

Developing Students' Achievement by Using Self-Observation as a Reflective Teaching Technique in Conversation Classes at the University Level

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Abstract:

The present study deals with the effect of self -observation on EFL University students` achievement in conversation classes. The process of self-observation helps the teacher to understand one`s own actions and the reactions in the process of teaching. The sample of this study is EFL students in the third stage at the Department of English Language, morning studies, College of Education /Ibn-Rushd .The sample of the study consists of (84) students distributed on experimental group(A) includes (42) students, and (42) students as control group(B). In order to achieve the aim of the study ,and to gain a closer idea about the impact of reflective teaching technique(self-observation) on the students achievement in conversation classes, a checklist has been prepared to be applied on the experimental group and it should be filled by the researcher herself at the end of the each week. The checklist covers eleven major domains which are: Planning and Preparation, Presentation, Organization , Rapport, Content , Interaction and Communication ,Instruction , Classroom Management ,Classroom Climate , Outcomes of Instruction , the Refection and Review ,and Improvement(see appendix).The face validity of the checklist is proved by exposing it to a jury of specialists. Then, inter-observer reliability coefficient has been assessed by using the Pearson Correlation Coefficient formula where it was found to be(0.9954).

Through data from checklist reveals that all domains differ in arrangements from one domain to another ,i.e., in self- observation, the first rank is (organization) which is the third component get 95%weighted percentage and the last rank is (classroom climate) which is no. (9) 80 % (see Table 1).

Key words: Reflective teaching technique, self–observation, reflective teaching domains.

1. Introduction

Reflection is described as the way in which people learn from their experience and seen as a deliberate thinking about action with a view to its improvement. Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works—a process of self-observation and peer-evaluation. By collecting information about what goes on in our classroom, and by analyzing and evaluating it, we identify and explore our own practices and underlying beliefs (Powell, 1985:77).

Various approaches of reflective teaching were developed. Some of these approaches include the following: Peer observation, written accounts of experiences, self-report, autobiographies, journal writing and students` feedback. (Bailey, 1990:98)

Richards (1990:91) sees reflection as a key component of teacher development. He indicates that self-inquiry and critical thinking can help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking. Reflection involves promoting techniques that include reflective journals, comprising dialog journals, peer reflection, diaries, learning logs and audio-video recordings and others.

Bailey et al. (2001:36) divide the definitions of reflective teaching from two different points of view. Some authors view

reflection more as an individual process, emphasizing “a rather solitary process of introspection and retrospection focusing specifically on a teacher`s action and thoughts before, during, and after lessons”. Other authors “take a broader stance and embed the concept of reflection within the social and political contexts of programs, schools, and communities”.

Richards and Lockhart (1996:1) represent the first view when focusing on the teaching process of the individual teacher in the classroom. They claim that in reflective teaching “teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching” .The second, more complex, view is expressed by Zeichner and Liston (1996:78) who say that reflective teaching involves “a recognition, examination, and rumination over the implications of one`s beliefs, experiences, attitudes, knowledge, and values as well as the opportunities and constraints provided by the social conditions in which the teacher works” .

Reflection can be also considered in terms of “reflection-in-action” (in the course of teaching) and “reflection-on-action” (before and after the lesson). Both forms are important in the reflective process. As Russel & Munby (1991:88) explain reflection-on-action is more conscious and well known compared to reflection-in-action which teachers perform promptly during their teaching. The concept of reflective teaching is based on distinguishing between “routine action” and “reflective action”. Routine action is influenced by “tradition, habit and authority and by institutional definitions and expectations....it is relatively static...” while reflective action demands desire to think over one`s actions and work on his/her development which “implies flexibility, rigorous analysis and social awareness”. Pollard et al. (2005:22) further applies Dewey`s (1933) thoughts to teaching in his seven key characteristics of the meaning of reflective practice:

1. "Reflective teaching implies an active concern with aims and consequences, as well as means and technical efficiency."
2. "Reflective teaching is applied in a cyclical or spiraling process, in which teachers monitor, evaluate and revise their own practice continuously." A teacher should overtake responsibility for working on his/her development, the need for a change in his/her practice should emerge from his/her self-reflection.
3. "Reflective teaching requires competence in methods of evidence-based classroom enquiry, to support the progressive development of higher standards of teaching." A teacher should be familiar with methods that enable him/her to collect information, analyze it and evaluate it.
4. "Reflective teaching requires attitudes of open-mindedness, responsibility and wholeheartedness"(ibid:84).
5. "Reflective teaching is based on teacher judgment, informed by evidence-based enquiry and insights from other research."
6. "Reflective teaching, professional learning and personal fulfillment are enhanced through collaboration and dialogue with colleagues."
7. "Reflective teaching enables teachers remember their own principles and values to creatively mediate externally developed frameworks for teaching and learning."

Zeichner and Liston (1996:56) suggest that a reflective teacher: examines, frames, and attempts to solve the dilemmas of classroom practice; is aware of and questions the assumptions and values he or she brings to teaching; is attentive to the institutional and cultural contexts in which he or she teaches; takes part in curriculum development and is involved in school change efforts; takes responsibility for his or her own professional development. Further they add that a reflective teacher also has to be able to reflect even on unplanned and unpredictable events in teaching because "teaching, even under

the best conditions, always involves unintended as well as intended outcomes" (Bailey et al., 2001:39).

To sum up, reflective teaching views the teacher as an active initiator and executor of improvements and changes in his/her classroom who at the same time feels responsibility for his/her role within the context of the school and society.

1.1 Self-Observation

Reflective teaching is a means of professional development which begins with the teacher and extends to classrooms .Reflective pedagogy is an attempt to understand the learner, the teacher, and the learning/ teaching process as a whole and help the pupils move toward a perfect competency to the extent possible. The way of observation and reflecting on a teacher's performance in teaching is self-observation which is an approach to awareness of teaching. Like observation of other teachers, it is possible for teachers to video or audiotape their own teaching, and review the tape while taking descriptive notes or making short transcripts of the classroom interaction to study. It stimulates awareness, reflection, and a questioning approach, and it encourages experiment. Preparing a self-observation checklist will be a practical instrument for helping the teacher become more aware of the elusive aspects of teaching .This checklist can be filled by the teacher himself at the end of the lesson (Pollard , 2005:112) .

Cosh (1999:77) shows that teacher self-reflection is basically becoming aware of teacher's own acting in a certain, e.g. educational situation, followed by asking questions about why the teacher chose to act the way he did and consequently trying to find solutions and suggestions for approaching the given situation alternatively.

Švec (2005: 78) defines self-reflection as "thinking over one's own actions and acting in interaction with pupils, also with their parents and colleagues at school... the teacher's inner dialogue with him/herself... it requires frankness to

oneself and to other people, certain pedagogical experience and also psychological and pedagogical knowledge”.

It is possible to say that all teachers pay some attention to self-reflection, even though most of them do it intuitively and occasionally which cannot be compared to a thorough, organized, and systematic way of self-reflection. If a teacher decides to explore his/her teaching in detail, firstly, it is necessary to decide what is going to be the subject of the self-reflection, what exactly the teacher is going to reflect on in his/her teaching and secondly, he/she has to choose the way of collecting and analyzing the data about his/her teaching (Zeichner and Liston ,1996:109).

1.2 Teacher Reflection through Video Recording Analysis

Becoming an effective teacher involves reflection: a deliberate and consistent examination of teaching practices in an effort to improve instructional practice and foster an environment in which students become engaged learners (Jay, 2003:78). Deciding what to teach and how to teach it are essential questions upon which teachers reflect (Parsons & Brown, 2002:90). Whether teachers formally reflect on their practice through instructive comments dutifully logged in a dedicated notebook, group meetings during which teachers cooperatively review student achievement, lessons and delivery, or just through thoughtful consideration of the school day during a planning period or commute home, reflection is integral to exemplary teaching (Ayers, 2003:77).

Hatton and Smith (1993:90) addressed reflective practice as “an active and deliberative cognitive process, involving sequences of interconnected ideas which take account of underlying beliefs and knowledge” of the teacher. Zeichner and Liston (1996:2) asserted that reflection must include components of examination of thoughts, actions, and understandings that we bring to our classrooms. Studies involving pre-service teachers in the classroom have found that

reflection is instrumental in encouraging the development of teaching and learning skills

Rich and Hannafin (2009:78) found that specific, ubiquitous, and easy to use, tools such as video-recording and analysis used for reflection could encourage such deliberative reflective behavior. The permanence and objectivity potential of video can allow educators to repeatedly and closely examine classroom practice and sustain professional development.

While Zeichner and Liston (1996:67) claimed that all teachers reflect to some degree, this is not to say, however, that reflection necessarily translates into better teaching and improved student achievement. Research in the field of teacher reflection has continued in the face of such criticism. In an effort to promote student achievement, reflection can be a central ingredient of action research (Parsons & Brown, 2002). Reflection can also become a way for a teacher to model teacher leadership behavior. Pre-service teachers for example, may grow from the experience of teacher reflection. Furthermore, a student who sees his or her teacher engaging in a reflective exercise may be more inclined to participate in such behavior himself or herself, especially if the reflection leads to more engaging lessons (Jay, 2003:12). Moreover, teachers who partake in the act of reflection may feel empowered about their teaching practices, but serves as a target of deliberative reflective practice designed to improve teaching as part of an effort to positively affect student achievement.

1.3 Self-Observation in Classroom Practice

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may

then lead to changes and improvements in our teaching. (Zeichner and Liston ,1996:119).

Reflective teaching is therefore a means of professional development which begins in our classroom. Many teachers already think about their teaching and talk to colleagues about it too. Reflective teaching therefore implies a more systematic process of collecting, recording and analyzing our thoughts and observations, as well as those of our students, and then going on to making changes (Richards and Lockhart,1996:107).

It may begin a process of reflection in response to a particular problem that has arisen with one of your classes, or simply as a way of finding out more about your teaching. You may decide to focus on a particular class of students , or to look at a feature of your teaching - for example how you deal with incidents of misbehavior or how you can encourage your students to speak more English in class. The first step is to gather information about what happens in the class. Here are some different ways of doing in classroom observation:

i) Teacher diary

this is the easiest way to begin a process of reflection since it is purely personal. After each lesson you write in a notebook about what happened. You may also describe your own reactions and feelings and those you observed on the part of the students. You are likely to begin to pose questions about what you have observed. Diary writing does require a certain discipline in taking the time to do it on a regular basis.

ii) Recording lessons

Video or audio recordings of lessons can provide very useful information for reflection. You may do things in class you are not aware of or there may be things happening in the class that as the teacher you do not normally see. Audio recordings can be useful for considering aspects of teacher talk. Video recordings

can be useful in showing you aspects of your own behaviour. (Jay, 2003:15).

iii) Student feedback

you can also ask your students what they think about what goes on in the classroom. Their opinions and perceptions can add a different and valuable perspective. This can be done with simple questionnaires or learning diaries or checklist.

1.4 The Domains of Reflective Teaching Technique

The criteria of the self-observation in reflective teaching are grouped into six broad areas – ***Assumptions, Goals, Tasks, Content, Roles and Discourse*** – which were considered essential for critical regulation of teacher development practices within a variety of contexts: pre-/in-service or post-graduate; supervised by others, collaborative or self-directed; occasional (eg. a session) or extended (eg. a course). The domains can also be used to analyze published materials for teacher development and to plan teacher development programmes (*Schön,2002:32*).

Quoting from the explanatory notes that were part of the final document produced during the course .It is important to note that **Assumptions and Goals** act as a *frame* for the analysis of the other four areas and corresponding criteria. For example, tasks can be highly transparent or consistent, yet highly controlled and therefore not emancipator, so when transparency or consistency are analyzed this should be done bearing in mind the assumptions and goals of reflective teacher education. All the domains are, to some extent, interdependent so that the presence or absence of one usually affects others (Basturkmen, 2007:88).

A) Assumptions

All teacher development practices are explicitly or implicitly based upon assumptions about the nature of teacher education and school pedagogy. Analyzing practices requires inquiry into

those assumptions: To what extent do teacher development practices build on the assumptions of a reflective approach?

The assumption can be summarized as follows: teacher education is a process of personal and social transformation; practice generates theory; a good teacher is a reflective practitioner; an autonomous teacher develops autonomous learners. (*Schön, 2002:34*).

B) *Goals*

An understanding of teacher development practices implies the analysis of its direction. Reflective teacher education aims primarily at the empowerment of (student) teachers towards the promotion of pedagogy for autonomy: To what extent do teacher development practices promote an empowering transformation of (student) teachers in tandem with pedagogy for autonomy? Basic knowledge, abilities and attitudes involved in this goal are: content knowledge, pedagogical knowledge, 'artistry' (Schön, 1987:8), ability to act, ability to self-regulate, ability to communicate and negotiate, and a critical stance towards institutional and sociocultural contexts.

C) *Tasks*

The nature of teacher development tasks greatly determines the quality of teacher education. ***Transparency, integration of theory and practice, consistency and organization*** are seen as essential characteristics of tasks, to be analyzed in relation to assumptions and goals.

D) *Content*

The analysis of the content of teacher development practices highlights the area of professional reflection and action; knowledge, abilities and attitudes listed under 'Goals' above constitute main content areas. (Jay, 2003:16).

E) *Roles*

The roles (student) teachers assume vary according to the assumptions and goals that orient development practices. The asymmetry between teacher educators and (student) teachers ought not to reduce the latter to passive consumers of

educational knowledge; the authoritative power of teacher educators should confer on them the responsibility to help teachers become critical consumers and creative producers of pedagogical knowledge and action. *Reflectivity, (inter)subjectivity, negotiation and regulation* are important qualities of roles in a reflection-oriented approach.

F) Discourse

Reflective teacher education assumptions and goals have implications for the discourse of (student) teachers and teacher educators, especially for the quality of communication, which has a strong influence on the quality of development processes (van Lier ,1996:77).

2. Aim

The study aims at finding out the effect of self -observation on EFL University students` achievement in Conversation classes.

3. Results

In order to achieve the aim of the study : The effect of self-observation on EFL University students` achievement in Conversation classes, the checklist has been ticked out by the researcher herself in the group (A) ,i.e, through attending ten sessions in the3rd stage.

The eleven domains in self-observation have been calculated and are found to be ranging from (W.M =4.02 to 4.74). It was also found that domain No.(3) (Organization) has gained the highest rating with (W. M =4.74; W.P. =95%).

Table 1. Weighted Mean and Weighted percentile and Rank Order for each Domain

Domain	Weighted Mean	Weighted Percentile	Rank Order
Organization	4.746	%95	1
Rapport	4.522	%90	2
Presentation	4.469	%89	3
Interaction & Communication	4.468	%89	4
Reflection	4.467	%89	5
Content	4.463	%89	6
Outcomes	4.357	%87	7
Planning and Preparation	4.335	%87	8
Classroom Management	4.206	%84	9
Instruction	4.139	%83	10
Classroom Climate	4.020	%80	11

4. Discussion of Results

Through data from checklist reveal that all domains differ in arrangements from one domain to another ,i.e., in self-observation, it has been found that the order of all domains change also :in the first rank is (organization) which is the third component get 95%weighted percentage and the last rank is classroom climate which is no. (9) 80% (see Table 1).

Although it might not be the most obvious method of gaining feedback on learning and teaching practice, evaluation through self-observation is often an ideal place to start. Evaluation of one`s own teaching is a logical and appropriate enhancement of feedback obtained from students and peer teachers also encourage to engage in critical reflection as part of one`s ongoing professional development as an educator.

An alternative method to peer observation involves having class videotaped and subsequently reviewed, review the videotape oneself as a method of self-observation; however, if possible, it might be even more useful to review the tape with a

colleague. As with peer observation of a classroom visit, the review process may be more helpful if you and your colleague use a checklist or to guide your discussion.

5. Conclusions

Concerning the results of the aim, which is to find out the effect of self-observation of the second experimental group on students' achievement, the data of the checklist reveal that all domains also differ in arrangements from one technique to another, i.e. in self-observation it has been found that the order of all domains is as follows: in the first rank is organization which gets the weight (95%) and the last rank is classroom climate gets (80%) (See Table 1.1)

While implementing self-observation in reflective teaching technique to observe the outcomes obtained appropriately, that will enable change in teachers attitudes when they are found useful. Particularly, as is known, there is a rapid development in teaching techniques, methods, and most importantly in educational technology. Therefore, teachers need to update themselves day by day in order to teach effectively with the help of reflective teaching; teachers leave routine behaviours and begin to act in a deliberate, intentional manner. Needless to say, teachers should be the first people to keep up with the new developments in the field in order to apply them adequately in classes.

It should be borne in mind that teaching is more than what goes on in one class, and that there is a need for staff development in such areas as *assessment, course development, learner training and preparation of materials*. Reflective view includes *reflection on action* -the ability to reflect before and after on our own practice, *reflection in action*-the ability to make decisions and adapt during the process, and *creative reflection*- the examining and assessing of our own values and beliefs in the light of the theories and practice of others.

While implementing reflective teaching approach to teaching, it should be known that the outcomes obtained need to be evaluated appropriately. To be brief, the effective practice of reflective teaching helps teachers to examine their work and reevaluate their current positions in the class. A final word, reflective teaching actually makes the work more rewarding. It should be kept in mind that teaching is a process of becoming and it is a never-ending process.

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APPENDIX 1

Teacher Assessment (Peer Observation, Self-Observation, and Students` Feedback)

Domains	Strongly Agree	Agree	Unbiased	Disagree	Strongly Disagree
1.Planning and Preparation					
1.The teacher prepares a written plan for instruction.					
2.The teacher uses a specific task or activity to focus students' attention.					
3.The objective of the lesson is clear, specific, and communicated to students.					
4.The lesson plan contains a clear instructional focus, such as mastery of essential content and procedural knowledge, meaningful use of knowledge, or reinforcement of productive mental habits.					
5.Lesson plans include objectives and a means for evaluation, directly relating to the curriculum benchmarks and academic standards.					
6.Lessons are planned to meet varied levels of student ability and background in the classroom.					
7.The learning environment is arranged in an organized and effective manner.					
8.The students have been made aware of assessment criteria and grading processes.					
9. Goals for students' learning are clear					
10. Goals are related to the needs of students and the role of the reviewed aspect(s) in the subject (and, if relevant, the overall course)					
11.There is a clear rationale for the design of the subject/learning environment, including the chosen blend of learning opportunities					
12.Preparation takes students' previous knowledge and experience into account					
13.Learning resources and online sites are well structured and updated in a timely way.					
14.Subject content is current, relevant and informed by research and/or current practice					
15. Teaching and learning practices are informed by scholarship and awareness of relevant innovations					
16. Planning takes students' previous knowledge and experience into account					
17. Learning resources and supplementary reading are well structured and updated in a timely way					
2.Presentation					
18. The teacher incorporates various instructional supports like slides, films, diagrams, etc.					
19. The teacher Uses instructional support effectively					

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20. The teacher Responds to changes n student attentiveness					
21. The teacher Uses a variety of spaces in the classroom from which to present material (i.e., does not "hide" behind the podium)					
22. whiteboard writing is large and legible					
23. The teacher Speech fillers, (for example, "OK, ahm") are not distracting					
24. The teacher Speaks audibly and clearly					
25. The teacher Uses gestures to enhance meaning and not to release nervous tension (repetitive gestures tend to do the latter)					
26. The teacher Communicates a sense of enthusiasm and excitement toward the content					
27. The teacher Uses of humor is positive and appropriate					
28.Presentation of The teacher style facilitates note-taking					
29.Speech is neither too formal not too casual					
30. The teacher Establishes and maintains eye contact with students					
31. The teacher Talks to the students, not the board or windows					
32. The teacher Varies the pace to keep students alert					
33. The teacher Selects teaching methods appropriate for the content					
3. Organization					
34. The teacher Begins class on time in an orderly, organized fashion					
35. The teacher Previews lecture/discussion content					
36. The teacher Clearly states the goal or objective for the period					
37. The teacher Reviews prior class material to prepare students for the content to be covered					
38. The teacher Provides internal summaries and transitions					
39. Does not digress often from the main topic					
40. The teacher Summarizes and distills main points at the end of class					
41. The teacher Appears well-prepared for class					
42.The teacher organizes the classroom well and carefully manages students' behavior.					
43.There is a variety and an appropriate quantity of materials of instruction.					
44. The teacher demonstrated the ability to work with individuals, small groups, and large groups; where appropriate, she used cooperative learning structures to reinforce students' acquisition of essential declarative and procedural knowledge.					
4.Rapport					
45. Praises students for contributions that deserve commendation					
46.Solicits student feedback					
47. The teacher Requires student thought and participation					
48. The teacher Responds constructively to student opinions					
49 The teacher .Knows and uses student names					
50.Does not deprecate student ignorance or misunderstanding					

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51. The teacher Responds to students as individuals					
52. The teacher Treats class members equally					
53. Listens carefully to student comments and questions					
54. Tailors the course to help many kinds of students					
55. The teacher Recognizes when students do not understand					
56. The teacher Encourages mutual respect among students					
57. The teacher is Credibility and control					
58. The teacher Responds to distractions effectively yet constructively					
59. The teacher Uses authority in classroom to create an environment conducive to learning					
60. The teacher Speaks about course content with confidence and authority					
61. Is able to admit error and/or insufficient knowledge					
62. The teacher Respects constructive criticism					
5. Content					
63. The teacher Includes illustrations					
64. Selects examples relevant to student experiences and course content					
65. Integrates text material into class presentations					
66. Relates current course content to what's gone before and will come after.					
67. Relates current course content to students' general education					
68. Makes course content relevant with references to "real world" applications					
69. Presents views other than own when appropriate					
70. Seeks to apply theory to problem-solving					
71. Explicitly states relationships among various topics and facts/theory					
72. Explains difficult terms, concepts, or problems in more than one way					
73. Presents background of ideas and concepts					
74. Presents pertinent facts and concepts from related fields					
75. Presents up-to-date developments in the field					
76. Relates assignments to course content					
77. Clearly organizes assignments					
78. Carefully explains assignments					
6. Interaction and Communication					
79. The teacher Encourages student questions, involvement, and debate					
80. The teacher Answers student questions clearly and directly					
81. The teacher Uses rhetorical questions to gain student attention					
82. Gives students enough time to respond to questions					
83. The teacher Refrains from answering students' questions					
84. The teacher Responds to wrong answers constructively					
85. The teacher Allows ample time for questions					
86. Encourages students to respond to each other's					

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questions					
87. The teacher Encourages students to answer difficult questions be providing cues and encouragement					
88. The teacher Allows relevant student discussion to proceed uninterrupted					
89.Presents challenging questions to stimulate discussion					
90. The teacher Respects diverse points of view					
91.Face-to-face explanations of the teacher are clear to all students					
92. Student interest and engagement are encouraged					
93.Communication is responsive to students' understanding, ideas and progress in learning					
94. Students' communications and questions are responded to effectively and in a timely way					
95.Teaching encourages students to interact with others and discuss, compare, develop and challenge ideas					
96. Assessment expectations, criteria and standards are clearly communicated to students					
97. Feedback on students' learning is clear, effective and timely					
7.Instruction					
98.Learning and teaching methods and assessment are aligned with learning goals and objectives					
99.Students are encouraged to see the connections between the parts of the subject and the whole and to see how the whole subject relates to the broader field of study					
100.Students have opportunities to develop relevant 'generic' graduate attributes					
101 Students are encouraged to engage actively in learning					
102. Students have opportunities to interact, collaborate with and learn from others					
103.Intellectual challenge and support are balanced					
104. Student inquiry, creativity, problem solving and experimentation (relevant to the discipline) are encouraged					
105.There is an appropriate level of instruction challenge					
106. Students have opportunities for choice and independent learning					
107. Students have opportunities to relate what they are learning to broader contexts					
108. Innovative or innovatively adapted methods are used appropriately to offer new opportunities for learning					
109.Methods offer flexibility to respond to students' experiences, understandings and needs, and to changing situations					
110. The teacher organized introductory and developmental activities to ensure student mastery of key learner outcomes.					
111. Activities designed to reinforce essential declarative knowledge (i.e., essential facts, concepts, and principles) helped students construct information, and store it in long-term memory.					
112. Activities designed to reinforce essential					

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procedural knowledge (i.e., skills, processes, competencies, and procedures) included teacher modeling of the skill or process and numerous opportunities for students to practice, shape, and internalize the skill or process.					
113. The teacher helps students to extend and refine declarative and procedural knowledge through direct and indirect instruction of the key thinking processes: induction, deduction, error analysis, analysis of perspectives, identification of patterns and connections, and elaboration/constructing support.					
114. Where appropriate, the teacher involved students in long-term, meaningful-use tasks that included one or more of the following: extended decision making, problem solving, investigation, experimental inquiry, and invention.					
115. Assessment and evaluation of student learning are an integral part of all aspects of the lesson; the teacher adjusts the lesson based on ongoing analysis of student behavior as it relates to desired outcomes.					
116. The instructor establishes a connection between new and prior learning.					
117. Questioning techniques reinforces higher-order thinking skills and processes.					
118. The teacher uses a variety of teaching					
119. strategies to address the various learning styles and needs are presented in the classroom.					
120. The students are made aware of the lesson Objectives and expectations.					
121. The teacher teaches directly to the objectives of the lesson.					
122. The teacher reflects enthusiasm and interest.					
123. On-going evaluation of student progress is carried out, and instructional adjustments are made when appropriate.					
124. The instructions are appropriate of the students level.					
125. Instructional time is utilized effectively.					
126. When appropriate, the teacher effectively brings lesson to closure.					
127. The objectives and expectations of assignments, if given, Are fully explained prior to the end of the period or lesson.					
128. The teacher displays appropriate Subject matter.					
8. Classroom Management					
129. The teacher organizes the classroom well and carefully managed student behavior.					
130. There are variety and appropriate quantities of materials instruction.					
131. The teacher manages time well, allowing for maximum time devoted to successful learning experiences.					
132. The teacher demonstrates the ability to work with different groups.; where appropriate, she uses cooperative learning structures to reinforce students' acquisition of essential declarative and procedural knowledge.					

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133.The students have been made aware of classroom regulations and expected behavior, and the teacher is consistent in the implementation and enforcement of these procedures.					
134.Students are consistently engaged in purposeful learning activities.					
135.The teacher maintains effective classroom control and handles behavior problems constructively.					
136.Classes begin, transition, and end on time, and the teacher provides constant supervision throughout the period.					
137.The classroom is kept as orderly and neat as the learning activity allows.					
138.Proper care is taken of the facilities and equipment.					
139.The teacher makes use of appropriate teaching materials and technology resources with students.					
140.The teacher's writing and speech are appropriate, clear and grammatically correct.					
141.Records and reports are correct and completed in a timely manner.					
142.The teacher maintains rapport and demonstrates cultural sensitivity with students, staff, colleagues, and parents.					
143.The teacher observes duty hours, job assignments staff meetings, scheduled conferences, etc.					
144.The teacher dresses appropriately for the learning activities and manifests good personal hygiene.					
9.Classroom Climate					
145.The teacher consistently incorporated techniques to create a positive and productive classroom climate that helps students feel accepted, perceive academic tasks as valuable and relevant to their lives, and believes that they have the ability and resources to perform challenging academic tasks.					
146.The classroom environment invites learning and helps students to develop a sense of comfort and order.					
147. The teacher reflects the attitude that all students can learn.					
148.The teacher provides displays related to the subject area that reinforced key learning.					
149.The classroom is clean and orderly in teaching and technology resources with students.					
10.Outcomes of Instruction					
150. Closure activities allows students to reflect on lesson objectives and provide teacher with information concerning the effectiveness of the lesson.					
151.The teacher uses ongoing metacognitive strategies to help students monitor their comprehension and reflect on themselves as learners.					
152.Summative assessment ensures that all					

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students master the essential learner outcomes identified for the lesson.					
153. Where appropriate, the teacher incorporates oral and written communication skills into ongoing assessment practices.					
154. Students have actively engaged in the subject/learning activities					
155. Students are achieved intended learning goals					
156. There is evidence of other important or unexpected learning achievements					
11. Reflection, Review and Improvement					
157. The teacher has learned from students and adapted teaching in response, during teaching and afterwards					
158. Reflection has been informed by a variety of sources such as student feedback, student learning, peers and relevant literature.					
159. Reflection and feedback have been acted on in order to improve outcomes					