

BENEFITS OF PEER OBSERVATION IN TEACHER DEVELOPMENT

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This paper discusses the peer observation process conducted while teaching at an English discussion course at a Japanese university. According to Hitchins and Pashley, (2000), “Classroom observation is seen firmly as part of a range of quality development tools used to improve the design and delivery of the curriculum. It will be productive only when undertaken in an atmosphere of trust and security, and with a developmental intent.” In the peer observation process it was hoped that the author would be given feedback on ways to improve her instructional language, and discuss strategies in giving meaningful feedback to students. In addition, the author was also seeking feedback on a new method the students practiced the function phrases. This paper will discuss in detail the process in which why these three issues are relevant to her teaching. It will include her own ideas on the issue and her partner’s comments. It can be said that the peer observation process is both engaging and inspiring because this process allows for an open discussion with a peer about teaching principles, lesson ideas and experiences in the classroom.