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EFL instructors' values systems, reflections, and emotions on paired peer observation process[1]

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Abstract

It is a fact that teachers worldwide are aiming at one thing and one thing only: students' success. To this end, teachers must continue learning and developing their skills. It is necessary to engage in self-evaluation through some activities, which include collaboration, interaction and reflection. One way of achieving this is to have peer observations, which enable teachers to focus on a 'problematic area' of their teaching with a colleague. However, teachers often perceive peer observations negatively as they resonate with institutional observations. This study aims to investigate EFL instructors' value systems, emotions, and reflections on paired peer observation in higher education. For this purpose, eight EFL instructors at a foundation university in Turkey were interviewed about their existing beliefs, attitudes, and values. Then, the pairs observed each other and were again interviewed to explore the changes in their value systems and to study the emotions that emerged in each step of the process, which constitutes a gap in the literature. Finally, they were asked to write reflective essays to examine the impact of observing each other on their reflectivity and professional development. Findings indicate a change in instructors' existing beliefs on the ideal partner and an increase in their willingness to continue doing paired peer observations as they increase collegiality between the partners and enhance their motivation and self-efficacy. Also, the participants' negative emotions towards peer observation were quickly replaced with positive ones once the observation happened. An unexpected finding is that the participants found giving feedback to their partners harder than receiving feedback. The suggested ground rules to have a smooth observation activity can be implemented.

1 Introduction

The effectiveness of instructors is one of several factors that determine how successful their students are. Teachers are, therefore, required to keep learning and developing in their profession. After graduating from education programs, teachers are expected to continue studying throughout

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their careers to meet their pupils' needs and the demands of their society.

There has been a rise in research focusing on Continuing Professional Development (CPD) in recent years (Bleach, 2014; Day, 2012; Lydon & King, 2009; Kennedy, 2014; Whitehouse, 2011). It is acknowledged that improving the institution, changing classroom procedures, and ultimately improving student-learning results all depend on teachers' professional development (Borko, 2004), among many other factors.

The features of effective CPD are categorized differently (see Adey, 2004; Guskey, 2000; Day, 1999), yet there is consensus throughout the reviews of it. According to Whitehouse (2011), there are six main components of an effective CPD: identifying the requirements of the learners, employing external expertise, being subject-specific, collaborative, and sustainable.

Without a doubt, CPD activities are beneficial when all these criteria are met. As a result, teachers can enhance their knowledge and abilities, reflect on their theory of practice, find new areas to concentrate on, and better themselves. As teaching can be considered an art form, it reflects the perceptions of multiple stakeholders, and the best way to appreciate this art is by reflecting on what is happening in the core, the classroom.

As opposed to random thought, deliberate thinking is what reflection entails, and from thoughtful thinking, thoughtful action results. Schön (1983) focuses on how to support educators in thinking reflectively. He coined two terms related to reflection: reflection-on-action (thinking after the act) and reflection-in-action (thinking during the act). Professionals aim to address theory and connect with their emotions in both cases.

Numerous reflective tools have been suggested for teachers to employ in order to reflect on their performance in the classroom. As Johnson & Golombek (2011) state, social interaction provides the psychological tools that drive reflection. In fact, the theoretical basis is provided by Vygotsky's sociocultural theory, which entails, "All higher mental functions are internalized social relationships" (cited in Cross 2010, p.164).

He then defined the Zone of Proximal Development (ZPD) as the "space between what can be performed with assistance and independently" (p. 86, as cited in Moghadam & Mehrpour, 2017). Drawing on Vygotsky, Warford (2011) suggested the concept of Zone of Proximal Teacher Development (ZPTD), which "denotes the distance between what teaching candidates can do on their own without assistance and a proximal level they might attain through strategically mediated assistance from more capable others" (p. 253).

However, when implementing ZPTD in in-service teacher development, educators must engage in collaborative, interactive, and reflective activities. With the aid of collaborative tools, educators can engage in dialogic reflection on their work and gain knowledge from one another's experiences as well as input from peers. Teachers who appear to be losing their confidence can benefit from increasing collaboration with encouraging colleagues (Shabani, 2012).

Peer observations, which allow teachers to concentrate on a "problematic area" of their teaching with a colleague who may or may not be more skilled in the same area or experience the same trouble with it, are one method of attaining this collegial assistance. This collaboration is beneficial because it allows teachers to actively and productively engage with their body of knowledge through reflection on practice and interactions amongst peers.

According to Dunscombe & Armour (2004), cooperative problem-solving inquiry, and discourse

significantly enhance the possibility of knowledge construction. Innovation and creativity are enhanced by exchanging ideas and interpretations, as well as reacting to those of others, resulting in a diverse range of viewpoints (Wells, 2000). Therefore, peer observation is a useful tool that teachers may use to improve their classroom applications by exchanging ideas and engaging in collaborative reflection.

2 Literature review on peer observation

Peer observation has been the subject of numerous studies using a variety of techniques and settings. Day (2013) looked into how pre-service teachers' reflective practices and reflectivity were affected by peer observation. The study found that throughout the practicum, student-teacher degrees of reflectivity significantly shifted as a result of peer observation, and their awareness of reflective teaching increased.

Another study by Pawan and Fan (2014) investigated whether reflecting in a peer observation group—a practice known as jiaoyanzu—is superior to reflecting alone. Eri (2014) offered his personal insights on peer observation from the perspective of a young academic. Throughout the process, he focused on his reflections. He ended by discussing how the process has affected his reflectivity and teaching approach.

Gönen (2016) also examined reflectivity in pre-service teachers during their practicum when they get reciprocal peer mentoring. 12 student-teachers from the ELT department participated in this study. Over the course of 12 weeks, they got instruction in reflective thinking, using observation forms, and keeping reflective diaries. Eight weeks of mentoring followed the training. The study's conclusions demonstrated that their reflectivity increased as a result of both training and observations.

Nguyen and Ngo (2018) looked at the impact of peer mentoring on students' reflectivity with a similar focus. During the six-week practicum, 32 pre-service teachers observed one another's classes. The findings have demonstrated the vital impact peer observation played in encouraging self-reflection.

With a different focus and the participation of in-service instructors, Donnelly (2007) researched how 90 participants who teach in higher education regarded the effects of peer observation of teaching. The findings indicate that educators perceived several benefits from it. They first saw it as an opportunity to assess how well their instruction aligned with educational theory. Second, rather than asking "how" we teach what we teach, "why" was brought up. Thirdly, peer observation sparked exploration, which in turn sparked critical conversations that helped participants feel higher efficacy and confidence. Lastly, it promoted interdisciplinary learning opportunities and enhanced faculty collegiality.

Purvis, Crutchley, and Flint's (2009) study used observations as a tool to examine how people felt about the new professional development program, Peer-Supported Review. P-SR focused on teaching, learning, and assessment. The majority of the teachers reported extremely positive emotions and said P-SR was relatively light labor.

Zwart, Wubbels, Belhuis, and Bergen (2009) investigated the features of reciprocal peer coaching in a different context with the goal of determining what influences teacher learning. For the duration of the academic year, 28 high school teachers worked in pairs to plan classes, watch how one another teach them, and participate in critical reflection. The findings indicated that teachers

experimented more with novel teaching techniques while being observed.

In contrast, 84 participants—16 of whom contributed information during focus group meetings—participated in Chamberlain, D'Artrey, and Rowe's (2011) investigation of the functioning of peer observation of teaching in a higher education institution. Results showed that even though some staff members thought the procedure could be helpful, they still viewed it as a "superficial form-filling" exercise.

Hendry and Oliver (2012) examined views of peer observation "cycles" in a comparable context. The findings demonstrate how peer observation improves observational experimentation, validates present instructional strategies, and promotes learning via feedback. Surprisingly, the participants thought that seeing a colleague teach was more helpful than getting feedback.

Similar goals were pursued by Psalla (2013), who studied the impact of peer and self-observation on participants' teaching. The findings showed that while journaling allows them to reflect on their own practices, peer observation helped them pinpoint the aspects of their teaching that they would like to improve.

In a similar vein, Engin and Priest (2014) looked at the same subject in a different context. They went into unexpected detail about the relationship between service years and peer observation participation. Contrary to popular assumption, the data demonstrate that it was not the case that faculty members would be less interested in carrying out peer observation the longer they had been at the institution.

On a similar note, Mahmoudi and Özkan (2015) investigated the preferences of professional development activities for experienced and inexperienced instructors. While new instructors prioritized courses and seminars, seasoned educators felt that formal mentoring and peer observation had the most influence. But they also discovered that having casual conversations with their peers about improving their instruction was incredibly helpful.

Merç (2015) carried out a study in a Turkish setting to examine instructors' three attitudes regarding classroom observations: their perceptions, sentiments, and readiness for action. The findings indicate that educators view classroom observation as a valuable and efficient means of enhancing their pedagogical practices.

As the reviewed literature proves, peer observation is not a novel area of research in education. Even though peer observation has been the subject of several research (the prominent examples have been touched upon above), the majority of them have compared instructors' perspectives of peer observation and focused on the advantages and disadvantages of the practice. Additionally, the pre-service teacher-training program, wherein teachers complete their practicum, is a common setting in peer observation research as well as the in-service setting.

This study aims to fill a gap in the reviewed literature by examining the changes in teachers' emotions during every stage of peer observation as well as the changes in their value systems. Saldana (2011) suggests that beliefs, attitudes, and values are intertwined and constitute a values system. Every person has a different value system because of their past experiences and the distinctive ways they create meaning. The study also examines peer observation's viability in a particular higher education setting—a preparatory (PREP) class. Additionally, the impact of peer observation on teachers' professional development and reflection strategies is investigated.

Universities have been establishing Continuing Professional Development (CPD) units in their

departments to provide teachers with opportunities to advance their careers in recent years. There have been many available activities, but the majority of them include going to conferences, seminars, and workshops and giving microteaching examples as best practices. In addition to these activities, the units offer collaborative reflective CPD activities, such as peer observation.

While the benefits of peer observation are well established, many educators are unsure about how to proceed regarding the organization of observations and feedback sessions. Furthermore, many teachers are reserved about being observed (Khan, 2019). The study aims to explore the changes in the teachers' values systems about observing and being observed, their emotions during the pre-observation meeting, while observing each other and while being observed, and during post-observation meeting while giving and receiving feedback. The emotions that emerge during the process have not been central to the literature.

It also attempts to look into how teachers' professional development and reflectivity are impacted by paired peer observation and how willing they are to have these observations on a continuum. Moreover, the factors that influence their choice of partners are explored so that the expert-novice dichotomy can also be examined.

This study addresses the following main research questions:

a) How do the teachers' values systems change during paired peer observation?
b) What emotions emerge in teachers during different stages of paired peer observation?
c) What is the impact of paired peer observation on teachers' professional development and reflectivity?

In addition to the main research questions, we also investigated (1) how willing the teachers are to participate in a PPO scheme applied at their institution as a continuous activity rather than a one-time observation and (2) how teachers choose their partners. These sub-questions have been aimed at better understanding whether a PPO scheme would be a successful professional development tool at universities with diverse staff, including, on one hand, experts and native speakers and, on the other, novices and nonnative speakers.

3 Method

3.1 Design

The study is within the qualitative research paradigm since it relies on verbal accounts rather than numerical data to investigate the participants' attitudes and sentiments regarding paired peer observation and its potential implications on their reflectivity. This subjective meaning-making, which is typically a social process where meaning is produced through interactions with others rather than being individual, is highlighted by qualitative research.

This study is conducted as a within-site collective case study within the qualitative research paradigm. In this type of study, the researcher focuses on one issue or concern but uses multiple case studies to illustrate the issue within the same institution (Creswell, 2012). Replication is the design's primary component, according to Yin (2003), who also proposes that the researcher should follow the same steps in every case. Since this study consists of four different cases, it is ensured that the same procedure is followed for each case.

The flow of the study is described in Figure 1. According to Cosh's principles (1999), the study included three stages: the pre-observation meeting, where partners decided on a topic for the reciprocal observations and scheduled a time and date for them; the classroom observations, in

which participants freely took notes on events; and the post-observation meetings, where participants shared feedback and collectively reflected on the lessons they had observed. Following the procedure, the participants produced reflective essays in which they discussed how they saw the observation process, how they felt, what they gained from it, and whether they established new objectives for their own growth.

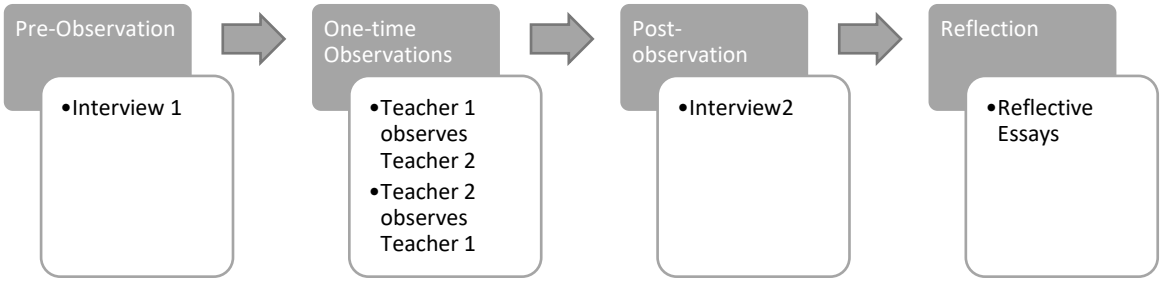

Figure 1 Flow of the study

3.2 Participants and procedure

This study's participants are eight English instructors who work at the School of Foreign Languages at a foundation university in the west of Turkey. With two exceptions, the sampled participants are mainly Turkish and predominantly female (seven to one). Their range of experience is from nine months to 23 years. Six of them had a 20-hour workload per week, while two of them had eight hours. The fact that the instructors were simultaneously teaching different levels during the data collection might be a huge advantage for this study. All eight participants have different levels of education and various certificates (See Table 1).

Pairs of participants are listed. During observations, each couple chooses the other with whom to collaborate. When their partners visit them in their classrooms, they each select a different subject to be observed on. Due to the requirement to limit the facets of instruction that can be observed in a single classroom session, goal setting is a crucial component of peer observation. Convenience sampling is used in accordance with the nature of collaborative activities and reflective practice.

Table 1 Demographic and academic background of the instructors

Name	Degree	Certificate	Teaching Experience	Current level
Teacher B	MA in English Literature	Pedagogical Education Certificate SIT TESOL	5 years	Intermediate
Teacher MH	MA in Applied Linguistics	CELTA	23 years	Pre-intermediate
Teacher D	MA in English Literature	SIT TESOL	2.5 years	Intermediate
Teacher GP	BA in English Literature	Pedagogical Education Certificate SIT TESOL	1.5 years	Pre-intermediate
Teacher S	MA in American Culture and Language	Pedagogical Education Certificate	5 years	Repeat Elementary
Teacher GC	MA in Music Education	CELTA	9 years	Upper-Intermediate

Teacher MT	BA in American Culture and Language	Pedagogical Education Certificate	5 years	Upper-Intermediate
Teacher N	BA in English Literature	Pedagogical Education Certificate	14 years	Pre-intermediate

3.3 Setting

Within this context, students receive 24 hours of instruction per week, divided into four distinct lessons: reading, writing, speaking and listening, and integrated skills. These have different weights at different levels. Teachers often work 20 hours a week. Three tracks, each lasting 11 weeks, comprise an academic year. If the pupils complete each track successfully, they advance to the next level or repeat the previous level.

The university where this study has taken place has an extremely well-functioning CPD office that provides workshops, calls on teaching staff to share best practices or experiences, organizes focus groups to exchange ideas, invites external experts to present, and posts information about all the available developmental events locally and online.

3.4 Data analysis

In the current study, as per its qualitative design, reflective essays and two semi-structured interviews were used to gather data (See Table 2). The researcher learned how to pose objective questions and what to anticipate from reflective essays through a master-level qualitative analysis class before beginning fieldwork. Face-to-face interviews are scheduled at convenient times and locations for the participants. All of the interviews have been conducted one-on-one to ensure their comfort and to shield them from the thoughts, sentiments, and opinions of others.

In their reflective essays, the participants were instructed to consider the process from the perspectives of both the observer and the observee. However, they were not given any formal framework. Giving instructors a chance to distinguish between the roles was the goal. Table 3 shows that the study is based on intensive data collected quickly.

Table 2 Sources of data

Data collection tools	When it was collected	Purpose
Interview 1	Within a day upon having the pre-observation.	To explore teacher's existing value systems on peer observation
Interview 2	Within a week upon completing the PPO	To explore teacher's feelings and the impact of PPO
Self-reflective Essays	Within a month upon completing the PPO	To explore any change in their value systems on peer observation and the impact of PPO

Based on multiple case study analysis, which necessitates a thorough examination of each case as well as the emerging trends among them, the data is qualitatively examined (Merriam, 2009). In a collective case study analysis, a cross-case analysis is delivered after the background and conclusions of each case are given.

The data was first condensed through frequency tables and then coded based on Saldana's (2016) "emotion coding," which describes a person's "emotional journey" or "the storyline of the codes-the structural arc they follow as certain events unfold" (p.127). In addition, Saldana and Omasta's (2018) "values coding," which centers on analyzing participants' values, attitudes, and beliefs, is used particularly for analyzing "intrapersonal and interpersonal participant experiences and

actions in case studies" (p.191).

3.5 Trustworthiness and ethical considerations

Triangulation is required to boost the data's credibility, and it can be done in a number of ways. Several data collection instruments and member checks were used in this study. Peer debriefing helped to negotiate and validate the emerging themes, which gave the study inter-coder reliability and guaranteed the accuracy of the data. The member-checking and peer-debriefing processes ensured the researcher's neutrality.

Strict ethical concerns have also been taken during this investigation. Since this is a case study, the researcher must consider the participants' identities, viewpoints, and ideas. To guarantee both consent and anonymity, the researcher implemented the appropriate protocols.

4 Findings

The teacher's background information, the context, the changes in their beliefs, attitudes, and values during the peer observation process, and the emotional changes throughout the stages will all be included in the chronological presentation of each case's outcomes under the heading of within-case analysis. The cross-case findings will be presented, emphasizing the trends that surfaced across the coding under the cross-case analysis heading.

4.1 Within-case Analysis

4.1.1 First Pair: Teacher B and Teacher MH

The first pair of teachers in this study are Teacher B and Teacher MH –a native speaker–who come from dissimilar backgrounds as teachers. Teacher B has 5 years of experience that she gained by only working at PREP Classes at two different universities in Turkey. In contrast, Teacher MH has 23 years of experience that she gained by working in different institutes, in different countries, and with different age groups. Consequently, a change in their current value systems can be seen during the observation process. Both educators highly value the experience of their observation partners. Experience is correlated with an increased likelihood of obtaining the optimum benefit from PPO. Teacher MH was concerned about the lack of experience diversity in her partner. She assumed their PPO might be more advantageous for her partner than for her. However, following their PPO, she discovered she was enjoying her partner's "freshness."

When we explore their emotions, it would be an understatement to say that the process of PPO is an emotional rollercoaster for both parties involved. Figures 2 and 3 show that both teachers started the process by expressing negative emotions and sharing positive emotions.

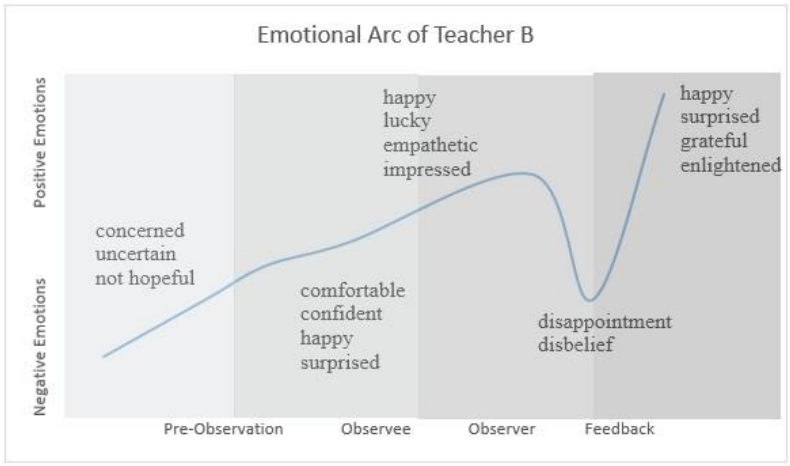

Figure 2 Emotional arc of teacher B

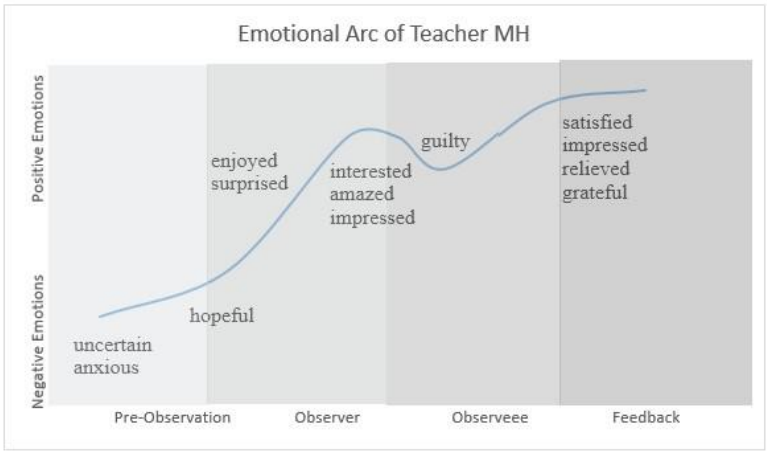

Figure 3 Emotional arc of teacher MH

Regarding their reflectivity and professional development, they pursue different approaches. Teacher B prefers reflection-on-action, while teacher MH prefers reflection-in-action. However, they both reported that this process was helpful for their professional development.

"Especially while I was at the beginning of my career, I was always writing [down] the mistakes. Then I come back to the mistake, I read it, and I put a tick if I can correct it somehow." (Teacher B, reflection- on-action)

"Even though you are reflecting, there is nothing you can come up with that quick, or you just cannot bother depending on the student's mood. This is going nowhere, and nowhere is where you wanted to go, so let us keep on [laughing] with this." (Teacher MH, Reflecting-in-action).

"[The biggest contribution of this PPO to my professional development is] self-awareness, I would say with one word. I am now more aware of the repetitive mistakes I have made in the classroom. Now that I am aware, I am taking my steps more conscientiously." (Teacher B, Interview 2)

4.1.2 Second pair: Teacher D and Teacher GP

The second pair in this study consists of Teacher D and Teacher GP with similar backgrounds. They graduated from the same department at the same university three years apart and hold SIT TESOL certificates. They both started working here at the same time. However, Teacher D has two and a half years of experience, while Teacher GP has a year and a half of experience. Although

the similarities are more prominent than the differences, we cannot ignore some of the core disparities in the value systems. Teacher D thinks better experiences and increased collaboration result from partners' connections and communication. According to Teacher GP, getting along with your partner is not very important.

A few of their values, attitudes, and beliefs have changed throughout the PPO process. Teacher GP acknowledged some shifts in her perception of her relationship, even if she still believes that a person's partner is unimportant. Another modification concerned Teacher GP's views on her readiness to do more peer observation during the academic year. She decided that PPO is a great way to increase motivation.

Looking at their emotions, Teacher D exhibited perseverance; she started with a positive outlook, and at the end, she was still expressing positive emotions. However, it can also result from keeping face, which is important in Turkish culture (Boiger et al., 2014). Teacher GP, in contrast, was very open with her emotions and talked about each of them without even being asked (Figures 4 and 5).

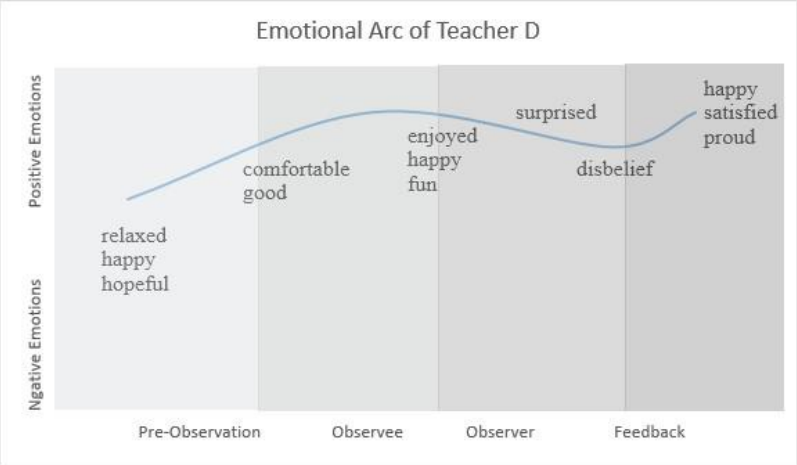

Figure 4 Emotional arc of teacher D

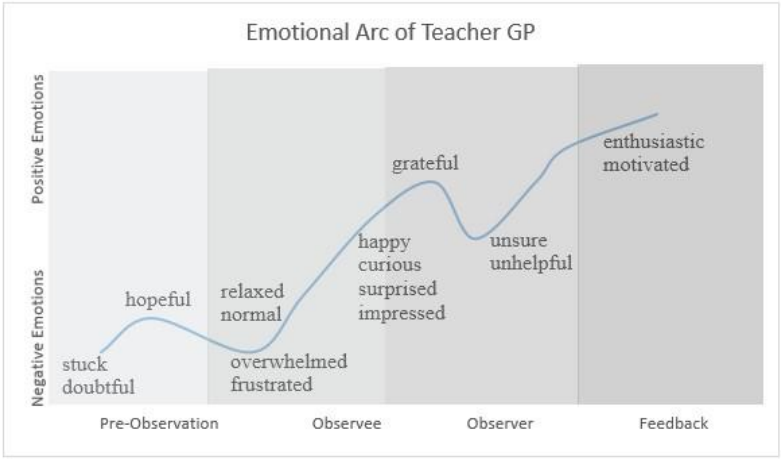

Figure 5 Emotional arc of teacher GP

Their reflectivity and gains from PPO show improvement. Aside from her collaborative reflection during the process, Teacher D decided to do more self-reflection. Similarly, Teacher GP was very reflective of every dimension of the process. She reported gaining new techniques and ideas.

"It[PPO]is an experience itself because I saw some techniques, which was not the aim, but it helped me. I saw them in her class, which is a big thing for me as a teacher because I can apply them. You can find ideas somewhere, but those ideas [Teacher D's ideas] worked out in class." (Teacher GP, Interview 2)

"(….) It was interesting for me to follow her because Teacher D has a very different teaching style than me, I think. Her class really flows…. So, I was taking notes for her, but also for me. I had an eye on them because, you know, I could apply them [Teacher D's methods] in my own classes." (Teacher GP, Interview 2)

4.1.3 Third pair: Teacher S and Teacher GC

The third pair consists of Teacher S and Teacher GC –a native speaker–who have very different backgrounds. Teacher S has five years of experience, while Teacher GC has nine years of experience. Teacher S does not hold any certificates, but Teacher GC has a CELTA. On a proficiency level basis, they teach the opposite sides of the student spectrum. One teaches an upper-intermediate class, while the other teaches a repeat elementary class. (see Table 1) They also come to differing opinions on the method, each other, and peer observation as a result of this. Their perceptions of their nearly nonexistent relationship with one another are where they diverge initially. While Teacher GC merely views it as a blessing, Teacher S has conflicting feelings about it.

Regarding getting comments, they also hold different beliefs. Whereas Teacher S is very receptive to criticism from any source, Teacher GC is only moderately receptive. However, there are also some similarities, one of which is their attitudes toward benefiting their partners. They both believe that helping their partners will undoubtedly accomplish the process' goal.

"(….) I thought it would be nice for him to see the worst of the worst. Maybe he can feel better about his classes when he sees mine, and I think maybe he can learn some cultural and personal techniques. (….) I think he has a lot of things he can help me with" (Teacher S, Interview 1)"

"(….) I watched this lady teach her class, and she came to my class, and it was really helpful, especially like being careful what to say to the students. That was really helpful. Something I carried to Turkey with me." (Teacher GC, Interview 2)

After the PPO process, the changes in their value systems were subtle. While she had anticipated a stronger rapport, Teacher S saw no change in their relationship. Having had her first peer observation, she has come to the realization that she wants to undertake more. Even though Teacher GC always believed peer observation was beneficial, this PPO further strengthened his position. He believes conducting peer observations right away after beginning work in a new setting is essential.

Their emotions are somewhat different from the other pairs. Teacher S openly labeled her experience with Teacher GC as a negative experience. Similarly, Teacher GC reported in his essay that he felt hurt when his partner told him the students were saying in Turkish that they were unhappy with his teaching. The reason this experience was not as fulfilling as it might have been for them may have resulted from the non-existent relationship between them in the first place (See Figures 6 and 7).

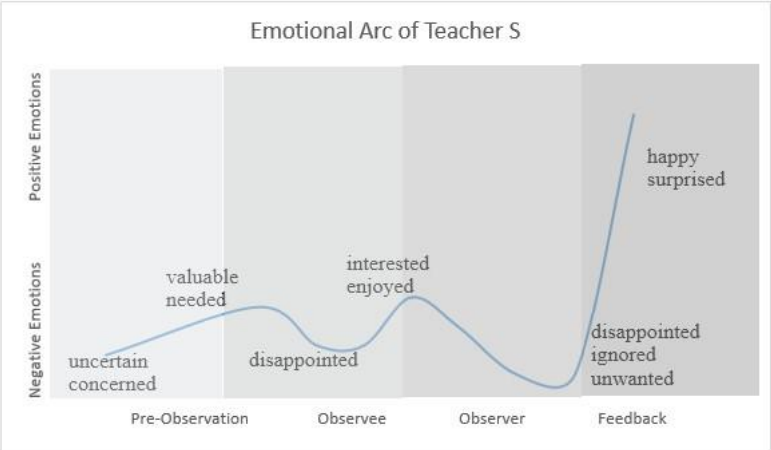

Figure 6 Emotional arc of teacher S

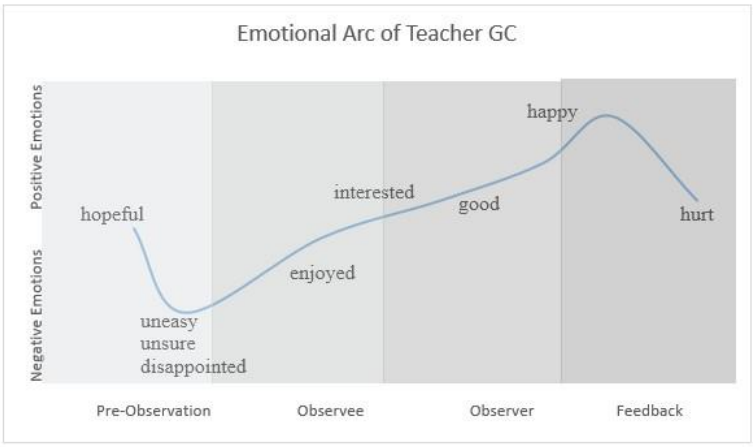

Figure 7 Emotional arc of teacher GC

Regarding the reflectivity levels of the pair, Teacher S reflected on all the stakeholders: herself, the students, the lesson, and her partner. She mentioned that she will try recording her classes next to reflect on them. Teacher GC was not as reflective, but he did consider the context instead of the stakeholders.

The contributions the PPO made to their professional development were through raising awareness. Teacher S's awareness of the causes behind her use of her mother language was heightened, and she began considering strategies to prevent herself from doing so. Teacher GC was interested in changing his approach to teaching in this context. After the reflection came the adaptation process.

"(….) My rules are changing, my classroom rules. My expectations from my students are changing. I am going to make a plan and try to review it throughout the track. (….) I need to change how I teach at this university." (Teacher GC, Interview 2)

4.1.4 Fourth pair: Teacher MT and Teacher N

This fourth pair consists of Teacher MT and Teacher N, and their experiences span widely; their educational backgrounds are nearly the same, and they have had a similar amount of prior peer observation. They share some similar values on PPO; they disagree on some aspects as well.

They both believe PPO is a good opportunity to learn, share, and improve themselves

professionally. They feel that whatever their partners' degree of expertise is, there is always something to gain from PPO. They both place a high importance on having a good rapport as well. Moreover, they both believe that receiving only good feedback is not particularly helpful.

. "(….) Having a different pair of eyes looking from the outside is very helpful. Of course, there are some contributions to my development. (….) Watching somebody else's lesson is much better during peer observation because you start to get new ideas. (….) We share different ideas and approaches." (Teacher N, Interview 1)

"(…) with peer observation you need to trust that person. We should not feel like someone is watching us. That is the thing. This time I do not feel like this because she is my friend." (Teacher MT, Interview 1)

However, Teacher MT expressed that she generally has difficulty sharing negative feedback with her partners. Additionally, their views of being adaptable to change are different. Their readiness to conduct additional peer observations is another distinction. Teacher N is only open to the idea if it is a spontaneous visit without paperwork.

"(….) I do not want to have a negative feeling all around me throughout the year, so I try to avoid negative feedback, but I adore getting negative feedback from other people… Yeah, I usually do not [mention the negative sides of the lesson] or I try to sugarcoat it. (….) I cannot talk easily about negative things." (Teacher MT, Interview 1)

"(….)I am not interested in doing this all the time. It is not necessary to do this in a formal procedure. We can always ask our friends on the spot if we could sit and watch his or her lesson. If it could be informal, it would be done more often."

(Teacher N, Interview 2)

Their values have shown a shift after the PPO process. Teacher MT was able to provide her partner with negative feedback this time and found it easy. Unfortunately, although initially she was eager to do more peer observations, she came out with a more reserved stance to continue having them. She reported that it felt like they are done to fill out paperwork. On the contrary, Teacher N was unwilling to continue before the PPO, but she expressed a higher level of willingness in the end.

Regarding their emotions, they both started with a negative onset about this experience. However, in time, they managed to uplift themselves or each other and finished with a positive remark (See figure 8 and 9).

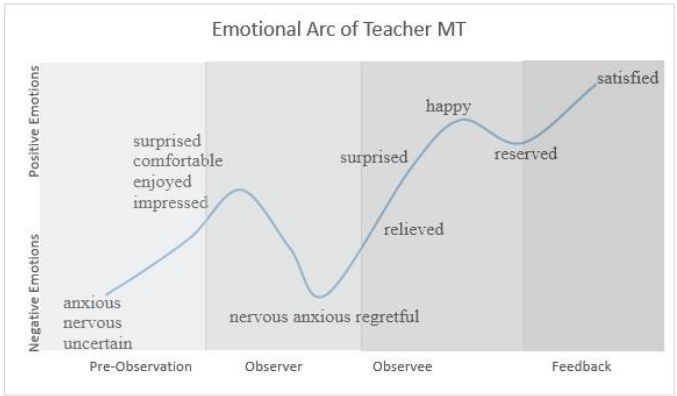

Figure 8 Emotional arc of teacher MT

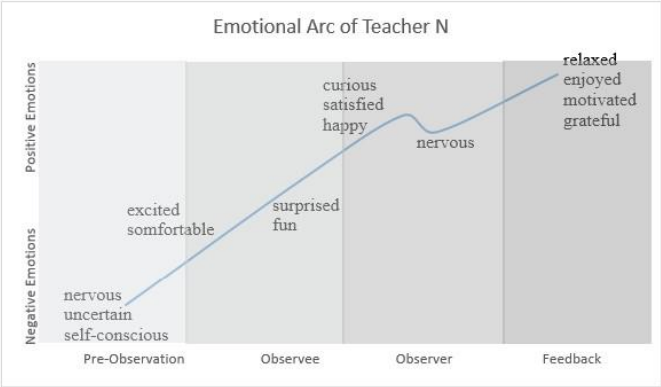

Figure 9 Emotional arc of teacher N

They both reflected on their experience intensively, although this pair initially claimed not to engage in much reflection. Teacher MT mostly reflected on her students and the lessons: hers and her partner's. Teacher N was more comprehensive in her reflections and focused mostly on students as well.

"The students insisted on Turkish so much that they could not focus. (….) They could understand well, but they were too jumpy. They could not stand waiting. (….) They are really good students. They can understand easily." (Teacher MT, Interview 2)

They both expressed that they gained much from the PPO for their professional development. Teacher MT obviously succeeded in gaining a fresh viewpoint on the relationship between the instructor and the students. As previously said, she also picked up fresh ideas from her pair. Similarly, Teacher N mentioned gaining new perspectives and ideas from her partner and raised awareness of the missing points of her lessons.

"Secondly, it helped me find answers to my questions. I had the same problem [motivation drop] once again, and this is the second time, and I said, 'OK, why is this a problem?' My partner helped me clarify this question because she observed the reasons for the question from an outsider perspective." (Teacher N, Interview 2)

4.2 Cross-case analysis

Every study case has contributed to our understanding of the participants' emotional states, beliefs, and reflections during PPO. Additionally, the study helped to understand the dynamics between the partners, the reasons behind their choice of one another, and how these PPOs would strengthen their bond. Apart from examining every detail and thoroughly examining each pair, comparing and contrasting the cases was appropriate for this research. Four main themes with several subthemes have been discovered due to the cross-check: opportunity to a) learn, b) reflect, c) collaborate, and d) affect.

4.2.1 Opportunity to learn

Numerous studies have been published in the literature that have documented participants' perceptions of peer observation as a learning opportunity (Merç, 2015; Psalla, 2013; Purvis et al., 2009; Santos, 2016b). Since every participant said they anticipate "learning something" before they even begin the observing process, this study is consistent with the literature. For the teachers in this study, there are three primary methods of learning, all of which have been found multiple times across cases: observing, experimenting, and receiving feedback.

Resonating with Hendry and Oliver's (2012) study titled "Seeing is believing." while observing their colleagues, the participants talked of picking up new skills or gaining fresh perspectives on performing the same task.

"In the lesson I observed, the very first point I want to highlight is students' sitting order. This simple classroom management technique helped the teacher a lot. She talked less and used more body language. I have had almost zero modeling and a little more body language usage in my classroom." (Teacher B, Reflective Essay)

After the data was coded, it became apparent that nearly every teacher had experimented with something new, albeit to varying degrees. A considerable proportion of teachers seemed to be more inclined to begin experimenting with different teaching methods when a peer was present in the classroom to observe rather than to pass judgment. (Zwart et al., 2009, pp. 251-252)

Although feedback sessions are regarded as the primary source of development in any observation setting in the literature, this study found that they are not very noteworthy compared to the other two learning methods. However, it allowed them to critically evaluate what constitutes "good" teaching and "effective" learning.

"(…) self-awareness. I just started to be more reflective on both my students and myself. As I realized that with an outside force [her partner], I was able to conduct my whole lesson in L2. (….) I always blamed the students for the L1 usage in the class, but I was also a big part of the problem." (Teacher S, Reflective Essay)

4.2.2 Opportunity to reflect

Teachers are thought to need to reflect heavily in order to grow and learn (Day & Sachs, 2004). They can start thinking critically about their problems and come up with solutions on their own or in groups by reflecting on different facets of their instruction. Each teacher in this study thought about different aspects of the entire process, either by themselves or their partner. The common subthemes were reflections on the self, on the partner, on the lessons, and on the students.

In order to reflect on oneself as an instructor, one must be willing to see themselves, either through the eyes of an observer or through their reflection in a mirror. "Here I am with my lens to look at you and your actions. But as I look at you with my lens, I consider you a mirror; I hope to see myself in you and through my teaching." (Fanselow, 1988, p.115) In this study, six of the instructors reflected on themselves (see previous two excerpts also)

"Nevertheless, while teaching, it is not always easy to see how you are doing as a teacher, adapting and trying out new things. Being observed by Teacher D helped me to 'see' or realize what I actually do and how students react to my teaching." (Teacher GP, Reflective Essay)

When it comes to reflecting on the partner, instructors were able to recognize the similarities and differences in each other's teaching philosophies as part of this mirroring, which allowed for productive year-long collaborative lesson planning. All the teachers indicated that they reflected on the lesson they performed as well as they observed. However, because they are linked together, it is difficult to distinguish between reflecting on the lesson and reflecting on the pupils.

"I guess seeing her style and things like that, I can offer her more things. For example, when I try something new in my own class if I think it suits her style, I can like to suggest it to my friend. Otherwise, I did not know her teaching style at all." (Teacher MT, Interview 2)

"One of the best classes I have… not I have ever had, but it was good. My objectives were clearly met. I was happy with like the steps of the lesson. No problem regarding it. The only problem was TTT, I guess." (Teacher B, Interview 2)

(Teacher B, Interview 2

Two teachers managed to reflect on them separately, while all six others reflected on both as a unit. Lessons are entwined with students and teachers, as mentioned by Engin and Priest (2014); therefore, reflecting on them all at once is not unusual. As a result, the majority of research participants thought back on both their lessons and their students at the same time.

"When you say 'open your books, page this, top left corner, etc., ' their motivation levels instantaneously drop, I would say. If I could do it as an ask and answer, they would maintain the same level of motivation. They would not say 'The book, again. Meh." (Teacher N, Interview 2)

4.2.3 Opportunity to collaborate

Peer observation fosters collaboration among staff members, strengthening their relationships and fostering a sense of community within the institution (Engin & Priest, 2014; Nguyen & Ngo, 2018). This raises the likelihood that the institution will develop as staff members better themselves or each other. There are two major impacts of collaboration on the participants in this study: impact on the rapport and impact on the self.

Consistent with previous research, nearly all study participants said they had improved their rapport following the PPO. As Donnelly (2007) suggests, developing professional connections and fostering greater collegiality are viewed as essential components of peer observation.

"I think so [it affected the relationship] positively. I think if you are the only one who observes, you wear this crown-like 'I know it all; I know much more than you do,' but if the roles are reversible, then you put yourself on the same level, and the relationship gets stronger." (Teacher MT, Interview 2)

A significant benefit of the partnership was that it helped some of the participants view themselves through their partners' perspectives, which served as a constant reminder to look within. While it may appear to be somewhat similar to reflection on the self, participant examples highlight the differences.

"Like when I see a Turkish teacher interacting with the students, and I am like 'Oh! She is not tolerating this.' You know, I will change. My rules are changing. I will not be so lenient." (Teacher GC, Interview 2)

"(…) self-observation. It does not have to be audio or video recording in the classroom. I will try to control myself more. If I go in a controlled way, it will help me reach my personal objective. And in that way, I can sustain the progress more." (Teacher B, Interview 2).

"It somehow encouraged me to do more self-reflection. If I had done self-reflection, I would have realized this [that she had already been using open-ended CCQs] myself." (Teacher D, Interview 2)

4.2.4 Opportunity to affect

When the emotions surrounding peer observation were examined in the literature, the majority of the results pointed to unfavorable feelings (Goker, 2005; Yang & Li, 2008). These feelings include being anxious to be watched, doubting the impartiality of the partner, being anxious to be

assessed, and having mistrust for the value of peer feedback. The emotive capacity of the peer observation process on participants and the emotions experienced at different phases were not thoroughly investigated.

As a result, this study attempts to close that gap and address the issues raised by a thorough literature analysis. While the findings generally align with other research on the negative feelings associated with observation, they also showed that these negative emotions—such as nervousness, fear, and uncertainty—clear as soon as the observation itself occurs. The subthemes that arise under this heading affect one another through emotions and empathy.

Through a thorough analysis of the literature on teacher emotions and their effects on others, Sutton and Wheatley (2003) discovered that teacher emotions can impact teachers' mental preparedness, including their attention span, memory, problem-solving abilities, and ability to categorize information, in addition to their intrinsic motivation. There have been instances where the participants stated that they had increased motivation due to their pair's emotions in a stage of observation.

"The feedback session with Teacher D was a motivational kick for me, which helped me to continue my work in a more energetic way. She helped me come up with new ways of doing things. I also realized how good it is to get appreciation and hear about things you apparently do right." (Teacher GP, Reflective Essay)

Furthermore, there have also been cases in which participants reported higher levels of self-efficacy—a measure of one's belief in one's own capacity to do an action in a particular situation—(Bandura, 1997). Another important idea in the literature that arises from peer observation is self-efficacy.

"I realized I did not get any negative feedback regarding my TTT. I am really happy to correct my TTT. I did not echo even once. I did not expect such a sudden recovery from my old disease. A sweet reminder like Teacher MH should be necessary." (Teacher B, Interview 2)

Our participants in this study faced some challenging times, and their partners were quick to empathize with them and provide them with steadfast support as they got through it. They lead their partners to a sense of security by demonstrating high emotional availability, allowing them to see the situation with sympathetic views.

"I had a very stressful class. The students were not listening. They were not open to understanding anything. They were just blank faces, you know. Some were speaking, some were screaming and everything. My partner told me that I handled it well and that she would do it the same way because I tried to catch on every student and calm them down. She also gave me some tips. I will bear in mind, I will try." (Teacher GP, Interview 2)

5 Discussion

Because emotions, a popular subject in psychology research, are a relatively new issue in ELT literature, there are not many studies on teacher emotions and their effect on professional development, teaching, and learning (Frenzel et al., 2021; Hagenauer et al., 2015). In order to close that gap, this study examined the emotions that surfaced at each stage of the PPO process. Research on teachers' feelings during observation —that is, while observing and being observed when providing and receiving feedback— and their retrospective reflections on the entire process are lacking in the literature.

It is commonly acknowledged in the literature that while the observer plays a relatively passive role, the observee is under the most pressure. None of the participants mentioned experiencing any negative emotions as observees, defying the notion that these sentiments come from being watched. The study's most important discovery is that individuals reported unpleasant feelings when acting as observers.

Regarding the feedback sessions, this study also revealed an unexpected finding. These have been shown in the research to elicit negativity in instructors, and it is hypothesized that this negativity stems from the teachers' closed doors to criticism. (Ahmed, Nordin, Shah & Channa, 2018; Eri, 2014; Santos, 2016a) Rather than being dissatisfied with the feedback they received, the study's findings clearly indicated that they struggled to provide it.

Additionally, the teachers showed happy feelings again during the procedure and their reflections after it was over. The most prevalent one was their excitement for doing more PPO and reflection. As can be observed from the excerpts, peer observation elicits distinct feelings in different people, and since emotions are entwined with our mental processes and behaviors, benefits from PPO are highly individualized.

As Singh and Richards (2006) stated, “Good teaching, if it occurs, is viewed as a private matter, something that lecturers do in the privacy of their course room, and only rarely are colleagues allowed or invited to observe it (p.151). Peer observation thus provides a chance to witness "good teaching" in action. The study's participants indicated that participating in PPO had helped advance their professional growth. They added that there was some influence on their reflectivity as well.

The participants' increased self-awareness was the most frequent outcome of PPO. An additional outcome was a rise in self-efficacy or the belief in one's own capacity to carry out tasks successfully. Furthermore, PPO is said to be responsible for higher levels of motivation. While "development is a long-term of observing, reflecting, and learning," these impacts may be comprehended quickly (Engin & Priest, 2014, p. 7).

Their reflectivity has also been positively and in different ways impacted. After this PPO, some teachers said they were inspired to ponder more on themselves. Some educators stated that PPO can replace their typical reflection technique and that they are now more receptive to the idea of reflecting in groups than they were in the past.

Additionally, by taking part in this PPO, the majority of the teachers obtained validation for their "good practices," which gave them confidence in their own decisions and methods. As Daads (1997) expressed when criticizing INSET activities, “Somewhere, somehow they [the teachers] have been taught to devalue their inner voice, their own experience, their own hard-earned insights about children and classrooms” (p.33).

In general, the participants' values, beliefs, and attitudes toward peer observation improved, but Teacher MT has deteriorated her values system. She was very content with the PPO process and the benefits she was receiving, so the rationale for this shift was unclear. However, they all saw peer observation as a chance to grow and learn, and they still do. In fact, following the PPO process, this mindset became even more steadfast. In addition, the majority of them agreed that peer feedback and peer observation are beneficial. It allowed educators to discuss education in a scholarly setting (Gosling, 2005).

Instructors demonstrated specific requirements for PPO success, and their attitudes about these

requirements are vital variables for their participation in the process. These conditions can be taken as pedagogical implications. First of all, they all mentioned that the environment in which they practice PPO is crucial. The study participants considered this setting to be supportive, beneficial, and encouraging (Donnelly, 2007).

Second, it was important to them that the PPO had a specific goal and that the couples agreed on what was expected of them based on the observations and feedback sessions. As Gibbs (1995) points out, POT may be very subjective and challenging if the focus is not established early on. Therefore, it requires a well-defined framework to be effective.

Thirdly, peer observation indicated that they must collaborate, and as previously stated, they feel that choosing a partner should be up to them. As Zwart et al. (2009) found in their study, the matching of the partners is very important. The study indicates that the primary factor in choosing a partner is the pre-existing rapport between the parties. This made them feel at ease and allowed them to speak candidly about how they saw things.

Finally, an experienced companion was expected, according to their second belief. The "expert opinion" was evaluated by nearly all participants more than the "novice opinion." Following this PPO process, they reported that their belief had drastically changed and that the number of gains they got from a single PPO procedure was entirely independent of experience (Donnelly, 2007).

5.1 Limitations and future directions

It should be noted that there are a number of limitations on the study's participant sample and data collection methods. Even though the study's initial goal was to enroll twenty people, more than half of them dropped out when the epidemic forced them to switch to online learning. Two interviews were conducted at various times to gather the data, although the interviews were all conducted in English, which might have affected the participants' responses to the questions. A focus group meeting might have been included to broaden the breadth of information exchange and foster a stronger community, or their observation notes might have been examined for emerging emotions.

For a successful implication of paired peer observation as a professional development tool, the administrations should consider the following conditions:

i. Voluntary
ii. Freedom in peer choice
iii. Flexibility with paperwork
iv. Guidance to set clear focus and structure

To improve the validity and generalizability of this study, surveys or questionnaires may be used in place of verbal accounts to center values systems in future research. Likewise, since this study did not have time to look at the long-term effects on reflectivity and professional development, that may be done in the future. Most crucially, the feelings that surface throughout the procedure can also be quantitatively gathered using psychological measures, allowing for a larger sample size in future studies on emotions.

6 Conclusion

This case study examined the values systems that EFL teachers hold toward peer observation, how those systems have changed since completing the PPO process, and how PPO affects teachers' reflection and professional development. Furthermore, the study identified the feelings

that teachers experienced as the procedure progressed.

The study's findings support the body of research indicating that peer observation is a technique for professional growth that gives teachers the ability to see other teaching philosophies in order to gain fresh perspectives, to view themselves with a more critical eye in order to become more self-aware and to identify areas of their own teaching that require improvement through reflection.

Furthermore, the study is consistent with previous research in the field because it also reports first unfavorable feelings of peer observation. But as soon as the teachers walk into the classroom, the bad feelings rapidly give way to good ones, and the entire experience ultimately leaves the teachers with a favorable image. This study stands out because it concentrates on distinct reported and perceived emotions at each PPO stage.

It can be concluded that the PPO does not significantly alter instructors' value systems for peer observation. However, their partner selection criteria and readiness to engage in further PPO indicate shifts. Additionally, increased self-awareness, self-efficacy, and intrinsic motivation positively impact their professional development. Teachers also considered increasing their reflectivity and integrating individual and collaborative reflection methods in the future.

7 Statement of Researchers

7.1 Researchers contribution rate statement

Since this is an article produced from a thesis, the first writer is the student, and the second writer is the advisor. The workload is shared equally.

7.2 Conflict statement

There is no conflict of interest between the writers.

7.3 Support and thanks

Writer 1 thanks the writer 2 for all his wisdom and support throughout the study and for the opportunity to work together.

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