to this, both the teacher and the observer and two (13%) students mentioned that the teacher elicited the correct answers from the students. Besides this, the teacher also stated that she enabled the students to do peer-correction.

The above findings about the perceptions of the participants on the error-correction techniques reveal that the majority of the participants find the use of error code beneficial unless different codes are used. Besides this finding, the majority of the participants' perceptions on the error correction techniques differ a lot. The perceptions reveal that the teacher uses a variety of techniques such as peer-correction, teacher's correction after students' self-correction, teacher's stressing on the errors with intonation, eliciting the correct answers from the students.

4.4.3   Perceptions of the Participants on the Group–work

Table 8: Perceptions of Peer Observer, Teacher and Students on the Group-work in Lesson 4

Table 8	T (n=1)	Obs (n=1)	Frequency of students' responses, (n=15)	% of student responses
Lesson observation 4				

Table 8 (cont.)

	T	Obs	n	%
Working in a group makes ss happy			9	60
Sharing ideas in group-work is good			3	20
Learning from peer' s errors is good			1	7
Group-work enables ss to use their imagination			1	7
Ss enjoy being with other group-members			2	13
Through group-work, students' participation increases		√		
Working in groups is enjoyable			2	13
Working in groups is beneficial	√	√	13	87
Working in groups is not very good because of the group member	√		2	13
Working in group does not have any effect on students' learning		√	1	7
The objective of the group work in the lesson				
To enable ss to improve their thinking			1	7
To enable ss to help each other	√		6	40
To enable ss to share ideas	√	√	3	20
To enable ss to learn easily			1	7
To increase the effectiveness of what is being done	√		3	20
To enable ss to learn their weak points			1	7
To enable ss to improve their imagination			1	7
To enable ss to learn new words			1	7
To increase ss' self-confidence	√			

Note: T: Teacher's response, Obs: Observer's response

The other area which research question one aimed to find was the perceptions of the participants on the group-work. Table 8 shows the extent of the participants' perceptions on this area. It is clear from the table that almost all the class (13 out of 15, 87%) find working in group beneficial the same as the teacher and the observer. Two (13%) students state that they find group-work enjoyable.

When the responses were shared with the students, most students said that they found group work useful as they responded in the reflection sheet. The following extract is taken from the students' interview to support this view.

St 1: "In group work, our friends compensated for our lack and when I want to, for example, make a similar sentence which I made with my friends, I remember that sentence and never forget it."

This response reveals that the cooperation in group-work enables students to remember the produced language better. This kind of tasks as the student stated makes the language point more memorable. The observer at the interview made a comment to this response, as well. She said:

Obs: " The help that the student gets does not just save the student's day, but as the student mentions s/he uses that information when s/he needs, which is very good."

This extract is another good support that the observer also acknowledged that working in group is useful.

However, not all the participants' perceptions are the same. Both the teacher and two (13%) students add that working in groups could not be good because of the peers in a group work activity. Among all the responses, one student (7%) mentions that working in group does not have any effect on his/her learning. When this response was shared at the interview the student said that he is not a sociable person and learns better when s/he learns individually. The following extract is one part of

a discussion between two students as to whether working in group is useful or not.

> *St 2: Who says, I am against group-work. I just learn better when I work alone. I am not a sociable person.*
> *St 3: For me, group work is great. For example, when we do not know the meaning of one word, we can ask our friends. When we work alone, we do not have this opportunity.*

The discussion between the students clearly shows that although some students believe in the strengths and value of group work, they do not prefer working in groups. Therefore, teachers should not just provide students with group-work activities just because students learn better in this way, but establish a balance between classroom interaction patterns.

Among the negative results, one (7%) out of 15 students stated that working in group is not good because of the group members. When this response was shared with the students, one student said that sometimes some group members do not give a chance to others to express themselves. The teacher agreed with the student but she added that this, certainly, does not indicate that group-work is useless. On the contrary, the answers given to the second question in reflection sheets presented in the appendices M, N, O, reveal that there are lots of advantages of group-work. Some of these are listed in Table 8. For example, three (20%) students, the teacher and the observer state that the objective of the group-work is to enable the students to share ideas, which is a good learning way. Nine (60%) out of 15 students, more than half of the class state that group-work makes students happy. Among all the participants, one student claims that group-work enables students to use their imagination. When this student was asked to clarify this point at the interview, s/he said the following:

St 4: "Especially, if we are asked to perform a creative task such as writing a story with our friends, we create more interesting things."

This extract shows that through group-work, the student does not only learn something in English, but also develop his/her thinking skills. In other words, s/he is cognitively challenged. This finding supports the view of the observer since she also believes that group-work enables students to improve their thinking (see Table 8).

Among the different points of view, one of the teacher's responses is unique. Different from all the other participants' perceptions, the teacher thinks that group-work increases students' self-confidence (see Table 8). It is true that when students work alone, they may not know whether they are doing right or not unless they get guidance and feedback from their teacher and when they make mistakes, it is understandable that some of them may lose face and their self-confidence. In this respect, working in a group could be an alternative way for these students to boost their self-confidence.

Some of the participants' responses support the teacher's perception although they do not state it directly. For example, one student states that the objective of the group-work in the observed lesson was to enable students to learn their weak points (see Table 8). This response shows that the student sees that the other group members also make errors and thus, making an error is normal. One student also mentions that learning from peer's error in group-work is good. This response also gives the message that errors are inevitable and people can learn from errors and this is not something to be embarrassed about.

One of the perceived benefits of the group-work, which is identified by three (20%) students out of 15 and the teacher in Table 8, is increasing the effectiveness of what is being done. Based on this common response, it could be stated that students learn much more effectively in this way. When this response was forwarded to the students, they made their explanation in the following way.

Sts: *"One for all, all for one"*

St 5: *"Group-work was enjoyable and beneficial"*.

4.4.4   **Perceptions of the Participants on Pair-work**

Table 9: Perceptions of Peer Observer, Teacher and Students on the Pair-work in Lesson 5

Table 9	T (n= 1)	Obs (n=1)	Frequency of students' responses, (n = 12)	% of student responses
Lesson observation 5				
Pair-work is beneficial	√	√	10	83
Pair-work increases the seriousness of the activity			1	8
Pair-work is better than working alone		√	1	8
Pair-work is motivating			1	8
In pair-work, it is easier to generate ideas			1	8
Pair-work is better than working in groups of 3			1	8
Pair-work reduces students' anxiety when students are asked to perform a task cognitively challenging		√		
Pair-work is good for communication		√		
Pair-work is fun			2	17
Pair-work is not very good because of a dominant partner		√		
Making different pairs by changing their places enables students to communicate with other peers	√	√	1	8

Table 9 (cont.)

The objective of the pair work in the lesson				
To increase the effectiveness of the students in the group by reducing the number of group members			1	8
To solve the problem, finding the thief, easily			3	25
No aim in the pair-work activity.			2	17
To evaluate the effectiveness of working in pairs			2	17
To share opinions			2	17
To find the thief while making deduction	√	√		
To learn to think together			2	17

Note: T: Teacher's response, Obs: Observer's response

Out of 12 students, 10 (83%) students find pair-work beneficial. The perceptions of the teacher and the observer match with this point of view. One student thinks that pair-work increases the seriousness of the activity. This student explained what s/he meant at the post-observation interview in the following way:

> **St1**: *If there are two groups, you become the first or the second. However, when the group number increases, for example, if there are 7 groups, or pairs, students' participation increases because you work hard to become the first group.*
> **T**: *Very good idea. For example, in the lesson, when you were working in pairs, we could have done something similar.*
> **St2**: *You could have created a scenario and chosen the pair whose deductions were close to your scenario.*

When these students' perceptions and suggestions were shared and discussed with the observer, she was surprised and said that she had never thought of such a point about the benefits of pair-work. Another benefit of pair-work, which is perceived, by both the observer and one (8%) student is that pair-work is better than working alone. Another student's perception is that pair-work is motivating. One student also indicates that it is easier to generate ideas in pair-work. Another student states that pair-work is better than working in groups of three. Only the observer thinks that pair-work reduces the anxiety of the students when they are asked to perform a cognitively challenging task. She also states that pair-work is good for communication but may fail if the partner dominates all the time and does not give any chance to the other student to participate and express his/her ideas. Two (17%) students out of 12 also find pair-work fun.

The teacher's and one student' s perception agree on the idea that making different pairs by changing their places enables students to communicate with other students.

The perceptions of the participants on the objectives of the pair-work also show variety. These different objectives can be seen from Table 9. According to this table, it could be stated that none of the students' point of view for the objective of the pair-work agrees on the perceived objectives of the pair-work stated by the teacher and observer. However, both the teacher's and the observer's perceptions match in that they think that the objective of the pair-work activity is to enable the students to find the thief while making deductions.

4. 5   Findings for Research Question 2

The second research question of this study aims to reveal the benefits of TWO for the teacher, observer, and students. The benefits were concluded after an analysis of the interview data.

4.5.1 Benefits of Three-way Observation (TWO) for the Teacher, Peer-Observer and Students

> *Extract 1: (From the first post-observation interview with the students on March 17, 2004)*
>
>> *T…Ok, How would we do this activity (Taking notes on the given situations) differently?*
>> *St1: In a visual way.*
>> *St2: We could have described first aid. For example, one of us could act that he was ill and we could raise his arm and show what we could do in these situations.*
>> *T: So, you wanted to have a role-play kind of activity.*
>> *Sts: Yes.*
>> *T: So, for example, I should not write the sentences on the board but nominate three of you and ask you to act the situations and ask the rest what you could do. Right?*
>> *Very good ideas.*
>> *So, this is what you want. Ok.*
>> *Sts: yes.*

In the first observed lesson, at before reading stage, the teacher asks the students to discuss what they could do in the situations listed on the board. After the lesson, the students reflected their opinions about this activity by filling in the reflection sheets prepared for that lesson. The responses were shared at the post-observation interview with the students. The teacher read all the parties' responses. As shown in extract 1, one of the students wants visually attractive lessons. For example, for the first observed lesson, they said that the teacher could enable the students to see the situations acted by their friends rather than having a group discussion on what they could do in those situations. In this way, the student suggests that the lesson becomes visually attractive.

Without asking students what they thought about the activity, the teacher could not reach the information that some students want visually attractive lessons. Furthermore, if the teacher had not shared the students'

reflection with the observer, as given in extract 2, the observer would not learn their ideas and make a comment on the point they raised at the interview. The following extract is the part when the observer learns the students' perceptions about the activity "taking notes on the given situations". After learning the students' comments, the observer tells the teacher how she can make some changes in her lessons according to her students' needs. She, for example, suggests the teacher to give examples from her own life. In other words, to personalize the examples she gives.

Extract 2: (From the first post-observation interview with the observer on March 19, 2004)

> **Obs**: *For example, here the students say something like the simulation technique (silence).*
> *They say, "We could have acted out some of the things".*
> **T**: *Yes, for example, when I asked how we could make the lesson more fun, the response was that, too.*
> **Obs**: *Students come up with great ideas. It is really beneficial to ask students about their ideas.*
> **T**: *Students want something visual. Instead of writing the situations on the board, they suggest creating a real life like context. They say this technique is more memorable than the one in the lesson.*
> **Obs**: *For example, instead of a situation, as students say (the observer reads the students' responses silently related to this point) a story could be told.*
> **T**: *hımm.hımm*
> **Obs**: *An event, which you lived because when you personalize something, especially teachers, students like it very much.*
> **T**: *That's right.*

As seen from extract 2, the observer makes some suggestions to the teacher based on the discussion between the teacher and the students. When the observer learned that the students wanted their teacher to tell a story instead of writing the situations on the board, she told the teacher to give some examples from her own life because she says that the students like to hear about their teacher's personal life.

Based on the data above, it could be concluded that through TWO, the teacher enables the observer to learn the students' perceptions and to interact with them. If the observer had not learned the students' perceptions, she would not have been able to make the suggestions about the point raised by the students.

The implication of the suggestion made by the observer in the first observed lesson is seen in the second classroom observation. The following extract is a good illustration of this point.

Extract 3: (From the second post-observation with the students on March 24, 2004)

…

> **T:** *I asked which of the activities you, the observer and I thought as the most challenging and interesting. The observer said the first activity because "it enables the students to check what they know or not". I said the first and the fourth activities. I found the first activity interesting and the fourth one challenging.*
> **St1:** *What do you mean by the fourth activity?*
> **T:** *Paragraph writing…because I believe, it enables the students to learn better. Now, let's have a look at your answers." The fourth activity is important because we see whether we use the structures correctly or not. We understand the different uses of the structures". Most of you find the context related to my married life interesting because you believe it is more memorable. You think that the fourth and the second activities are very useful.*
> **Sts:** *Yes.*
> **T:** *For the first activity, two of you said that it is challenging.*
> **St1:** *Because we tried to fill in the blanks without knowing. We see the differences in the structures better in this way.*
> **St2:** *I don't agree. I try to fill in the blanks without any knowledge and I can't do. First I should learn and remember...*

As seen from extract 3, the students find the context, the married life of the teacher, interesting. This finding supports the suggestion of the observer related to the concept personalization made in the first post-observation interview.

It is seen that the teacher took the suggestion of the observer into consideration and prepared her second observed lesson accordingly. In the lesson, she gave an example from her own personal life in order to attract the students' attention and to create more interest in the lesson.

Based on the data above, it could also be concluded that the teacher takes the suggestions made by the observer and the students into consideration and makes changes in her lessons accordingly. If there were no TWO, the teacher would not be able to make the changes that the observer suggested.

Extract 4: (From the third post-observation interview with the students on March 31, 2004)

The teacher and the students discuss their opinions about the use of error-codes in students' essays.

> *St1: When I see the error-codes on my paper I get demotivated.*
> *T: But, there is no other way to show your errors. What can we do?*
> *St2: Let's do something about this.*
> *T: I am asking you. You can give me some ideas. As students, what are your solutions to this point then?*
> *St3: In my opinion, as St4. said, you could make some comments about the grammar, vocabulary and content of our essays whether they are good or not.*
> *St5: You could choose the best essay of the week and put it on the notice board.*

To this discussion another comment comes from the observer.

Extract 5: (From the third post-observation with the observer on April 02, 2004)

> *Obs: All the teachers, including me focus on students' errors all the time. I realized this fact in Tony Humphrey's plenary. I even remember the examples. He spelt a word. Some part of the word was wrongly spelt but for each correct letter he put a tick and on the wrong letter he put a small cross. It is true that there are errors but we should also praise the good points. We sometimes forget this.*

The fourth extract reveals that, the teacher could not find a solution to students' getting demotivated when they see the error-codes on their essays. Even when the teacher asked the students' opinions about their suggestions, they could not come up with an exact solution. However, when the observer read this discussion, she came up with a suggestion and said that the teacher could also give feedback to each good point in the students' essays in order to motivate them.

Based on the data given in extract 4, it could be concluded that through TWO, the teacher was able to share her students' problem about the use of error-code with the observer. If there were no TWO, the teacher would not find the solution that the observer made about the use of error-code. Similarly, the observer would not be able to learn that the students get demotivated when they see the error-codes on their paper. Hence, she would not come up with the solution she made in extract 4.

Extract 6: (From the third post-observation interview with the observer on April 02,2004)

> *T: As far as I understood what students want is not to show the errors on the students' essays. On another piece of paper, I could write for example, study prepositions, the perfect tense, improve your content kind of feedback. They want something that we do in the Pre-faculty level.*
> *Obs: So, what they want is a holistic thing.*
> *(Silence)*

But in this way, the student will come and ask you the question for example, "what is my error here?" for every one and each error.
T: This shows that we need to spend more time on writing.
Obs: Or...tutorials were very good to deal with writing.

As seen in extract 4, the teacher was not able to find a solution to the students' getting demotivated when they see the error-codes on their essays. However, after sharing this problem with the observer, as shown in extract 5, the observer reminded the teacher of focusing on the good points of the students' essays. Furthermore, as evident in extract 6, through her interaction with the observer, the teacher was able to come up with a solution, which she had not thought of at the post-observation interview with the students, about giving feedback to her students' essays.

Extract 7*: (From the third post-observation interview with the students on March 31, 2004)*

T: Ok. The last question. I asked you whether filling in this reflection sheet have any contributions to your language learning. Let me read your responses to you.
"I learned my errors. I learned the correct uses of some of the words. I won't repeat my errors, I hope in the exam. This filling in the reflection sheet process enables me to think about the lesson one more time. I learn better in this way" what about the others?
Sts: Right.
St1: First of all, I find this process very useful.
St2: For you and for us.
St1: The other students will benefit from the results and learn much more effectively. Besides, we share our ideas with you, which is very useful for us…

Extract 8*: (From the third post-observation interview with the observer on April 02, 2004)*

Obs: (She reads the students' responses) You asked the students the benefits of filling in post-observation reflection sheets. They say "we saw our errors, it enables

us to think about the lesson one more time. We learn
better in this way.
***T:** They go through the lesson.*
***Obs:** Perhaps, at the end of the lesson, you could ask them*
what they did in the lessons on that day. You could ask
them why they did those things. This can give the students
the opportunity to think critically.

Based on the data given in extracts 7 and 8, it could be concluded that the observer learns that the students benefit from their reflection on the lessons. They state that in this way, they have another opportunity to think about the lesson. Depending on this perception, seeing that the students find the idea of reflecting on the lessons, the observer makes a suggestion to the teacher that she could ask the students at the end of each teaching day the things they have learned.

If there were no TWO, both the teacher and observer would not learn that the students like the idea of reflecting on the lessons. Moreover, the observer would not be able to suggest the teacher that she could ask the students to reflect on the lessons at the end of each teaching day.

Extract 9*: (From the fifth post-observation interview with the*
students on April 14, 2004)

St1*: If there are two groups, you become the first or the*
second. However, when the group number increases, for
example, if there are 7 groups, or pairs, students'
participation increases because you work hard to become
the first group.
***T:** Very good idea. For example, in the lesson, when you*
were working in pairs, we could have done something
similar.

As illustrated in extract 9, one of the students has a different idea about group-work. The teacher appreciated this suggestion of the student. The following extract shows the part when the student's suggestion was shared with the observer.

Extract 10: *(The 5th post-observation interview with the observer on April 16, 2004)*

> ***Obs:*** *The students say "working in pairs brings seriousness to the group. This is an interesting point.*
> ***T:*** *Do you know why they say such a thing?*
> ***Obs***: *In two groups, you will either become the first or the second.*
> ***T:*** *Let me explain what they mean by that. In a competition if there are two groups, you become either the first or the second. However, if the group numbers increase, for example, in a class of 17, if there are seven pairs, each pair will work hard to become the first. They say, a competitive atmosphere is important. Therefore, they suggest the pair-work.*
> ***Obs***: *I have not thought of this point before.*

When the observer learns the student's idea on the pair-work activities, she finds the opinion interesting. Through the teacher's explanation, she also learns why the student makes this suggestion.

Based on the data given in extracts 9 and 10, it could be concluded that TWO enabled the teacher and the observer to learn a different idea about pair-work activities. If there were no TWO, the observer would not learn that in competitions, the number of the students in each group should be maximum two.

Extract 11: *(From the 5th Post-observation interview with the students on April 14, 2004)*

> ***T:*** *The last question. Do you have any suggestions for the pair-work activity? If yes, explain briefly. The observer said "Since most of the students sit in the same places in the classroom, making different pairs by changing their places could be better."*
> ***St1***: *So she wants us to pair with different people.*
> ***T:*** *Yes, would you agree?*
> ***St2***: *I agree. In this way, we have the opportunity to work with different people and we can evaluate ourselves.*
> ***T:*** *How do you evaluate yourselves?*
> ***St2***: *I mean, besides having a good dialogue with our pair, we must have a dialogue with the others as well.*

This is a fact. We will encounter different people in our lives.

In extract 11, it is seen that the students learn the observer's opinion about changing the places in pair-work activities. Through TWO, the students were able to learn the observer's suggestion and acknowledge it by giving their rationale.

Extract 12: (The 5th post-observation interview with the observer on April 16, 2004)

> *Obs: (She reads the students' ideas about changing the places of the pairs). Having different pairs is good for group dynamics as well. The dialogues and the relationships among the students can develop in this way. You know it happens that in the third and the fourth weeks, some students do not know their friends' names.*
> *T: I agree with you.*

As seen in extract 12, the observer further explains the importance of changing the places of pairs in the activities. Based on this data, it could be concluded that through TWO, the observer and students see that they have the same opinions on changing the places of the pairs. It could also be stated that TWO gives another opportunity to the observer to clarify what she meant by her suggestion.

4.6   Conclusions

4.6.1. Perceptions of the Teacher, Observer, and Students on the Objectives of the Activities

The analysis of the data in this study shows that the perceptions of the majority of the participants on the objectives of the activities in the reading lesson do not match with each other except for the activity "taking notes on the given situations" at before reading stage. The analysis displays that **there is not one perceived objective for each**

activity. The analysis of the objectives shows that **one activity might have more than one perceived objective.** The analysis also reveals that the perceptions of the teacher and the observer match with each other for at least one of the objectives of each activity. Their perceptions may differ in some other objectives, though. There are times when just the teacher's perception agrees with some students and just the observer's perception matches with some other students. Furthermore, sometimes, some students' perceptions do not match with either the teacher's or the observer's. Based on this finding, it could be stated that in reading lessons, most of the students give more importance to content than the skills and therefore may not be aware of the skills the lesson aims to improve or the teacher thinks her students need to achieve.

Contrary to the first observed lesson, the analysis of the second observed lesson's data shows that the majority of the participants' perceptions match with each other in all the activities. This finding reveals the fact that students are more aware of the objectives of the activities in grammar lessons. This can be related to the fact that grammar may have been a more important aspect of language than the skills for most of the students and therefore, they may perceive the grammar points as the content of the lesson. Again this data reveals that there is not one perceived objective for each activity. This means that there can be more than one perceived objective for each activity.

A close analysis of the lesson plan shows that some students perceived the objectives of the following two activities differently: Activity 1: "to enable students to learn "get used to, to be used to and used to" and activity 4: "no aim". On the contrary, all the participants perceived the objective of the activity 3 "filling in the blanks in the sentences" in the same way. Similar to the reading lesson, some students' perceptions match with either the teacher's or the observer's.

Moreover, for one of the objectives of the activity 2, just the perceptions of the teacher and the observer match.

4.6.2 Perceptions of the Teacher, Observer, and Students on the Error-correction Techniques

The data analysis of the third observed lesson reveals that the majority of the participants find the activity "asking students to correct their friends' errors on the selected paragraphs by using the error-code" useful. Moreover, all the participants find the error-correction technique, which enables students to compare their error-correction with the teacher's beneficial. Similarly, most of the participants think that using the error-code is useful. However, besides these frequently perceived benefits, there are some minorities who have different perceptions about error-correction techniques. Although these different perceptions are stated by a small number of participants, the teacher, the observer and one student, their perceptions were also considered as important points to be taken into consideration.

The data analysis of the fourth observed lesson shows that the perceptions of the participants differ in the error-correction techniques used during the lesson. The frequently perceived error-correction technique is teacher's giving feedback on the errors in the paragraphs at the reading the paragraphs stage of the lesson. However, either the teacher or the observer does not state this technique. The perceptions of the teacher and the observer match with each other on the techniques used in activity 1 "completing the words" and 3 "reading the paragraphs". They have different perceptions for the error-correction techniques used in the second activity "group-work".

A close analysis of the data also shows that the perceptions of the observer for the error-correction techniques match with the students' more than the teacher's. Besides this, the teacher, the observer and two students perceive the technique "teacher's eliciting the correct answers

from the students". Furthermore, the teacher's error-correction by stressing on the errors with intonation in the completing the words activity is perceived by one student and only the teacher.

4.6.3 Perceptions of the Teacher, Observer, and the Students on the Group-work

The data analysis of the fourth lesson for the group-work focus shows that the majority of the participants find group-work beneficial. However, these participants have different rationales for their perceptions. Among the stated reasons, "working in a group makes students happy" is the highly stated reason by nine students (out of 15 students). The other reasons are given by a very small number of participants. Both the teacher and two students also think that working in groups is not very good because of the group member and only one student thinks that group-work does not have any effect on his/her learning.

The perceptions of the participants for the objectives of the group-work show variety, too. However, all the objectives reveal the positive effects of group-work on students' learning (see Table 8). The only objective, which is perceived by both the teacher and the observer and three students, is that "group-work enables students to share ideas".

4.6.4 Perceptions of the Teacher, Observer, and Students on the Pair-work

The data analysis of the fifth lesson reveals that the perceptions of most of the participants on the usefulness of pair-work match with each other (see Table 9). Like the situation in group-work, the participants have different reasons for the benefits of pair-work. These reasons are also stated by a small number of participants, but mostly by students. There is one perception that agrees with the observer and one of the students: "Pair-work is better than working alone". There is another,

which is perceived by just the teacher and one student: "making different pairs by changing students' places enables them to communicate with other peers". The data to reveal the perceptions of the participants for the objective of the pair-work activity in the lesson shows that neither the teacher's perception nor the observer's perception matches with any of the students. However, both the teacher's and the observer's perceptions match with each other. Moreover, the perceptions of the students on the objectives of the pair-work show that there are different student perceptions and that they match with each other in small numbers. Based on the findings, it could be concluded that **there is no solid evidence as to what extent all the participants' perceptions match on the focal areas.**

4.6.5   Perceived Benefits of Three-way Observation

As the first benefit of three-way observation, it could be concluded that through TWO, the teacher transferred the perceptions of the students to the observer at the post-observation interviews. If the observer had not learned the students' perceptions, she would not have been able to make the suggestions about the points raised by the students. The students' feedback was a step for the observer to make her comment.

Secondly, it could also be concluded that the teacher took the suggestions made by the observer and the students into consideration and made changes in her lessons accordingly. With the help of TWO, the teacher was able to apply a suggestion which was developed by the combination of both the students' and the observer's perceptions.

Thirdly, it could be concluded that through TWO, the teacher was able to find a solution to one of the problems of her students. For example, the students stated that they get demotivated when they see the error-codes in their writing paper. When the teacher transfered this perception of the students to the observer, the observer acknowledged the students' perception and that the use of error-code could be demotivating.

Thus, she suggested the teacher to highlight the good points of students' writing paper. Through the interview with the observer, the teacher realized that she needed to make some changes in her written feedback style in order not to affect her students in a negative way. Her solution to this problem is to give her feedback on another piece of paper rather than making comments on students' own writing paper. In this way, the teacher shows that she takes her students' affective needs into consideration.

Fourthly, if there were no TWO, both the teacher and observer would not learn that the students like the idea of reflecting on the lessons. Moreover, the observer would not be able to suggest the teacher to ask the students to reflect on the lessons at the end of each teaching day.

Fifthly, through TWO, the observer and teacher learn that students agree with them on some ideas related to focal areas. This finding shows that with the cooperation of student feedback, the perceptions of the observer and the teacher become much clearer and supported.

Lastly, it could be stated that TWO is an invaluable process, which enables teachers to become more aware of a great deal of variables that affect the effectiveness of their lessons. By taking these variables into consideration teachers could prepare much more effective lessons. In this way, they can decide on what to prioritise or not in their lesson plans and accordingly, they can think of the best techniques to cater for their students' needs.

CHAPTER V

DISCUSSION

5.0   Presentation

This chapter provides a summary of the study. It also discusses the findings and presents the implications of further research.

5.1   Summary of the Study

Five classroom observations were conducted in an upper-intermediate class. The observations aimed to reveal the perceptions of the teacher, the peer observer, and the students on the focal areas of objectives of the activities, error-correction techniques and group-work. The first two lessons focused on the objectives of the activities. The third and the fourth focused on the error-correction techniques. The fourth also focused on the group-work. The fifth one exploited the focal area of pair-work.

Before each classroom observation, the participants were reminded of the focus of the lesson. After each lesson, the participants reflected on the focus of the lesson by answering the questions in the reflection sheets prepared according to the lesson plan of each observed lesson. Then, after the collation of the responses, the teacher shared them firstly with the students and then the observer in two days time at an interview. The purpose of the post-observation interviews was to enable the participants to learn each other's perceptions and ideas about the focal areas and to further exploit the focal areas through a discussion platform. These tape–recorded interviews were first transcribed and then translated from Turkish to English.

5.2   **Discussion of Findings**

Allwright and Bailey (1991) state, "Learners contribute to whatever happens in their classrooms but why should learners not also be interested in understanding how classroom language learning works?" (p. 199). Why should their feedback not be gotten about the proceedings of a lesson? Accordingly, why should they not be involved in classroom observations as "reflective" (Bartlett, 1990; Wallace, 1991) participants like the teacher and the peer observer? As Ur (1996) mentions why not students can be seen as "sources of feedback" (p.322) on one's teaching after a classroom observation. Studies (Richards, 1998; Eken, 1999; Atlı and Gencer, 2001; Yurtseven, 2003) have shown that students can give very useful feedback like their teachers and peer observers. They can analyse lessons from a critical point of view and make some suggestions to the teaching and learning processes. In this respect, in this study three-way observations were conducted to include the student feedback in classroom observations. Different from the studies (Richards, 1998; Eken, 1999; Atlı and Gencer, 2001; Yurtseven, 2003) conducted on getting students' feedback on the observed lessons, in this study, through three-way observations, *all the students* took on the peer observer role by observing, analysing and reflecting on the focal areas of the lessons. Their perceptions were considered as important as the teacher' s and the observer's.

All the participants' perceptions were asked and gathered on three focal areas respectively, objectives of the activities, error-correction techniques and group-work. It was found out that perceptions of the participants show variability in terms of quantity and quality. In some situations, the teacher's perception just matched the perceptions of the observer and in some and different situations just matched the perceptions of two-three students. This example can be generalized for all the other participants.

One of the factors causing variety and differences in perceptions could be related to the participants' schematic knowledge. Based on their background knowledge, they construct and bring different meanings to what they see and do. For example, in the first observed lesson, most of the perceptions of the participants showed variety. Because the teacher and the observer are trained in teaching profession, they are aware of the objectives of the activities and the transitions between the stages. However, students may not be aware of the objectives that the teacher states in a lesson plan. Therefore, if teachers want their students to become aware of these objectives, they need to train them and raise their awareness of the rationale behind each activity.

It was also discovered that students' perceptions about the objectives of a reading and a grammar lesson show variety. In the reading lesson, it was concluded that most of the participants' perceptions show variety and most of the time the majority of the students' perceptions do not match with the teacher's and the observer's. On the contrary, in the grammar lesson, most of the participants' perceptions match with each other. The reason for this difference is again related to the prior knowledge of the students. It was found out that students see the content of a reading text as the objective of the lesson. They cannot understand that content is just a means to improve their reading skills. In contrast, in grammar lessons, students grasp the grammar point immediately and see it as the content of the lesson. This finding shows that these students are more aware of the objectives of grammar lessons than skills lessons. This could be related to the fact that these students might have had more practice in grammar than language skills. Therefore, as teachers, we need to provide students with more training in skills lessons by highlighting the objectives of each activity.

One of the other significant outcomes of this study is that each perception has its own value and should be listened to and taken into consideration by the teacher, observer and students. For example, if a

student perceives one activity different from the rest of the class, his/her perception should not be ignored but taken into consideration since it might reveal very useful information about the teaching and learning processes. One of these unique perceptions, which emerged from the study, shows that the number of students in each group-work should be decreased and the number of groups should be increased in order to increase the effectiveness of group-work activities. In this way, it is believed that students could work much more willingly and effectively. The students who made this suggestion stated that in big groups it is difficult to make all the students work. They also acknowledged that, for example, in two groups, the members of each group know that either of them becomes the first when they finish the task. Therefore, they feel that they do not have to participate much. Thus, to increase the participation of all the students, it is believed that teachers should enable their students to work in pairs to perform better in a competitive task.

The reflection sheets administered after each observed lesson proved to be useful in terms of revealing different perceptions of every participant. In addition, the responses given to the questions on the reflection sheets revealed that not everybody perceives everything in the same way because what one perceives is very much related to individual differences, expectations and prior knowledge of that person. Based on this finding, it is the teacher's duty to clarify everything explicitly to all the students. For example, the finding that states, "there is not one perceived objective for one activity" should be taken into consideration by teachers when they are planning lessons. As the study shows different parties such as the teacher, the observer, and the students could perceive different and various objectives regardless of any lesson type. Therefore, in order to identify these objectives, before the lessons at lesson planning stage, teachers should do some brainstorming on the possible objectives of the activities and see whether they match with the students' and the observer 's after administering the reflection sheets. In this way, teachers

could have the opportunity to compare their objectives perceived before the observation with the perceived objectives of the participants. After a couple of three-way observation, if the objectives stated by the teacher are also stated by the observer and the students, then the teacher could understand that she is good at identifying the possible objectives of the activities.

One of the other findings of the study was that there were different perceptions on the *oral* error-correction techniques used in each activity of the fourth lesson. For example, it was found out that most of the students did not perceive that the teacher enabled the students to do peer-correction in the first (completing the words) and the last activity (reading the paragraphs). On the other hand, the teacher and the observer perceived this error-correction in the same way. This finding reveals the fact that most of the students see error-correction as one of the duties of teacher, only. It is obviously evident that students are not aware of the peer-correction they are involved in and that the teacher should highlight the importance of peer-correction before asking them to do peer-correction. To further support this, it could be stated that the results show the most frequently perceived error-correction technique as teacher's giving written feedback to students' paragraphs at the "reading the paragraphs activity". This indicates that students perceive the teacher's correction more than the ones made by their peers.

One of the other important findings of the study is that students' feedback reveals more detailed information about each focal area (see Table 6, 8, 9). Considering the number of the students, it is quite understandable why their feedback shows variety and reveals more detailed information. If students' feedback had not been consulted, the teacher and the observer would not have accessed this much-detailed information about each focal area. However, with students' feedback, both the teacher and observer learned a great deal of points related to each focal area that they had been either aware or unaware of. Besides,

because the information came from a particular group of learners, the teacher became more aware of her students' needs, feelings, preferred learning styles, likes and dislikes related to each focal area. Consequently, she was able to make some changes in the implementation of some activities. For example, when two students stated that "group-work does not have any effect" on their learning, she asked them to clarify their point of view. If these two individual students' perceptions had not been learned then, neither the teacher nor the observer would have learned that one of the students who gave that response likes to learn individually rather than working in groups. Similarly, the other student does not like working in groups since s/he does not benefit from the activity when one of the students dominates and does not allow the others to express themselves. Learning these different student perceptions, the teacher prepared her next observed lesson accordingly and rather than putting students in groups of three, she put them in pairs. Based on this example, it could be stated that if the teacher had not learned each individual student's perception about each focal area, she would not have made the changes that are tailor-made for her students.

5.2.1 Perceived Benefits of Three-way Observation

When observation entered the classroom as an evaluation tool in the 1960s, nobody would have guessed that it would become one of the most important learning tools for teacher development. The most feasible observation type is self-observation through which the teacher reflects on his/her classroom situation. Research studies (Richards and Nunan, 1990) show that teachers learn a lot from self-observation. However, evaluating one's teaching or learning in a classroom without outside feedback may be limited to the extent that, as teachers, we may not be aware of all the things that are done in a lesson (Richards and Nunan, 1990).

Peer–observation (Richards and Nunan, 1990) is, therefore, another alternative to compensate for the things that we as teachers are unable to

see and observe in one lesson. The feedback from a colleague might enable us, teachers, to see and analyse things related to teaching and learning from a different perspective. In a mutual relationship, this feedback can also be discussed to further describe and analyse the events in a lesson. For example, in the third observed lesson of this study, only the peer-observer suggested the teacher to indicate students' correct answers by ticks and smiling faces. She also suggested her to write some guiding comments on students' papers. If the peer observer had not shared this feedback with the teacher, she would not have learned that her feedback style was not very effective. The discussion between the teacher and the observer based on the observer's suggestions enabled the teacher to become aware of the fact that using ticks and smiling faces do not guide students much when they do not indicate why they are used. As this example shows if the peer observer's feedback had not been asked for, the teacher would not learn the weak points related to her feedback. With the help of the peer observer, the teacher learned that she needed to improve her written feedback. However, the findings of this study also proved that just the feedback of the peer observer is not enough to enable the teacher to inform and improve her teaching.

Student feedback is also an important source, which contributes to the improvement of one's classroom events. For instance, in the third observed lesson of this study again, only one student states, "using error-code is confusing". If the teacher had not asked for each and every student's feedback about the use of error-code, she would not have learned that some of our colleagues use different error-codes when giving feedback and that one of the students gets confused and does not understand how to correct an error. Through student feedback, the teacher was able to learn that her students needed some training to be familiar with the error-code. Similarly, if this student's perception had not been shared with the peer observer, she would not have been aware

of the fact that some of the teachers do not use the same error codes used in BUSEL when giving feedback.

The above example illustrates that feedback on each foci becomes very rich with the cooperation of student, peer observer and teacher feedback. In other words, it could be stated that the cooperation of three different feedback sources makes a greater effect than the sum of their individual effects. This belief was the main idea of this study.

Based on this belief, students' feedback was included at post-observation meetings. They were asked to reflect on each observed lesson just like the teacher and the peer observer. With their participation, peer observations turned into three-way observations.

5.2.1.1   A Two-step Three-way Observation Model

The findings concluded from the three-way observations enabled the researcher to create a two-step three-way observation model. This model is illustrated in figure 1 and 2 below. In figure one, the researcher shows how the first step in TWO is taken. In figure two, she illustrates how the three parties' perceptions (the teacher, observer and students) interact with each other.

T ⟵⟶ **O**

Figure 1: The First Step in Three-way Observation

As seen in figure one, the teacher firstly shares the information gathered from all the participants' post-observation reflection sheets with the students and discusses the points with them. In this way, they exchange ideas on the focal areas. These interviews are tape-recorded.

Figure 2: The Second Step in Three-way Observation

Then, the teacher has a meeting with the peer observer . Again, she shares all the information collected from the post-observation reflection sheets with her. During the interview with the observer, as seen in figure two, the teacher is the one who plays the bridge role between the peer-observer and the learners. She transfers the information gathered from the student interviews to the peer-observer. Based on the information gathered from the interviews, for example, the observer may make some suggestions to the teacher depending on the ideas of the students.

For instance, in the third post-observation interview with the students, the teacher learned that some of the students like the idea of filling in a reflection sheet about an observed lesson. These students stated that the process is useful in terms of enabling them to think about the lesson one more time. They said they learned better in this way. When this student information was shared with the observer, she made a suggestion to the teacher based on those students' feedback. She suggested the teacher to ask her class to reflect on each lesson at the end of each teaching day.

The findings of the study also showed that through the application of figure two, the observer may learn different ideas about a point, which she cannot think of without learning the students' point of views. For example, in the fifth post-observation interview with the students, one of the students complained about the ineffectiveness of working in two groups. S/he said that there is no challenge when two groups compete with each other. S/he further explained what s/he meant by stating that when there are two groups, one of them becomes either the first or the second. His suggestion to increase the effectiveness of group-work was to decrease the number of group members and increase the number of groups. When this suggestion was shared with the observer at the post-observation interview, she said that she had not thought of this point before.

Based on the model, it could be stated that three-way observation is a promising and important learning tool, which enables the teacher, peer-observer and the students to interact their ideas about any classroom issues. Certainly, it creates a great opportunity for the three parties to learn from each other about the points of discussion.

5.3   Implications for Teaching

Definitely, TWO has a lot to offer to language classroom. First of all, so as to establish a better relationship between the teacher and the student, it is a great tool to explore. It is very beneficial for classroom situations where the teacher and the students are unable to understand their actions, expectations, needs and feelings. Through TWO, with the cooperation of a peer observer, they can have a better understanding of their classroom culture. The presence of an observer would bring a constructive and objective perspective to their relationship.

TWO also enables the teacher to apply different teaching techniques and see their effects on his/her students' learning. With the help of the immediate feedback, s/he can decide on the actions s/he needs

to take. If, for example, through the discussions, s/he understands that s/he should not apply one technique, s/he may think of another way to better cater for the needs of her/his students. Through the changes she makes, she could prepare tailor-made lessons for his/her students.

TWO also provides the observer with a great opportunity to see the effectiveness of his/her feedback in terms of comparing hers/his with the teacher's and the students. In this way, s/he can become more aware of the students' real needs and can guide the teacher to better instruct his/her students. Moreover, in cases where the teacher and the observer are not able to establish a trustworthy relationship, TWO enables them to get much richer data with the cooperation of the student feedback. In this way, they can both support their perceptions about the focus of the lesson.

5.4   Implications for Further Research

First of all, because the study has been conducted in one upper-intermediate class only with one teacher and observer, its findings may not be generalisable. Therefore, further research should continue in three-way observation at different proficiency levels, in different educational contexts both in Turkey and abroad.

Secondly, research on three-way observation to exploit the focal areas of objectives of the activities, error-correction techniques, and group-work should continue to check whether the same, similar or different findings are gathered.

It is also suggested that further research on other focal areas should be conducted through three-way observation to both learn more about the areas and the students' perceptions.

Furthermore, since in this study, only two three-way observation cycles were spared for each focal area, the implications of the second three-way observations about the same focal area could not be seen. Therefore, it was suggested that three-way observation cycles for each

foci would be repeated more than twice to see the longer-term implications of the ideas discussed and suggested.

Lastly, because the perceptions of the observer after each post-observation meeting were not shared with the students, it was suggested that future research studies would spare resources such as time and teachers to complete the cycle of three-way observation.

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APPENDICES

APPENDIX A

TEACHER REFLECTION SHEET 1

Level:
Date:
Lesson Type: Reading
Focus: Objectives of the activities:
Thank you for taking the time to reflect on the lesson. Please try to answer the following questions.

Before reading:
Activity 1: Taking notes on the given situations
- What was the aim of the activity?

- What do you think about the activity?

Activity 2: Matching the words with the definitions
- What was the aim of the activity?

- What do you think about the activity?

While reading:
Activity 1: Reading the text " You are eating a meal..."
- What was the aim of the activity?

- What do you think about the activity?

Activity 2: Reading the text "Dealing with Fits"
- What was the aim of the activity?

- What do you think about the activity?

Activity 3: Reading the text "Heat Stroke"
- What was the aim of the activity?

- What do you think about the activity?

Activity 4: Reading the text "Rules of First Aid"
- What was the aim of the activity?

- What do you think about the activity?

Activity 5:Reading the whole text and looking at your notes
- What was the aim of the activity?

- What do you think about the activity?

After reading:
Activity 1: Role play
- What was the aim of the activity?

- What do you think about the activity?

....

- Which of these activities did you think was the most challenging and interesting?

- How does completing this form contribute to your students' language learning?

- Do you have any suggestions for the improvement of the lesson?

APPENDIX B

OBSERVER REFLECTION SHEET 1

Level:

Date:

Lesson Type: Reading

Focus: Objectives of the activities:

Thank you for taking the time to reflect on the lesson. Please try to answer the following questions.

Before reading:

Activity 1: Taking notes on the given situations

- What was the aim of the activity?

- What do you think about the activity?

Activity 2: Matching the words with the definitions

- What was the aim of the activity?

- What do you think about the activity?

While reading:

Activity 1: Reading the text " You are eating a meal..."

- What was the aim of the activity?

- What do you think about the activity?

Activity 2: Reading the text "Dealing with Fits"

- What was the aim of the activity?

- What do you think about the activity?

Activity 3: Reading the text "Heat Stroke"

- What was the aim of the activity?

- How do you feel about the activity?

Activity 4: Reading the text "Rules of First Aid"

- What was the aim of the activity?

- What do you think about the activity?

Activity 5:Reading the whole text and looking at your notes

- What was the aim of the activity?

- What do you think about the activity?

After reading:

Activity 1: Role play

- What was the aim of the activity?

- What do you think about the activity?

   ....

- Which of these activities did you think was the most challenging and interesting?

- How does completing this form contribute to students' language learning?

- Do you have any suggestions for the improvement of the lesson?

APPENDIX C

STUDENT REFLECTION SHEET 1

Level:

Date:

Lesson Type: Reading

Focus: Objectives of the activities:

Thank you for taking the time to reflect on the lesson. Please try to answer the following questions.

Before reading:

Activity 1: Taking notes on the given situations

- What was the aim of the activity?

- What do you think about the activity?

Activity 2: Matching the words with the definitions

- What was the aim of the activity?

- What do you think about the activity?

While reading:

Activity 1: Reading the text " You are eating a meal..."

- What was the aim of the activity?

- What do you think about the activity?

Activity 2: Reading the text "Dealing with Fits"

- What was the aim of the activity?

- What do you think about the activity?

Activity 3: Reading the text "Heat Stroke"

- What was the aim of the activity?

- How do you feel about the activity?

Activity 4: Reading the text "Rules of First Aid"

- What was the aim of the activity?

- What do you think about the activity?

Activity 5:Reading the whole text and looking at your notes

- What was the aim of the activity?

- What do you think about the activity?

After reading:

Activity 1: Role play

- What was the aim of the activity?

- What do you think about the activity?

....

- Which of these activities did you think was the most challenging and interesting?

- How does completing this form contribute to your language learning?

- Do you have any suggestions for the improvement of the lesson?

APPENDIX D

OBSERVER REFLECTION SHEET 2

Level:
Date:
Lesson Type: Grammar
Focus: Objectives of the activities
Thank you for taking the time to reflect on the lesson. Please try to answer the following questions.

Activity 1: Fill in the blanks in the paragraph with the correct forms of get used to**, to be used to and** used to**.**

- What did the students learn in this activity? What was its aim?

- What do you think about the activity?

Activity 2: Listening to a context related to teacher's married life

- What did the students learn in this activity? What was its aim?

- What do you think about the activity?

Activity 3: Filling in the blanks in the sentences

- What did the students learn in this activity? What was its aim?

- What do you think about the activity?

Activity 4: Writing a short paragraph

- What did the students learn in this activity? What was its aim?

- What do you think about the activity?

....

- Which of these activities did you think was the most challenging and interesting? Explain why?

- How does completing this form contribute to the students' language learning?

- Do you have any suggestions for the improvement of the lesson?

APPENDIX E

TEACHER REFLECTION SHEET 2

Level:

Date:

Lesson Type: Grammar

Focus: Objectives of the activities

Thank you for taking the time to reflect on the lesson. Please try to answer the following questions.

Activity 1: Fill in the blanks in the paragraph with the correct forms of get used to**,** to be used to **and** used to**.**

- What did your students learn in this activity? What was its aim?

- What do you think about the activity?

Activity 2: Listening to a context related to teacher's married life

- What did your students learn in this activity? What was its aim?

- What do you think about the activity?

Activity 3: Filling in the blanks in the sentences

- What did your students learn in this activity? What was its aim?

- What do you think about the activity?

Activity 4: Writing a short paragraph

- What did your students learn in this activity? What was its aim?

- What do you think about the activity?

....

- Which of these activities did you think was the most challenging and interesting? Explain why?

- How does completing this form contribute to your students' language learning?

- Do you have any suggestions for the improvement of the lesson?

APPENDIX F

STUDENT REFLECTION SHEET 2

Level:
Date:
Lesson type: Grammar
Focus: Aims of the activities
Thank you for taking the time to reflect on the lesson. Please try to answer the following questions.

Activity 1: Fill in the blanks in the paragraph with the correct forms of **get used to**, **to be used to** and **used to**

- What did you learn in this activity? What was its aim?

- What do you think about the activity?

Activity 2: Listening to a context related to married life

- What did you learn in this activity? What was its aim?

- What do you think about the activity?

Activity 3: Filling in the blanks in the sentences

- What did you learn in this activity? What was its aim?

- What do you think about the activity?

Activity 4: Writing a short paragraph

- What did you learn in this activity? What was its aim?

- What do you think about the activity?

…………………………………………………………………………………………

- Which of these activities did you think was the most challenging and interesting? Explain why.

- How does completing this form contribute to your language learning?

- Do you have any suggestions for the improvement of the lesson?

APPENDIX G

OBSERVER REFLECTION SHEET 3

Level:
Date:
Lesson type: Grammar
Focus: Error-correction

Thank you for taking the time to reflect on the lesson. Please try to answer the following questions.

1. What do you think about the first error correction activity the students did in the previous lesson? Explain briefly. (Correcting errors by using the error-code)

2. What do you think about the teacher's error-correction on the sheet? Explain briefly.

3. What do you think about the use of error-code?

4. Do you have any suggestions for error-correction? If yes, explain briefly.

5. How does completing this form contribute to the students' language learning? Explain briefly.

APPENDIX H

STUDENT REFLECTION SHEET 3

Level:

Date:

Lesson type:

Focus: Error-correction

Thank you for taking the time to reflect on the lesson. Please try to answer the following questions.

1. What do you think about the first error correction activity you did in the previous lesson? Explain briefly. (Correcting errors by using the error-code)

2. What do you think about your teacher's error-correction on the sheet? Explain briefly.

3. What do you think about the use of error-code?

4. Do you have any suggestions for error-correction? If yes, explain briefly.

5. How does completing this form contribute to your language learning? Explain briefly.

APPENDIX I

TEACHER REFLECTION SHEET 3

Level:
Date:
Lesson Type: Grammar
Focus: Error-correction

Thank you for taking the time to reflect on the lesson. Please try to answer the following questions.

1. What do you think about the first error correction activity the students did in the previous lesson? Explain briefly. (Correcting errors by using the error-code)

2. What do you think about your error-correction on the sheet? Explain briefly.

3. What do you think about the use of error-code?

4. Do you have any suggestions for error-correction? If yes, explain briefly.

5. How does completing this form contribute to your students' language learning? Explain briefly.

APPENDIX J

OBSERVER REFLECTION SHEET 4

Level:

Date:

Lesson Type:

Focus: Error-correction

Thank you for taking the time to reflect on the previous lesson. Please try to   answer the following questions.

1. What techniques did the teacher use to correct the errors in the first activity? (Completing the words)

2. What do you think about the error-correction techniques?

3. What techniques did the teacher use to correct the errors in the second activity? (Working in groups)

4. What do you think about the error-correction technique?

5. What techniques did the teacher use to correct the errors in the last activity? (Reading paragraphs)

6. What do you think about the error-correction techniques?

APPENDIX K

TEACHER REFLECTION SHEET 4

Level:
Date:
Lesson Type:
Focus: Error-correction

Thank you for taking the time to reflect on the previous lesson. Please try to answer the following questions.

1. What techniques did you use to correct the errors in the first activity? (Completing the words)

2. What do you think about the error-correction techniques?

3. What techniques did you use to correct the errors in the second activity? (Working in groups)

4. What do you think about the error-correction techniques?

5. What techniques did the teacher use to correct the errors in the last activity? (Reading paragraphs)

6. What do you think about the error-correction techniques?

APPENDIX L

STUDENT REFLECTION SHEET 4

Level:

Date:

Lesson Type:

Focus: Error-correction

Thank you for taking the time to reflect on the previous lesson. Please try to answer the following questions.

1. What techniques did your teacher use to correct the errors in the first activity? (Completing the words)

2. What do you think about the error-correction techniques?

3. What techniques did your teacher use to correct the errors in the second activity? (Working in groups)

4. What do you think about the error-correction techniques?

5. What techniques did your teacher use to correct the errors in the last activity? (Reading the paragraphs)

6. What do you think about the error-correction techniques?

APPENDIX M

OBSERVER REFLECTION SHEET 5

Level:

Date:

Lesson Type:

Focus: Group-work

Thank you for taking the time to reflect on the lesson. Please try to answer the following questions.

1. What do you think about the students' working in groups?

2. What is the aim of the group-work in the previous lesson?

3. What were you particularly happy with when the students worked in groups? Explain briefly.

4. What do you think about the students' participation in the group-work in the previous lesson?

5. Do you have any suggestions for the group-work activity? If yes, explain briefly.

APPENDIX N

TEACHER REFLECTION SHEET 5

Level:
Date:
Lesson Type:
Focus: Group-work

Thank you for taking the time to reflect on the lesson. Please try to answer the following questions.

1. What do you think about your students' working in groups?

2. What is the aim of the group-work in the previous lesson?

3. What were you particularly happy with when your students worked in groups? Explain briefly.

4. What do you think about your students' participation in the group-work in the previous lesson?

5. Do you have any suggestions for the group-work activity? If yes, explain briefly.

APPENDIX O

STUDENT REFLECTION SHEET 5

Level:

Date:

Lesson Type:

Focus: Group-work

Thank you for taking the time to reflect on the previous lesson. Please try to answer the following questions.

1. What do you think about working in groups?

2. What is the aim of the group-work in the previous lesson?

3. What were you particularly happy with when you worked in groups? Explain briefly.

4. What do you think about your participation in the group-work in the previous lesson?

5. Do you have any suggestions for the group-work activity? If yes, explain briefly.

APPENDIX P

OBSERVER REFLECTION SHEET 6

Level:
Date:
Lesson Type: Use of English
Focus: Pair-work

Thank you for taking the time to reflect on the previous lesson. Please try to answer the following questions.

1. What do you think about the students' working in pairs?

2. What is the aim of the pair-work in the previous lesson?

3. What were you particularly happy with when the students worked in pairs? Explain briefly.

4. What do you think about the students' participation in the pair-work in the previous lesson?

5. Do you have any suggestions for the pair-work activity? If yes, explain briefly.

APPENDIX R

STUDENT REFLECTION SHEET 6

Level:
Date:
Lesson Type:
Focus: Pair- work

Thank you for taking the time to reflect on the previous lesson. Please try to answer the following questions.

1. What do you think about working in pairs?

2. What is the aim of the pair-work activity in the previous lesson?

3. What were you particularly happy with when you worked in pairs? Explain briefly.

4. What do you think about your participation in the pair-work in the previous lesson?

5. Do you have any suggestions for the pair-work activity? If yes, explain briefly.

APPENDIX S

TEACHER REFLECTION SHEET 6

Level:
Date:
Lesson Type:
Focus: Pair-work

Thank you for taking the time to reflect on the previous lesson. Please try to answer the following questions.

1. What do you think about your students' working in pairs?

2. What is the aim of the pair-work in the previous lesson?

3. What were you particularly happy with when your students worked in pairs? Explain briefly.

4. What do you think about your students' participation in the pair-work in the previous lesson?

5. Do you have any suggestions for the pair-work activity? If yes, explain briefly.

APPENDIX T

LESSON PLAN 1

Name: Bengü Yurtseven Uçan

Date: March 15, 2004

Level: Upper-Intermediate

Length of the lesson: 50 min.

Type of the lesson: Reading

Time: 12: 40-13: 30

Objectives:

1. By the end of the lesson students will have dealt with the unknown words in the reading text "First on the Scene"(See App.1) by

- using dictionaries to match the words with their definitions in exercise C   (source unknown, See App.1).

- putting the words in the appropriate places in the text starting with "You're eating a meal…" (See App.1 ex. D).

2. By the end of the lesson students will have read the text called " First on the Scene". (See App.1) from a source unknown in order to

- answer the True / False questions in exercise E.

- infer the text type of the third section of the text "Heat Stroke"(See ex. F).

- paraphrase each paragraph in the final part of the text "Rules of First Aid"

   (See ex. G).

- compare their notes they took at the beginning of the lesson with the advice given in the whole text.

3. By the end of the lesson students will have taken part in a role-play to use the information from the text they have read.

Assumptions:

- I think students will show interest in the topic since they might not have much knowledge about the situations given in the reading.

- Because they like working in groups, I also assume that they will do all the activities willingly.

Anticipated Problems:

- Because the lesson will be conducted in the fourth block, it might be difficult for the students to concentrate on the lesson. To solve this problem, as mentioned earlier, I will put the students in groups.

- I do not think that there will be enough time to finish all the activities. That's why, I will not make students do activities in a hurry. As a solution, I will give some time limits for each activity but I still do not think students will be able to finish all the activities. Therefore, I will set the rest of the text as homework

Materials and aids:

- The reading text "First on the Scene"(Source unknown, see App. 1)

Timetable fit:

In this lesson, I am planning to focus on intensive reading by asking students to answer some T/ F questions, to infer the text type and do some dictionary work to prepare them for the coming skills exam. In the next reading lessons, we will focus on the sub-skill "referencing".

Lesson Plan

Stage	Time	Aims	Teacher Activity	Student Activity	Aids	Interaction
Introduction Before reading	5 min	To enable sts. to brainstorm their ideas in groups and to create interest in the topic	T. writes the following three situations on the board: - Your friend… 1. starts to have an epileptic fit during the English class 2. has collapsed from heat stroke while on holiday in a hot country. 3. is choking on a bone at a restaurant where you and your classmates are celebrating a special occasion.	Sts. in groups brainstorm and take notes on a piece of paper. Sts. make guesses.	White -board	T→ Sts. Sts. ↔ Sts. Sts. ↔ Sts.
Vocabulary activity	5-7 min	To enable sts. to learn	T. asks students to	Sts. work in groups to	Ex. C	Sts. ↔ Sts.

		the meanings of some unknown words passing in the text and to do dictionary work	work in groups of four and take notes on what they could do in such situations.	match the words with their definitions.		T. → Sts Sts. ↔ Sts.
			When groups are done, T. tells them to keep their notes aside since they will check whether their assumptions are true or false after they have done a reading.		The readin g Text	T. → Sts Sts. ↔ Sts.
			T. asks the class what the topic of the reading could be.	Sts. give their answers.	Ex. E	T. ↔Sts
						Sts. ↔ Sts.
			T. tries to elicit the topic "first aid".			T. ↔ Sts.
While reading: Activity 1:	5 min.	To check whether sts. could use the words in context.	T. asks the sts. to match the words with their definitions	Sts. read the text and put the words in the appropriate		T. ↔ Sts. Sts. ↔ Sts

			in ex. C	blanks.		
						T. ↔ Sts. Sts. ↔ Sts
				Sts. give their answers.		
Activity 2:	5 min	To check sts. understandi ng of the text	After 5-7 min. T checks the answers with the students.			T. ↔ Sts. Sts. ↔ Sts
						T. ↔ Sts. Sts. ↔ Sts.
			T. gives the reading text to the sts. and asks them to read the first part of the text starting with " you're eating a meal…" and to put the words in ex.C in the suitable blanks in the text.			Sts. ↔ Sts.
						T. ↔ Sts.
			T. then elicits the answers from the sts.			Sts. ↔ Sts
			T. asks students to read the	Sts. work individually and answer		

			second part of the text to answer the T/ F questions given in ex. E.	the questions.		
			T. elicits the answers and asks sts. to justify their answers.	Sts. give and justify their answers.		
Activity 3:	5 min	To check sts. understandi ng of the text type	T. asks sts. to read the third part of the text and identifies its text type.	Sts. read the text and decide on the text type.	Ex. F	
			T asks the rationale for their choice.	Sts. support their choices		
Activity 4:	8 min	To enable sts. to express their ideas and to learn from each other.	T gives each group a paragraph of the last part of the reading text and asks them to paraphrase their part.	Sts. read and paraphrase their paragraph.	Ex. G	
				Sts. swap their paraphrases and learn about the other parts of the final part		
			T then asks groups to			

			swap their paraphrases and discuss.	of the text.		
Activity 5:	5 min	To enable sts. to compare their knowledge with the information in the text and check their understanding of the whole text.	T. asks the sts. to read the whole text and compare their notes that they have made at the beginning of the lesson with the information given in the text. T. asks each group to share to what extent their assumptions were right.	Sts. read the text and compare their notes with the information in the text. Sts. give their ideas.	The whole text	
After reading: Role play	10 min.	To enable sts to use the new information in context	T. pairs sts. as student A and B. Then, she gives each role card to each pair. T. asks each pair to	Sts. in pairs work for their roles. Sts. act out their roles in	Role play cards	Sts. ↔Sts.

			prepare themselves for their roles. T. then asks each pair to act out their roles.	front of their friends.		

APPENDIX U

LESSON PLAN 2

Name: Bengü Yurtseven Uçan

Date: March 22, 2004

Level: Upper-Intermediate

Length of the lesson: 50 Min

Type of the lesson: Grammar

Time: 12: 40-13: 30

Objectives:

1. By the end of the lesson, students will have been tested on what they remember about the forms, functions and meanings of "used to, to be used to and get used to" by:

    a) filling in the blanks of a paragraph (source unknown) with the appropriate target structures (See App. 2).

    b) answering teacher's questions about the meaning, function and form of the structures mentioned above.

2. By the end of the lesson, students will have revised the meanings, forms and functions of "used to, to be used to and get used to" by listening to a context (see App. 3) created by the teacher and answering questions related to it.

3. By the end of the lesson, students will have demonstrated their understanding of the target structures by:

    a) filling in the blanks of an exercise at sentence level (source unknown, See App. 4, ex. 1)

    b) writing a short paragraph using the target structures about how their life has changed since they started Bilkent University. (See App. 4, ex. 2)

Assumptions:

- I assume that most of the students are aware of the target structures. However, they may not have much practice in using them.

- Despite having been presented the target structures in the previous courses, most of the students will consolidate the differences between the structures in terms of forms, meanings and functions in this lesson.

Anticipated Problems:

- I believe students will confuse the meanings, forms and uses of the target structures. Therefore, at the lesson planning stage I decided to provide them with a memorable context to enable them to understand the difference in the forms, functions and meanings of the target structures. Besides, I will ask them as many concept questions as possible to check whether they have understood the uses of the structures. To deal with the form, I will first elicit the forms of the structures from the students and then, write them on the board. To further enable the students to consolidate the structures, I will ask them to use the structures in a paragraph.

Materials and aids:

- OHT 1, the paragraph about driving in Britain. (App. 2)
- A context related to teacher's married life. (App.3)
- Exercise 1(See App. 4)
- Exercise 2 (See App. 4)

Timetable fit:

In the previous courses, students were presented the "used to" structures. In this lesson, I want to check my students' knowledge in the "used to, to be used to and get used to" structures. Through this diagnostic lesson, I will learn their needs and help them compensate for the necessary points in the coming lessons.

Lesson Plan

Stage	Time	Aims	Teacher Activity	Student Activity	Aids	Interaction
Introduction	10'	To check whether students can differentiate between the forms, meanings and uses of the target structures.	T. puts the OHT on the OHP and asks students to fill in the blanks in the paragraph with the target structures. While getting answers, T. guides the Sts. with her questions to elicit the correct forms.	Sts give their answers to the T. Sts. give their answers according to the questions of the T and try to find the correct forms.	OHT 1	T. → Sts Sts ↔ Sts T ↔ Sts
Stage 2:	10'	To enable sts to better understand the uses, meanings and the forms	After eliciting the structures from the sts. the T. tells students that	Sts. listen to teacher's anecdote and try to understand the uses of	App. 3	T ↔ Sts

			they are going to listen to an anecdote related to teacher's married life.	the target structures.		
		of the target structures				
			T. tells her anecdote and then asks sts the difference between the functions, meanings and forms of the structures.	Sts. answers T's questions and gives the forms of the structures to the T.		
			T. elicits the structures from the sts and writes them on the board.			
Stage 3:	15'	To check whether sts can use the forms correctly or not.	T. asks sts. to fill in the blanks with the correct forms of the structures in the given exercise.	Sts. first work individually then check their answers with their friends next to them.	App. 4, Ex 1	T ↔Sts
						St ↔St
			T. gets the	Sts. give		

			answers. She also asks them why they have given those answers.	their answers.		
Stage 4:	15'	To check whether sts can use the target structures correctly in a freer activity or not.	T. asks sts. to write a paragraph about how their life has changed since they started BUSEL.	Sts. write their paragraphs and swap their paragraphs with their peers. They give feedback to their friend's paragraph.	App. 4, Ex 2	St ↔ St

APPENDIX V

LESSON PLAN 3

Name: Bengü Yurtseven Uçan

Date: March 29, 2004

Level: Upper-Intermediate

Length of the lesson: 50 Min.

Type of the lesson: Grammar

Time: 12: 40- 13: 30

Objectives:

1. By the end of the lesson, students will have practised identifying different types of errors in the paragraphs taken from their essays by:
   a) finding the errors in the paragraphs in pairs (See App. 5).
   b) correcting the errors in the paragraphs by using the error-code prepared by BUSEL curriculum unit.
   c) comparing their error-correction with the one prepared by the teacher (See App. 6).

2. By the end of the lesson, students will have practised identifying different types of errors by writing a paragraph about media in groups of three and giving feedback to each other's paragraph by using the error-code prepared by BUSEL curriculum unit.

Assumptions:

- I assume that most of the students are not good at identifying errors and reading the error-codes to correct them. In this lesson, students will become more aware of different error types and their

corrections by working on their sample paragraphs. And thus, they will have a better understanding of the error-code.

Anticipated Problems:

- Some students may be demotivated because of seeing their paragraphs or sentences on the board. That's why, at the beginning of the lesson, I will tell them that almost all the students have made the same errors in their essays.

Materials and aids:

- OHT 1: Students' paragraphs (See App. 5).
- OHT 2: Teacher's error correction on the paragraphs (See App. 6).

Timetable fit:

After diagnosing that most of the students are not able to identify their errors, I believe this lesson will help the students to better understand my written feedback. After familiarizing students with the error code, I will ask them to correct some errors in some paragraphs in the coming lessons.

Lesson Plan

Stage	Time	Aims	Teacher Activity	Student Activity	Aids	Interaction
Lead-in	20'	to raise sts' awareness of their written	T. displays the students' paragraphs sheet on the OHP and asks	Sts work in pairs and identify the errors in the paragraphs.	App. 5	St ↔St

		errors	them to work in pairs and find the errors.			
			T. wants students to use the error code she uses when giving feedback.	Sts write the error codes on their papers and then choose the most appropriate ones to match with the errors.		
			T. then invites the volunteers to come to the board and write the error codes for each paragraph.	Volunteer students go to the board and write the error codes for each error.		St ↔ St
			T. then asks the class to decipher the codes and do the correction.	Sts discuss the correct answers to each code. Then, the students at the board do the		

				correction on the paper.		
Feedback	15'	To raise sts awareness of the use of the error code.	After each paragraph, T. shows her own correction and asks students to compare the feedback she has given with their error correction.	Sts. compare teacher's feedback with their feedback.	App. 6	T ↔ Sts
Production & Feedback	15'	To enable whether students have become aware of	T. asks students to write a paragraph about media in groups of	Sts write a paragraph in groups of three and then give feedback to		Sts ↔Sts

		their errors and the use of error-code or not	three. Then, groups give feedback to each other's paragraph by using error-code.	each other's paragraph.		

APPENDIX W

LESSON PLAN 4

Name: Bengü Yurtseven Uçan

Date: April 05, 2004

Level: Upper-Intermediate

Length of the lesson: 50 Min.

Type of the lesson: Grammar

Time: 12: 40-13: 40

Objectives:

1. By the end of the lesson, students will have practised the use, spelling and meaning of the following unit vocabulary "consequently, anticipate, explosion, priority, warn, ineffective" by

    a) guessing the missing letters of the words stuck on the board.

    b) using the words they guessed in a paragraph written in groups of three.

2. By the end of the lesson, students will have practised identifying errors by giving feedback on the language and vocabulary of their friends' written stories.

 Assumptions:

- I assume students will like the vocabulary game. This activity will motivate them more and strengthen the group dynamics.
- Because students lack the habit of using dictionary, the paragraphs they will create will have the misuses of the vocabulary.

Anticipated Problems:

- The students will have difficulty in writing a story by using the target vocabulary. Since they do not have the habit of using a dictionary they will use the words incorrectly. To solve this problem, I will tell them to consult their dictionaries when writing their stories.
- Some group members may not participate in the group-work as much as the others. Therefore, I will monitor each group's study closely.

Materials and aids:

- Word cards
- OHTs.

Timetable fit:

In the previous lessons, the students had some practice in giving written feedback by using the error-code. Therefore, in this lesson, they will be much better at identifying errors and correcting them. Besides, they will be much better at helping each other and learning from each other through group-work.

Lesson Plan

Stage	Time	Aims	Teacher Activity	Student Activity	Aids	Interaction
Warmer	10'	To check whether students can find the correct	T. tells the class that there will be a competition between two		Word cards	T → Sts.

		spelling of the target vocabulary or not.	groups. T tells that she will stick some word cards on the board. She adds that some letters of these words are missing and it is each group's task to find the missing letters. She also adds that the quickest group who writes the missing letters in the word cards becomes the winner.	Sts get into two groups. They create two rows in the classroom. Each student in the row takes his/her turn and tries to find the missing letters in the cards stuck on the board. The students who cannot find the letters get		Sts ↔ Sts

				help from their group members. T only intervenes in the competition when students cannot find the correct spelling.		T ↔ Sts
Production	20'	To enable sts. to use the target vocabulary in context.	T. tells that they are going to use those words in a story created by them. T. gives an OHT to write their stories on.	Sts get into groups of three and write their stories by using the target vocabulary.	OHTs	Sts ↔ Sts
Feedback	20'	To enable sts to see their friends' written product and to identify their errors	Then, she asks each group to choose a spokesperson and present their story on the board.	When groups finish writing, they are asked to present their story to the rest of the class. One by one		Sts ↔ Sts

		in their stories.		each group presents their story. The errors in the stories are corrected as a class during the presentation.		Sts ↔ Sts T ↔ Sts

APPENDIX Y

LESSON PLAN 5

Name: Bengü Yurtseven Uçan

Date: April 12, 2004

Level: Upper-Intermediate

Length of the lesson: 50 Min.

Type of the lesson: Grammar

Time: 13: 40-14:30

Objectives:

By the end of the lesson,

1. students will have revised the meaning, use and form of modals of deduction in the present by answering T's questions about the pictures shown (See App. 7 & 8).

2. students will have recognised modals of deduction in the past listening to a song "It must have been love" by Roxette and filling in the blanks (See App. 9).

3. students will have revised the meaning, use and form of past modals of deduction by answering concept questions related to the lyrics of the song.

4. students will have practised orally the meaning, use and form of modals of deduction in the past by:

   a) discussing the situation in the reading text in BASE 3, pg: in pairs (App. 10)

   b) sharing their guesses, deductions with the rest of the class.

Assumptions:

- I assume students will like the idea of listening to the song and revising the target structure through it.
- Working in pairs to find the thief in the given situation will also make students participate in the lesson more.

Anticipated Problems:

- Students may have difficulty in understanding the difference between the uses of *must be*, *could be* and *might be* in the present and in the past to make deductions. Therefore, I will ask them some concept questions related to the setting created by the teacher to highlight the difference between the modals.

Materials and aids:

- Pictures (See App. 7 & 8)
- The song called " It must have been love" by Roxette (See App. 9)
- A Theft Story (See App. 10) taken from *BASE 3* (*Bilkent Academic Studies in English). (1996). Ankara: Bilkent University.

Timetable fit:

This lesson will diagnose what the students have learnt about the target structures. After this lesson, I will have more solid data about the students' needs. Accordingly, I can prepare more tailor-made lessons related to the target structures in the future.

Lesson Plan

Stage	Time	Aims	Teacher Activity	Student Activity	Aids	Interaction
Introduction Warmer	20'	To check students' knowledge in the target structures	T. shows two pictures to the Sts. and asks them what the relationship between these two people could be.	Sts. look at the pictures and make deductions about the relationship between these two people.	App. 7 & 8 (Pictures)	T ↔ Sts
			The possible deductions are: they could be lovers, a wife and a husband.	Sts make deductions.		Sts↔Sts
			T asks sts to give a name to these characters.	Sts give names to the characters.		
			After eliciting from sts some sentences			T↔Sts

			about the deductions T.writes the sentences on the board and focuses on the forms of the modals of deduction in the present.			
Stage 2:	10'	To enable sts to recognise the structures.	Then, T. tells Sts. that they are going to listen to a song about the relationship of these two characters.	Ss listen to the song and try to understand what the relationship between these two people is.	App. 9 (The song)	T ↔ Sts
			T. asks sts why the singer sings it must have been love and try to elicit the use and forms of modals of deduction	Sts. answer T's questions.		Sts ↔ Sts

| Stage 3: | 20' | To check whether sts. can use the target structures orally. | in the past.

T. writes the forms of modals of deduction in the past on the board.
T. asks sts. to open their books to read the situation related to the woman in the picture shown at the beginning of the lesson T. tells the class that the woman in the picture is sad becuase of the situation given in the book. T wants Sts. to work in pairs and | Sts read the situation in the book and starts working in pairs to find the thief in the given situation. While doing that, they have to use modals of deduction. | BASE 3 (App.10) | St ↔ St |

			help her to find the thief.			
			When each pair comes to a conclusion, then pairs share their deductions with the rest of the group.			Sts ↔ Sts

APPENDIX 1

THE READING TEXT "First on the Scene"

FIRST ON THE SCENE

You're eating a meal with your family. Everyone is relaxed. There is carefree...........around the table. Suddenly, your father stands up,....................his throat. His face is.............with.............and his skin is turning blue. Everyone thins he's joking. He falls to the floor and lies there, silent and still. The family chatter turns to silence; then to screams of panic.

It all happens in seconds. He's choking to death-but you don't know how to help him. There's nothing worse than watching helplessly as someone you love fights for their life. At least if you knew some basic first aid, you'd be able to do something to help.

Every year, thousands of people across the world choke to death. It usually happens when food or drink gets stuck in the throat or ...., instead of being swallowed. It's impossible to take a deep breath, and it's extremely frightening. But you can help someone who's choking. A sharp..........to the back is sometimes enough to............the food.

If that doesn't work, the next step is to try what's known as the Heimlich Manoeuvre. This is designed to raise the pressure within the chest to............whatever is stuck. Stand behind the person who is choking and wrap your arms around him or her. Then make a............with one hand, place the other over it, and pull vigorously upwards and backwards just under the...........This is often enough to make the food fly out of person's mouth with great force. If it doesn't work the first time, try again.

DEALING WITH FITS

What would you do if you were first on the scene when someone was having an epileptic fit, or seizure? These are more common than many people think – about one in every 150 people have some from of epilepsy. In the most severe type, the person loses consciousness and falls to the ground. Then their whole body stiffens before the

limbs start to twitch and jerk. It can be frightening to watch, particularly if you haven't seen a seizure before.

Sometimes, onlookers find it so disturbing that they try to stop the person shaking by holding them still. But that will never stop the seizure and could hurt them even more.

The best way to help someone who's having a seizure is to make sure they're safe. Put something soft between them and the hard surfaces around them, so they don't injure themselves, particularly their head. Try to make a note of the time, so you know how long the seizure lasts.

Some people wooden spoon or a rag in the mouth to stop the person biting their tongue; but putting anything in the mouth is very dangerous because it could block their breathing-so don't be tempted.

After few minutes, the seizure should stop, and the person should start to come round. Lie the person on their side in the recovery position. Be there to help them when they do start recovering, and make sure a big crowd hasn't gathered. If the fit continues for more than about five minutes, call for medical help.

HEAT STROKE

For people who live and work in hot countries, and especially people travelling to hot countries, heat exhaustion and heat stroke can cause big problems. Heat stroke is more severe form; people fall unconscious and can die. It's most likely to happen in hot, humid conditions, when people can't sweat as much as usual.

Without sweat, the body can't cool itself, and it overheats. So the best treatment for heat stroke is simple – give the person 'artificial' sweat. In other words, take their clothes off and pour cold water all over them. If they can drink, give them plenty of fluids as well.

You can avoid the effects of heat by always wearing a big hat to keep the sun off you, wearing a shirt, and drinking plenty of water. By thinking ahead, you can avoid many potential health risk and accidents, and this one of the principles of first aid.

A.   Have you ever been in a situation where you have had to act to save someone's life? What did you do? Were you calm or did you panic? What happened to the person?

B.   In groups, decide on the best action to take in the following situations.
      Take notes on what you would do, as you will need this information later.
      Your friend...

   1.   starts to have an epileptic fit during the English class.
   2.   has collapsed from heat stroke while on holiday in a hot country.
   3.   is choking on a bone at a restaurant where you and your classmates
        are celebrating a special occasion

C. Match the following words and definitions

1. to hold very tightly	a. contorted
2.a strong feeling of anxiety or fear that makes you act without thinking	b. blow
3. hit or strike (noun)	c. windpipe
4. changed into an unattractive and unnatural shape	d. chatter
5.informal conversation about unimportant things	e. dislodge
	f. clutch
6.move something that is stuck	g. fist
7.force out of somewhere	h. expel
8.a cage-like structure of bones in the chest that protected the lungs	i. ribs
9.hand with fingers folded in tightly	j. panic
10.a tube from which air passes from the nose and mouth to the lungs	

D. Now use the words from the second column above to fill in the gaps for the first
section of the next text.

E. Read the second part of the text 'Dealing With Fits', and tick the following true/false questions.

		T	F
a.	Epilepsy is rare illness	☐	☐
b.	During an epileptic fit, the sufferer is always unconscious	☐	☐
c.	You must try to stop people from biting their tongue during a fit.	☐	☐
d.	An epileptic seizure does not usually last a long time	☐	☐
e.	Make sure lots of people are around for help	☐	☐

F. Read the third section of the text, 'Heat Stroke'. Which of the following text type categories would you match it with?

      a)   problem/solution

      b)   advantage/disadvantage

      c)   cause/effect

      d)   problem/solution + cause/effect

G. Here is the final part of the text.

RULES OF FIRST AID

'Prevention is better than cure', may be an old saying, but it's also one of the rules of first aid, and there are others. Whatever the emergency, it's always important take a few seconds to assess the situation as calmly as you can – taking a deep breath can help you to keep calm.

Before you start worrying about the patient, ask yourself how safe you are? If someone has been knocked down by car, don't put your own life in danger by rushing into a busy road.

Get help as soon as you can – make sure someone's telephoned for an ambulance before you get too involved. And, if someone's been in an accident or if they are in pain, you can be sure that they'll be frightened. So speak to them calmly and reassure them that help is on the way and will arrive soon.

Another useful tip: if you're unlucky enough to find yourself in a situation where you have to decide which of several injured people to help, go to the quietest ones first. People who are

a) Look at the saying in the first line:
'Prevention is better than cure'.
What do you understand by this?

b) Now listen to your teacher for instructions.

....
....
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....

shouting and screaming for help are at least alive and able to breathe.	

H. Now look back at your notes from exercise B. Read the whole text again and compare your group's decisions with Doctor Graham Easton's advice. Did you do the best thing for your friend?

APPENDIX 2

A PARAGRAPH TO REVISE "used to", "get used to",
"to be used to "

Most people who go to Britain find driving very difficult and strange because you have to drive on the left. When I first came to Britain, I had the same experience, too. In Turkey, we drive on the right so driving on the left was strange and difficult for me because I ....it. But after a lot of practice, I ....driving on the left. Now, after three years, it is not a problem for me because I ....driving on the left. However, if I go back to Turkey, I ....driving on the right again.

APPENDIX 3

A CONTEXT RELATED TO THE TEACHER'S MARRIED LIFE

" You know I got married one month ago and to be honest I find it difficult to do the washing. Before I got married, I had never done the washing. My mum always did it. This does not mean that I had not done any housework. I am used to housework except for doing the washing.

Yes… unfortunately, I was not used to doing the washing. As luck would have it, my husband is someone who changes his trousers everyday. You may guess that I am getting used to washing the clothes these days. I know it takes time but I will do my best. I remember that I used to wash some of my clothes. I don't know how I lost my interest. Anyway..."

Created by the teacher

APPENDIX 4

EXERCISES TO PRACTISE "used to / be used to/ get used to"

Exercise 1:

Fill in the blanks using used to/ to be used to/ get used to using the verbs given in brackets. Be careful with the tenses.

1. When I was a child, I ....(go) swimming every day.
2. Karen ....(eat) sushi because she has lived in Tokyo for years.
3. ....he....................(wake) up so early for his new job?
4. It took me a long time to ....(wear) glasses.
5. There ....(be) a cinema on this corner but it was knocked down.
6. Doug and Sam ....(work) hard. They never leave work before 10 o'clock at night.
7. You will have to ....(eat) less if you want to lose weight.
8. Ron got tired very quickly. He..............(run) so fast.
9. After her husband died, the old woman had to ....(live) on her own.
10. David does not seem to mind being in hospital. I suppose he ....(be) there.

Exercise 2:

Write a short paragraph using to/be used to/get used to about how your life has changed since you started Bilkent.

APPENDIX 5

STUDENTS' SELECTED PARAGRAPHS

- Industrial development is benefit for our life but this is affect the environment negatively. Rapidly factories number is increase and these factories have a lot of … Technological development is also affect environment. For example, are polluted air seriouly. Exhaust is damage peoople's life. We don't think result of something and we do a lot of negative things…

- If we want pollution is preventable. Maybe we don't affect pollution seriously but in the future pollution affect our life very bad.

- The first cause of the pollution is toxic waste and throw them in wrong places. It gives the biggest harm to enviroment…..

- The second reason is people who like hunting. This people kill animals only for their pleasures. Especially in Africa, there are a lot of people who came another countries to hunting.

- Another event of the pollution is people who kill animals. Animals help to nature and they find a nature balance; therefore, when you kill animals, you ipair to balance of nature. For example; every anials have some duty to conduct nature so if you daage or kill this animal, they won't do their duties and pollution of nature will happen.

- For world's healthy, we need clean water, air and land.

APPENDIX 6

TEACHER'S ERROR-CORRECTION ON THE PARAGRAPHS

- Industrial development is benefit for our life but this is affect the environment negatively. Rapidly factories number is increase and these factories have a lot of … Technological development is also affect environment. For example, are polluted air seriouly. Exhaust is damage peoople's life. We don't think result of something and we do a lot of negative things…

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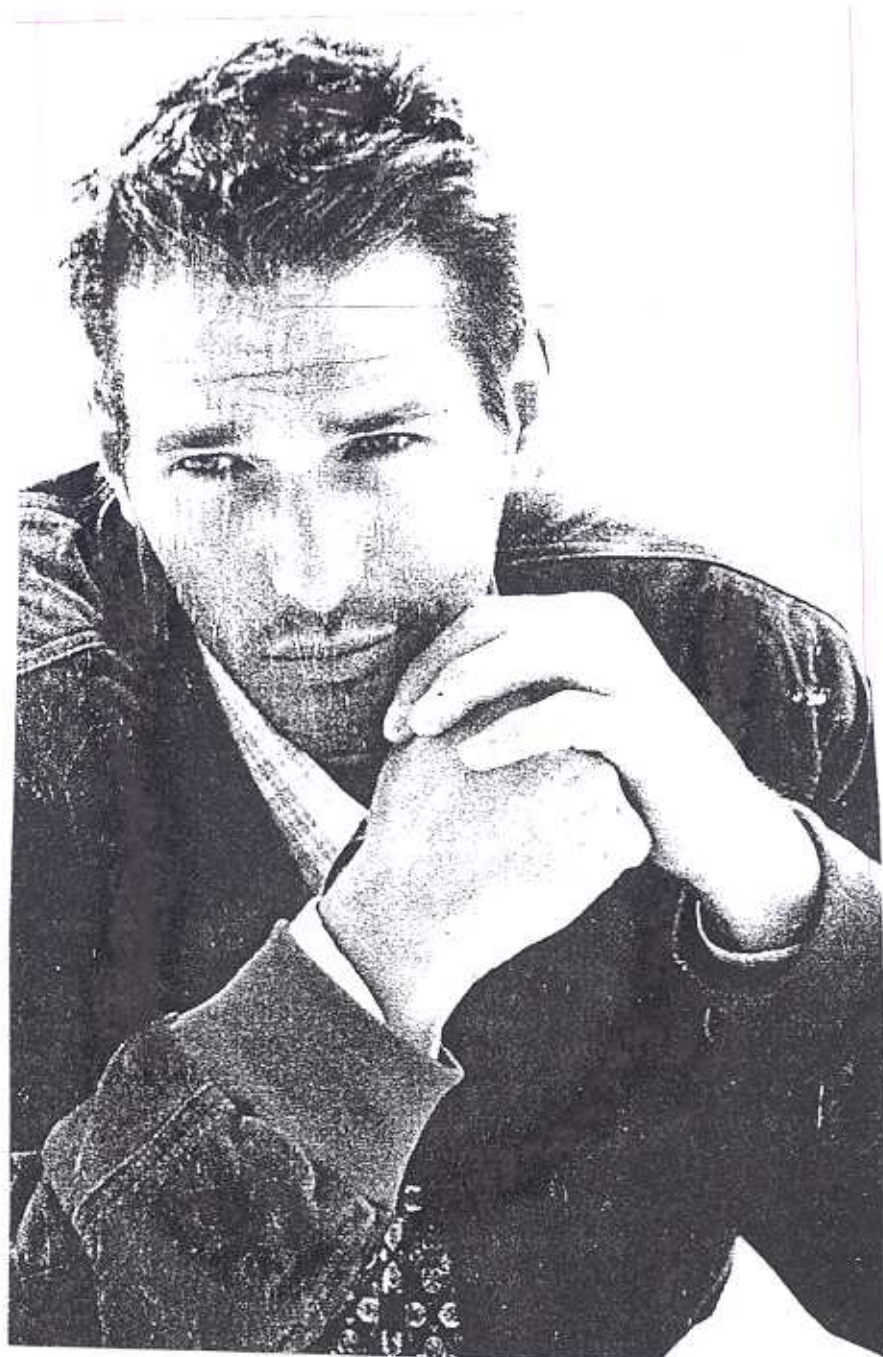- For world's healthy, we need clean water, air and land.

APPENDIX 7

PICTURE 1

APPENDIX 8

PICTURE 2

Source unknown

APPENDIX 9

THE SONG "It must have been love" by Roxette

It must have been love, but it's …1.*over*……. now

Lay a whisper on my …..2 .*pillow*…….

Leave the …3.winter……. on the ground

I wake up lonely, a sound of …4.*silence*…….

In the bedroom, all around

Touch me now, I close my …5.*eyes*…….

And dream away

It must have been love, but it's over now

It must have been good, but I lost it .…6.*somewhow*…….

It must have been love, but it's over now

From the moment we …7. *touch*……. till the time had run out

Make-believing we're   .…8.*together*…….

That I'm sheltered by your ……9.*heart*….

But in and outside I turn to …10. *autumn*…….

Like a ……11. *teardrop*…. in your palm

And it's a hard winter's day

I dream away

It must have been love, but it's over now

It was all that I ……12. *wanted*….

Now I'm livin' without

It must have been love, but it's over now

It's where the water …13.*flows*…….

It's where the …14. *wind*……. blows

APPENDIX 10

A THEFT STORY

Yesterday, Catherine Smith came home from work and saw that her house had been broken into. All her money and jewellery had been stolen as well as some other valuable things. She immediately called the police and they are now trying to find out who the thief was. They have noticed that the door wasn't forced open, so they think someone who had the key must have done it.

There are three people who have got the key to the house: the cleaning lady, Catherine's boy friend and the next-door neighbour. The police have also gathered some information related to each one of them.

You and your partner are two police inspectors and you are investigating the case. Use the information about each suspect and discuss who the thief could be.

The suspects:

The cleaning lady:
-has been dismissed from her previous job because of stealing.
-phoned in sick and didn't go to Catherine's house that day.
-has been in the habit of leaving the bedroom window open and the window was open when Catherine came into the house.
-the police found her fingerprints on the drawer in the bedroom where Catherine kept her jewellery.

The next-door neighbour:

-There is a passage in the garden between the two houses.

-She has always been interested in jewellery Catherine wears.

-Her husband's company went bankrupt last month and they have been in debt since then.

-They have been staying at a relative's house for the last two weeks.

Catherine's boyfriend:

-has been made redundant and needs money to repay his loan.

-has been abroad for the last couple of days.

-Catherine hasn't heard from him since last week.

-The police found his lighter on the bedroom carpet.

Taken from *Bilkent Academic Studies in English (BASE 3).* (1996).

Ankara: Bilkent University