

**Teacher evaluation and teacher professional development
- Two case studies of International Language Centers in
Vietnam
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Master's Thesis in Education
Spring Term 2018
Department of Education
University of Jyväskylä

ABSTRACT

Tran, Chi. 2018. Teacher Evaluation and Teacher professional development – Two case studies in an International Language Center in Vietnam. Master's Thesis in Education. University of Jyväskylä. Department of Education.

The study is about teacher evaluation in an English language organisation who has a great number of small English language centres in some big cities in Vietnam. The purpose of the study is to find out the purpose of teacher evaluation, evaluation criteria, evaluation process, feedback and teachers' comments about the whole evaluation process. The study also tries to find out whether there is a specific evaluation procedure in this particular organisation. If not, it is necessary to build up one complete and detailed procedure to use within this organisation in the future.

The study consists of two case studies which data was collected by a semistructured interview in a face-to-face situation from two language centers belonging to the same international English language teaching organization. In each case study, a few teachers and their supervisor were interviewed. Participants were chosen according to their availability and voluntary. The data was analysed using qualitative content analysis method and in mostly in deductive way. Six themes were developed from research questions, interview questions and literature review. Then if there were any new themes arisen, it would also be consolidated and discussed (Creswell, 2007).

The study revealed that there were specific criteria and procedure in teacher evaluation in this organisation and it was applied consistently in both case studies. Teachers were happy with the evaluation process and they found it helpful in assisting them to become better teachers. Especially, when the purpose of the evaluation was professional development, the feedback was something teachers really appreciate to get. One new theme, the influence of educational leadership appeared although the researcher did not address them directly in research questions or interview questions. This new theme was hidden throughout

the whole data, so it would not be presented as a subheading in Results chapter. Instead, it will be discussed in details in Discussion chapter, part 7.7.

The study concluded that classroom observation or teacher evaluation was one of the main factors of an effective educational organisation advancement (Marshall, Smart, & Alston, 2016; Martinez, Taut, & Schaaf, 2016; Rigby et al., 2017) . Maintaining high teaching quality was the key to success (Le, 2011). This study would be an example and needed to be considered for further research in the same topic within Vietnamese context.

Key words: *Teacher evaluation, teacher professional development, formative assessment, teacher's feeling in evaluation process*

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1 INTRODUCTION

English had become a popular second language in Vietnam due to the globalisation and internationalisation (Lam, 2011). The demand to have high proficiency in English was also significant. English had been taught in public schools from grade 6 after the "Doi moi" (revolution) since 1986 (Lam, 2011). Recently, it has been applied from grade 3 (Quy, 2008). However, because English was taught by Vietnamese local teachers in huge classes (40-45 students per class) without useful available resources, students were not given enough support to use English in communication. It was said that the English teaching quality in public school in Vietnam was still behind the standard level in comparison to other schools in other countries in South-East Asia (Pham & Fry, 2004). In addition, teachers also needed to be trained more in this field (Lam, 2011). Therefore, many English language schools had been established with a promise to give students better opportunities to practice using English in real lives (Le, 2011).

Teacher evaluation was one of elements in helping teachers figure out how good they were, what they were lack of and how to enhance their skills (Haep, Behnke, & Steins, 2016; Hill, Charalambous, & Kraft, 2012; Martinez et al., 2016; Reinhorn, Johnson, & Simon, 2017). There were two kinds of teacher evaluation, formative and summative assessment. The old traditional assessment was summative evaluation in which teachers were scaled up for the purpose of appraisal or dismissal applied specifically to each teacher. For the school, teacher evaluation was to maintain the quality of that organisation (Haep et al., 2016). The current trend of teacher evaluation had been formative one which focuses on boosting teacher's advancement (Marshall et al., 2016; Martinez et al., 2016; Rigby et al., 2017).

However, there were very few or no studies at all about teacher evaluation in Vietnam. The aim of this study was to examine how teacher evaluation was conducted in a private English language center, what was the purpose of the evaluation, whether it was formative or summative, whether it was followed by

a set of criteria and process, what was the tool in the evaluation and finally what teachers react about this whole process.

Although the interview questions about leadership roles in teacher evaluation process were not included, the findings from the study in some way implied that leadership played a significant role in this process and this implication was presented in part 7.7. In addition, in Discussion session (chapter 7).

Nevertheless, whatever the result from this study revealed, it could only be represented for this English Language school, not for the whole Vietnamese educational system because this study was a case study. The result from this study could be used as a reference or an evidence for the need of further researches with the same topic in public school systems in Vietnam.

Classroom observation was one of the focal methods in teacher evaluation. Some schools in the past just used classroom observation for the evaluation (Danielson & McGreal, 2000; Rigby et al., 2017). This study would try to figure it out whether classroom observation was used in the assessment or any other methods were used.

Teaching quality and teacher professional development was crucial in student performance. There were many different ways to help teachers to upgrade their skills such as organising training workshops on specific teaching techniques, co-teaching, self-reflection (Danielson & McGreal, 2000). How did teacher evaluation relate to teacher professional development? The findings of this study revealed that teachers had received a lot of useful feedback from their experienced supervisor after classroom observation or teacher evaluation. The supervisor did not grade the teachers for the purpose of rewarding them or firing them but only to give them some advice and suggestion to advance their teaching practices.

Some teachers were scared of being observed and being judged. They easily developed "fear of shame" and they tended to avoid the observations (Edgington, 2016). Especially in summative assessment where they were graded and compared with each other. Although Reinhorn et al. (2017) declared that teachers were quite content with the summative assessment, the panic of being fired or

receiving bad feedback after one observation was still rather clear. The leadership in this case was quite important. The relationship between teachers and their supervisor or principal also played an important role in the evaluation process (Reinhorn et al., 2017). Moreover, the importance of relationship between teachers and the principal or supervisor was also emphasized in Haep et al., (2016) where “external raters” played as assessors in teacher evaluation because principal did not have enough time to conduct all of the observations. As the results, teachers felt annoyed when some outsider entered to their classroom and observed them, graded them and used the result from that only one observation to conclude their performance. Some teachers in that research (Haep et al., 2016) expressed their disagreement of using “external raters” in teacher evaluation even though the purpose of the evaluation was for teacher professional development. Therefore, this study also discussed about teachers and principal relationship as well as whether and how this relationship affected teacher evaluation.

This study was conducted in one of the biggest English language school in Vietnam which had many small English language centers in two biggest cities in Vietnam (Ho Chi Minh city and Ha Noi city). Two small English language centers located in Ho Chi Minh City of this English language school were chosen and examined in two case studies. In each case study, both teachers and principal were interviewed.

Chapter 2 describes a phenomenon leading to the requirement of conducting a study about teacher evaluation in an English language school in Vietnam. Chapter 3 shows a literature review about teacher evaluation in general and in particular themes within teacher evaluation topic which was investigated for a picture of basic international researches of teacher evaluation in the world.

Chapter 4 presents research questions, the aims to achieve after the study and reasons why those two specific English language centres were selected. Chapter 5 demonstrates research method, how the data was collected and analysed, which method was used and finally the chosen participants. Chapter 5 also stated the reliability and ethical solutions of this study.

In Chapter 6, the findings of the study are shared for more understanding of research questions in chapter 4. A lot of quotations from the interviews were also added for a proven evidence to support the available results by themes. The results are presented in themes by each case study and summarised by a table of comparison of two case studies.

Chapter 7 concludes the study with a discussion of all categories consolidated in the result chapter. Relevant themes were discussed and compared with previous studies. Especially, the new theme, leadership roles in teacher evaluation which was implied throughout the research would be discussed specifically in part 7.7. Chapter 8 shares some limitations of the study and recommendations for further research in the same topic and specific context, Vietnam, with a hope that there would be more researches/ studies about Vietnamese educational system conducted in the future. Chapter 9 ends the study with a final conclusion from the researcher's lesson learn.

2 ENGLISH LANGUAGE TRAINING CENTERS IN VIETNAM

This chapter demonstrated the recent phenomenon about the expansion of English language schools in Vietnam. The need of being able to using English as a second language in daily practices in Vietnam and the reasons behind the fact of the evolution of English language centres were also reported. There was also a brief comparison of teaching English quality in public government schools and in private sector.

2.1 The requirement of being competent in English in Vietnam

After Vietnamese government had decided to enter the world with “Doi Moi” or Renovation policy in 1980s (Pham & Fry, 2004; Lam, 2011; Le, 2011), the government also positioned English as a second language which was added into national curriculum and students started studying English from grade 6 (Secondary school) until they finish high school at grade 12. Although before the Renovation (before 1987) English was just one of the foreign languages in which Russian and French were more popular, especially Russian because at that time Soviet Union was powerful and they offered a lot of scholarships for studying in Russia. However, after the Renovation, English had been in its prosperous period. In his research about English teacher training programme in Teacher Training University, Lam (2011) reported that before the Renovation, there was a department called foreign language department which included all foreign languages. However, since the Renovation, English department was set up and became one of the important departments in the university whereas Russian and French were still in the same department named foreign languages. (Lam, 2011)

Since Vietnam started to participate in international system such as ASEAN (the Association of Southeast Asian Nations) and APEC (the Asia-Pacific Economic Cooperation forum) (Pham & Fry, 2004), the requirement to be

competent in English became even higher. The government funded for management level to study English. In addition, one of the condition to get promotion was to have mastery in English (Lam, 2011). When the government level emphasized the important of English, intentionally, people tried to be competent in English in order to at least get one position in the state management level.

Moreover, English was not only important in the governmental organisations but also in the private and international sectors (Pham & Fry, 2004; Lam, 2011). After Vietnam opened the door to the world, it attracted a lot of investment from overseas. Huge corporations like Unilever, Coca Cola, Samsung, Nestle, P&G, Pepsiso started their business establishment in Vietnam where Vietnamese employees started to have huge chances to be recruited if they were able to communicate fluently in English. According to Jobstreet Vietnam (Vietnamnet, 2016), those companies were the most wanted companies for Vietnamese employees. These companies always required English proficiency. It was easy to see that good communicative and written skills in English was one of requirements in job description in job advertisements (Vietnamworks, 2018). Therefore, one of the reasons why Vietnamese people had to study English was to find jobs with high salary and excellent benefit schemes in international corporations. Studying overseas and immigrating to developed countries where English was native spoken language were also other reasons (Pham & Fry, 2004; Lam, 2011; Le, 2011).

In addition, the globalisation and internationalisation with the development of information technology or internet had great impact on education in the world generally, in Vietnam specifically (Dang et al., 2013; Nunan, 2003). Therefore, the demand of being skilful in English to capture the best of the new trend of the world was also essential (Lam, 2011).

2.2 English teaching quality in public schools in Vietnam

The quality of English teaching in Vietnamese public schools had been called to question. Students were not able to communicate in English in the real practices after they finished the whole English programme in public schools from grade 6 until grade 12 (Dang et al., 2013). There were many reasons such as teacher training quality (Lam, 2011), grammar-translation method (Dang et al., 2013) and student's low motivation (Tran & Baldauf, 2007).

The situation stemmed from teacher training programmes where students did not have international contact with native English speakers (Lam, 2011) and the professors did not hold suitable qualification. There were still teachers teaching in university just holding university degree (Pham & Fry, 2004). Moreover, there was a high demand of providing as many English teachers as possible in order to supply the shortage of teachers in Secondary schools in which English subject was a new compulsory subject and taught as many hours as main subjects like Maths and Vietnamese Literature. Therefore, the number of students needed for teacher training programme were increased particularly (Lam, 2011). As the result, it was offered for any students who wanted to become teachers. Almost every student who registered to study to be teachers passed the university entrance examination easily whereas it was too difficult to be selected in other majors (Lam, 2011). For example, to be able to be accepted to Medical university to become a doctor, students have to earn scores of three subjects Maths, Chemistry and Physics 27/30 in total. But to become teachers, students just needed a score of 20 over 30 and even lower score was also accepted (Nhóm phóng viên, 2017). It was because teacher training university needed more students than Medical University and the number of students enrolled for teacher training programme a lot less than number of students for Medical University. As the result, the low student background could not not assure the excellent product, excellent teachers (Lam, 2011).

The shortage of resources was also one of the reason. In the big cities, school facilities were better-equipped. However, in rural areas, normally, teachers went to class with only some textbooks and most of the time, they were in the stage near the blackboard because of the huge class-size of students. In that condition, teachers could only stand on the stage and present their lessons, consequently what students managed to obtain totally depending on themselves. Tran and Baldauf (2007) found out that one of the elements that demotivated students was teacher teaching method. If teachers had a boring style of standing on the stage all the time, students easily lost their motivation and concentration on studying English particularly and other subjects as well.

The other reason why teaching quality in Vietnam was not high that was also due to the sharp growth of the economy after the Renovation (Holsinger, 2003). Although his article was about vocational situation in Vietnam, Holsinger somehow showed the problem in Vietnamese national curriculum. In order to follow a new trend of globalisation and internationalisation, Vietnam was rushing to supply a huge number of workers into the new industrial market. As the result, the quality was not guaranteed. One more time, the training programme and teacher quality was not qualified enough in order to produce the best product, the best skilful workers. Academic theories were emphasized too much for workers to be able to cope with the problem in the real situations. English was not mentioned specifically but frankly speaking, English was mostly affected by this academic theories and other subjects as well, especially vocational education.

2.3 English Language Centers (ELC) or ESL (English Second Language) schools and their expansion in Vietnam

English language centers are private sectors, possessed by private investors or international organisations providing English courses for students who are not speaking English as their first language and wanted to be able to be competent in

English for academic pursue (study abroad with programmes taught in English) or business purpose (finding a job, getting well-paid jobs). (Le, 2011)

Because of the requirement to be proficient in English but the teaching quality in public schools reported above could not fulfil students' satisfaction, private schools or private educational organisations like English language centers were ideally a good model attracting students especially with the guarantee for students to be able to speak English fluently (Le, 2011). Zhang & Liu (2016) and Dang (2007) reported that private tutoring affects students outcomes. The English language centers were also considered as some kind of private tutoring but with larger models and were managed more carefully by international educators such as British Council or Wall Street which had had their English Language Centers all around the world.

According to Oxford Seminars (2015), only in Ho Chi Minh city, there were more than four hundreds of English Language schools. They provided a list of schools that native English speakers could use to search for a job as an English teacher in Ho Chi Minh city, Vietnam. Le (2011, p.95) also indicated that "English language centers have been mushrooming". By typing key works such as "English language centers" or "English teaching" in Vietnam on Google, the long list of websites of English Language schools in Vietnam would appear.

The researcher, herself, experienced the rapid growth of one English Language center where she had been working for more than eight years. She started with them in 2005 when they had only one rather big schools with around 2,000 students. After eight years (in 2013 when she left for another job), they had more than 10,000 students and 11 centers or schools, eight in Ho Chi Minh City, two in Ha Noi and one in Da Nang. The smallest center had no less than 300 students and the biggest one was also their Head Office which included more than 2,000 students.

There were many different kinds of English language schools in Vietnam (Baomoi, 2016). The small ones with a few classrooms to a high quality and well-organised English language schools like ILA Vietnam, British Council or

Wall Street. Usually, according to teaching quality and classroom facilities equipped, the school fee was different. In small English language centers, school fee was often lower or much lower than the ones with high quality and good reputation like British Council or ILA Vietnam or Wall street. In those small centers, students also had to study in huge classes with over 40 students per class, facilities, resources and reputation were not much better than public schools. Students decided to choose these English language centers due to their promise of being able to communicate after the course. Although they ensured that students' English proficiency would be improved according to their CLT (Communicative Language Teaching) method, no one could affirm good results. A lot of students who could not afford to pay high tuition fee in high quality English language schools like British Council and ILA Vietnam had to enrol in those small and low quality English language centers. Conclusively, depending on how much money students could pay for school fee, the better teaching quality they could get. (Le, 2011)

2.4 The differences between studying English in English Language schools and in public schools.

English is a compulsory subject in public schools from Secondary and recently in big cities like Ho Chi Minh and Hanoi, English is taught from grade 3 (MOET). One of the differences between public schools and English Language schools is teachers. Teachers in public schools are native Vietnamese speakers who use their first language in teaching English classes quite a lot (Kieu, 2010) whereas in English Language schools, it is guaranteed (e.g. in advertisement) that teachers will be 100% native English speakers that people can easily find from English Language schools website or Google.

In Kieu's (2010) study, Vietnamese teachers shared their opinion of trying to use more English in classes. However, according to interviewed candidates, Vietnamese (first language) was still very useful in presenting vocabulary definition and demonstrating grammar points. Moreover, due to student low level of

English, it was not easy for them to understand if teachers used English 100% in classes. In this study, Vietnamese teachers also indicated that they should not exaggerate the use of Vietnamese in the classes. But the question was that how native English teachers who could not not speak Vietnamese manage to teach English so successfully in English Language schools where there were classes for all students from beginner to advanced level (ILA Vietnam website). They also had classes for very young children from 4 years old and they guaranteed that the classes would be taught by 100% native English teachers (ILA Vietnam website). ILA Vietnam is just one of the English language schools in Ho Chi Minh city which has been more than 20 years in their business. There are many other high quality English language schools like this in the whole country of Vietnam. The English language school in this study is also considered as one of the biggest and best quality in Vietnam, in the same rank with ILA Vietnam, British Council and Wall Street. My niece only was 3 years old when she first started her English classes in one of the English Language schools in Ho Chi Minh City where her class was taught by an Australian Teacher.

English language schools in Vietnam have been expanding so quickly that they need a huge number of native English speakers desperately. Therefore, being an English teacher is considered as a good job for a foreigner. In his diary shared with Tuoi Tre News (one of the most popular newspaper in Vietnam), Harris (Tuoi tre, 2014) reported that there were “thousands of expats teaching English” in Vietnam with high paid salary (15 - 30 USD per hour). Foreigners who were hard to get a job in their countries could easily find a job as an English teacher in Vietnam. There are a lot of websites of English language schools and job hunters are posting recruiting advertisements to look for English teachers.

Not only the difference of native English teachers or local teachers, teaching method, resources, class size are also different in government public schools and private English language schools. In English language schools, they emphasize on CLT (Communicative Language Teaching) teaching method which students are ensured to be able to communicate in English confidently in the real

practices. Small class size (maximum 20 students per class), classrooms with projectors, interactive white boards, wide range of different kinds of books as well as internet accessed library (ILA Vietnam website) are also something that public schools cannot afford to have. Whereas government public schools had been trying to transform from traditional teaching method (grammar-translation) into CLT, but with big class size, limited fund and lack of resources, applying full CTL was still a problem (Mai & Iwashita, 2012).

There had also been some other studies that reported the struggle to apply CLT into public schools in other countries. Chang and Goswami (2011) stated that the university in Taiwan was facing problem in applying CLT into their teaching practice because of the lack of appropriate training for teachers about this method as well as the low English level of students that made students be demotivated in their English classes. Sreehari (2012, p. 91) also reported that the big class size was also one of the core reasons. Shortage of materials as well as poor facility conditions were also mentioned. Those relatively influence students' performance in obtaining English communicative competence. Farooq (2015) also indicated that in Saudi Arabia, the same problem had occurred in implementing CLT in their real classrooms. It was difficult to organize pair work and group work in large classes. In addition, the examination system which was not focusing on communication purpose also demotivated students in learning English in general and in coping with CLT method particularly. Also, teachers hesitated to apply Communicative Language Teaching in teaching a Second language. Some teachers thought that CLT was an appropriate method to stimulate students' competence in communicating a second language in real life. Others refused to use it because it required a devoting investment on preparing materials and activities for the lessons (Farooq, 2015).

3 TEACHER EVALUATION

How did English Language schools maintain their successful business in English language field? Besides small class size, native English speakers, CLT teaching method, customer service, placement test to put students into classes suitable with their English level (Le, 2011), training programme for new teachers, observation and giving feedback to help teachers improve and develop their teaching career were also important factors (Danielson & McGreal, 2000; Haep, Behnke, & Steins, 2016; Lynch, Chin, & Blazar, 2014; Martinez, Taut, & Schaaf, 2016; Rigby et al., 2017; van der Lans, van de Grift, van Veen, & Fokkens-Bruinsma, 2016; Veenman, Luman, & Oosterlaan, 2017).

3.1 Teacher evaluation and its purpose

According to Murdoch (2000, pp. 55–56), the purposes of teacher evaluation were: "To encourage reflective practice; to empower and motivate teachers; to assess all aspects of a teacher's professional activity; to take account of students' views and to promote collaboration". Generally, the core purpose was to support teachers in their professional development (Murdoch, 2000, p. 62). Moreover, many other studies mentioned that the same purposes of teacher evaluation was to improve teaching quality and teacher professional development (Haep, Behnke, & Steins, 2016; Liu & Zhao, 2013; Lynch, Chin, & Blazar, 2014; Martinez, Taut, & Schaaf, 2016).

In addition, Danielson and McGreal (Danielson & McGreal, 2000, p.8, cited from Haefele, 1993) gave the following list of why teacher evaluation was used:

- *screen out unqualified persons from certification and selection processes;*
- *provide constructive feedback to individual educators;*
- *recognize and help reinforce outstanding service;*
- *provide direction for staff development practices;*
- *provide evidence that will withstand professional and judicial scrutiny;*
- *aid (van der Lans et al., 2016) institutions in terminating incompetent or unproductive personnel;*

- *unify teachers and administrators in their collective efforts to educate students* (Danielson & McGreal, 2000, p.8, cited from Haefele, 1993)

Danielson and McGreal (2000) explained that there were two kinds of purposes of teacher evaluation. They classified them as “Summative” and “Formative assessment”. Summative assessment was to guarantee the teaching quality of the whole school or organisation and formative one was for helping teachers in their career advancement. Many other researchers had had studies of these both terms of teacher evaluation (Goe, Holdheide, Miller, & National Comprehensive Center for Teacher, 2011; Martinez et al., 2016; van der Lans et al., 2016). However, studies about “formative assessment” were conducted more than “summative assessment” recently (Delvaux et al., 2013; Leshem & Bar-hama, 2008; Marshall et al., 2016).

3.2 Classroom observations in teacher evaluation

Teachers spend most of their working time in classrooms. Therefore, when it comes to teacher evaluation, classroom observation is considered as one of the methods to evaluate teachers conducted by auditors, inspectors, teachers’ supervisors or principals (Danielson & McGreal, 2000). With this study, the researcher was trying to find out whether classroom observation was used as a method in teacher evaluation. Danielson and McGreal (2000) added that in some schools, teacher evaluation was identified as classroom observations. The assessments were conducted through video tapes of classrooms. Cameras were installed in every classroom and the principal/ manager/ supervisor/ inspector/ rater just needed to collect the video tapes and watched classroom process of what teacher was delivered and how students engaged and participated into teaching activities. From that, he/she provided feedback and assessment results. However, the direct or live observation should be encouraged. If the assessor participated into the real activities or tasks with students and teachers, it would be easy to understand teachers real teaching practices more (Danielson & McGreal, 2000). Haep,

Behnke and Steins (2016) also mentioned that classroom observation was a classic method to evaluate teacher's performance by auditors. Martinez, Taut and Schaaf (2016) had the same indication that observation was one of the most popular method in teacher evaluation.

There were different methods to evaluate teachers such as teacher self-assessment and a peer observation (who had more experience in teaching observing another teacher) (Danielson & McGreal, 2000). However, teacher self-assessment was just a document provided by teachers. It was only included teachers' own opinion. This depended much on teachers' apperception and the trust between teachers and their assessor. The evaluator did not have any other documents to compare. Therefore, if the evaluation only based on teacher self-assessment, it could not produce a correct result. Similarly, a peer observation was usually more helpful for new teachers, but it still could not provide an accurate result. A peer with more experience in teaching could give some useful feedback for his colleague but he was not a professional evaluator. Therefore, teacher self-assessment or a peer observation could only be considered as one of steps in the whole teacher evaluation process. Classroom observations were different. It was proved to be one of effective methods in evaluation process in Reinhorn, Johnson and Simon's, (2017) study. Lavingne and Chamberlain (2017) also agreed that classroom observation was one of highly important parts in teacher evaluation. Nevertheless, other elements such as students' performance outcomes, peer observation, lesson plan and students evaluating teachers, etc., were also included into teacher evaluation in order to create a satisfactory result.

There were two kinds of observations: informal and formal observations. Informal observations or pop-in visits were short observations and teachers were not informed in advance. Martinez, Taut and Schaaf (2016) stated that the pop-in observations were used in most schools for the purpose of professional development. With formal observations, teachers usually were informed in advance in order to prepare their lesson. The formal ones usually took longer.

In their study, Martinez, Taut and Schaaf (2016) indicated that the required number of observations for each teacher was different according to each school or organisation. For example in Chile teachers with unsatisfactory results would be checked out in the next year assessment; the ones were graded within standard would have their assessment again after two years; others would be assessed every four years (Martinez, Taut, & Schaaf, 2016). In Chicago, US, for experienced teachers, two observations were required, for whom were not considered good enough or need improvement, three observations would be conducted. There were pop-in visits and informed observations but it still varied among schools. Usually, new teachers tended to have more observations than experienced teachers.

Reinhorn, Johnson and Simon (2017) also reported that the number of observations should be conducted to each teacher differently depending on their performance in previous academic year and also differently from schools to schools. It was not followed by any policy. For example, in one school, teachers with “proficiency” in previous academic year assessment only needed one pop-in; some teachers with “need improvement” had two pop-ins. Novice teachers and “unsatisfactory” teachers needed one formal observation and four pop-ins.

3.3 Teacher Evaluation process/ Classroom Observation process

There were many studies about teacher evaluation but not many of them mentioned or discussed whether there should be a process to follow in teacher evaluation. In addition, few studies really drew specific procedure, steps by steps about this evaluation. Not specify clearly the procedure of teacher evaluation but Danielson and McGreal (2000, p.46) described one of traditional observation process as below,

In traditional evaluation systems, an administrator collects all evidence of teaching skill during a classroom episode. The teacher conducts a lesson, which the administrator observes, taking notes (sometimes with the stated goal of recording “everything” that happens). The administrator then “writes up” the observation (which is

sometimes called an evaluation) and meets with the teacher to provide feedback to the teacher on the observed lesson and the teacher's skill as demonstrated in that lesson. (Danielson & McGreal, 2000, p.46).

They also portrayed a self-assessment procedure. Firstly, teachers gathered all of their teaching materials for one specific lesson by themselves, for example, lesson plan, handouts, student assignment or any real objects that they had used during their teaching. Secondly, teachers passed all of those materials or documents to their supervisor or any person in charge of evaluation process and then demonstrated what they had done in their classes. The administrator or principal gave his / her comments about teacher's lesson and feedback. In this progress, both teachers and supervisor had to go through the deep discussion of good points and improved points in teacher lesson. They may argue but usually teachers had to be the one who try to persuade their supervisor why, what and how they had presented their teaching activities like that. (Danielson & McGreal, 2000)

Some schools planned teacher evaluation within academic year (starting from the first of September to end of May). For example, in September, fresh teachers had the first observation which could be done by administrative staff or supervisor. At the same time, all of the teachers and principal had a meeting to set up the teaching goals for the whole year. Meanwhile, the experienced teachers and supervisor had the first meeting discussing about time for the first observation. In October, all teachers were asked to write their teaching development plan. In November, experienced teachers had the first formal observations. In December, supervisor conducted the second observation for new teachers or teachers in probation period. In January, the second observations were conducted for experienced teachers. In March, the supervisor had to finish the evaluation, ready to deliver to new teachers. After that was the feedback section, a discussion what had happened in the observations. In April, teachers filled in self-development plan about what they wanted to achieve in the next academic year. In May, a feedback section and evaluation result were discuss and shared with experienced teachers. This whole process was done annually, usually academic yearly. (Danielson & McGreal, 2000, p.72)

Martinez, Taut, & Schaaf (2016) stated that there was also a quite similar teacher evaluation procedure in some schools in US. First of all, a supervisor or administrator or a principal had a meeting with teachers before the observations in order to discuss what they were going to observe. Then after the observation, teachers were informed the result of the observation and then discussed how to improve teacher professional development.

3.4 Teacher Evaluation / Classroom Observation criteria

In order to have a successful teacher evaluation, criteria was one of key elements so that educators or supervisors could look at it and compared when they conduct evaluation process (Danielson & McGreal, 2000; Martinez, Taut, & Schaaf , 2016; Lynch, Chin, & Blazar, 2014).

Teacher assessment criteria were different from time to time. Danielson and McGreal (2000) reported that in 1940s and 1950s, there were old and classic criteria which focused on teacher's "voice, appearance, emotional stability, trustworthiness, warmth, enthusiasm" (Danielson & McGreal, 2000, p.13). It was changed partly in the period of 1960s that the relationship between "teacher enthusiasm and student achievement" was emphasized because teachers' performance affected directly to students outcomes (Liu & Zhao, 2013). In 1970s and 1980s the trend of watching teachers presenting their lesson plan and activities in the real teaching classroom was considered, so classroom observation was conducted in order to examine what had been happening in the classroom directly. Therefore, evaluation criteria in 1970s and 1980s were also changed into "anticipatory set, statement of objective, instructional input, modelling, checking for understanding, guided practice, and independent practice" (Danielson & McGreal 2000, p.14) and "rating scales and checklists" were being used along with evaluation criteria above. Back to student achievement in 1970s and 1980s, in 1980s and 1990s, teacher evaluation also concentrated on student good performance but there was an attempt to provide students with teaching programme that multiplied their outcomes. Teaching and learning were combined together. Teachers

not only taught and students not only learned but teachers and students learned from each other. This was very important criteria in teacher evaluation in this period. (Danielson & McGreal, 2000)

Martinez, Taut and Schaaf (2016) also mentioned some of the criteria for classroom observation which were lesson plan, teaching and learning goals. However, according to their study's results, they stated that what the observers were looking at in classroom observation were different from each school, each evaluation system although the most common criteria were lesson plan and teaching and learning goals. For example, schools in US often focused more on instructions, classroom management, how to organise and manage students group work (Martinez et al., 2016).

Danielson and McGreal (2000) also agreed with this statement that evaluation criteria was set up according to the demand of the specific school or organisation. There were input and output criteria. Input criteria focused on what teachers did and output ones were what students achieved from teacher's performance. The general observation criteria such as planning and preparing a specific lesson, how teachers managed the classroom and how students interacted during the lesson, whether teachers were skilful enough in delivering understandable lesson and instruction, how teacher communicated with students, how students communicated with each other, if they participated well during the lesson should be considered attentively and examined well for input and output purposes (Danielson & McGreal, 2000).

Not state clearly a list of evaluation criteria, however, Lynch, Chin and Blazar (2014) did mention about "instruction and activities" that teachers used in the classroom as evaluation criteria to look at in classroom observation such as how they connected the tasks within one lesson, how they solved the problems in different ways and helped students solve the problems, how teachers explained difficult terms for students, how they encouraged students to give their opinion, etc.,

Castañeda-londoño and Castañeda-londoño (2017) also added some clear criteria as below,

(a) having clear objectives for each lesson, (b) developing adequate classroom management, (c) fostering language skills development, (d) engaging students in interaction, (e) providing learning strategies instruction, and (f) using different assessment techniques of students' performances. (Castañeda-londoño and Castañeda-londoño, 2017, p.81).

It was essential for the observer to have criteria available before the observations so that evaluators would be clear of what they were going to observe (Castañeda-londoño & Castañeda-londoño, 2017). There were many criteria, however, certainly, the observer could not check many criteria in one observation. Ideally, three or four criteria were perfect numbers the observer could assess within one observation (Castañeda-londoño & Castañeda-londoño, 2017) in order to assure the quality of the evaluation.

3.5 Teacher Evaluation feedback

Feedback was one of the most important elements in teacher evaluation (Tuytens & Devos, 2014). Whether it was useful feedback so that teachers would correct their mistakes right away and improve their teaching practices as well as their professional development (Hill et al., 2012; Tuytens & Devos, 2014; Zhang & Liu, 2016) or useless feedback all depended on observers. Observers or supervisors also had to ensure that all teachers would get feedback properly after the observation or evaluation. Without feedback section, no value was added and the process of evaluation and observation was meaningless (Liu & Zhao, 2013; Tuytens & Devos, 2014).

Feedback may be not useful if the observers or supervisors did not have teaching knowledge or teaching experience in specific subject (Reinhorn et al., 2017; Rigby et al., 2017). Rigby et al., (2017) suggested that principal (who should have teaching experience) should be in charge of conducting the observations and give feedback because he was the one who could recognise well what teachers need and how to support them in the best way. In order to give helpful

feedback, criteria was also one of significant elements. The observers should have clear criteria before the observation or evaluation so that they knew which points they should look for and how teachers presented the points the assessors wanted to clarify (Rigby et al., 2017). Teachers usually appreciated the specific feedback from someone who had the same expertise and experience with them. Reinhorn, Johnson and Simon (2017) argued that teachers were not satisfied when they were assessed and given feedback by a principal who did not have the same teaching experience with the subject they were teaching. The participants in the that study expressed the disappointment and comment that feedback was useless.

Feedback also should be given face-to-face or in direct discussion so that both manager and teachers can clarify some unclear points with each other (Danielson & McGreal, 2000). The supervisor may have a lot of notes during observation time. If he wrote a report right away and did not clarify directly with the teacher, it was unfair for the teacher who may receive wrongly blame. Moreover, teachers also preferred constructive feedback more than criticising feedback. Certainly, there were weak points and strong points in each observation because no one was perfect. It'd better for the manager to start with strong points first to encourage teachers. (Danielson & McGreal, 2000; Reinhorn, Johnson, & Simon, 2017)

3.6 Teachers' comments about the evaluation process

As mentioned above, there were summative and formative teacher evaluation. If the purpose of the evaluation was to help teachers in their professional development (formative assessment), teachers mostly would welcome the assessment (Reinhorn, Johnson, & Simon, 2017; Rigby et al, 2017). Reinhorn, Johnson and Simon, (2017) mentioned that most of the teachers in their study had positive opinion about the evaluation. Some teachers stated that the observations were just principal's daily task. It was not a big issue to them. Some also shared that they had already known who they were and how good they could teach their class.

Therefore, they were not astonished when the principal suddenly entered their class. It was just that there was another person in their classroom, sitting and watching the class. Their lessons were not affected at all. More than that they also expressed their thankfulness and welcomed any feedback as long as it was for them to advance themselves. Somehow, they could predict what their supervisor would say about the lesson after the observation. Most of them believed that the evaluation offered them more benefit than harm them. Not a lot but still few teachers were not satisfied when their classrooms were observed by administrative staff or principal who did not possess the same expertise with them and the feedback he or she had provided was not very helpful.

In contrast, if it was summative process which the results could be used for dismissal or punishment, the teachers felt a bit annoying and being controlled (Vekeman, Devos, & Tuytens, 2015). Vekeman, Devos and Tuytens (2015) shared that teachers bothered about the evaluation process especially, summative one. Most of interviewed principals mentioned that their teachers tended to avoid arranging time for classroom observations when he or she told them to save around 1 hour for the observation. Another principal shared that teachers told him they were too anxious to sleep well the previous night before their observations. Some of them also felt insecure about their future which they did not know what would happen after the observations.

For pop-in observations, teachers were not informed. Teachers often had negative opinion about the pop-in observations (Haep, Behnke, & Steins, 2016). They did not like the idea that someone suddenly jumped into their class for 20 minutes for observations. For them, this judgement was not fair. Only 20 minutes, observers could not capture much of their lessons. It was worse when they may have to face a terrible result because of this short informal observations. (Haep et al., 2016)

3.7 Leadership / observer roles in teacher evaluation

Observers played an important role in the success of teacher evaluation (Tuytens & Devos, 2014; Rigby et al, 2017). Martinez, Taut and Schaaf (2016) stated that principals should be responsible for teacher performance appraisal or professional development. However, principals / school leaders were busy people (Lavigne & Chamberlain, 2017). Sometimes, “external raters” could be used for rating teacher performance, usually summative assessment. However, they must be trained carefully and ready for the evaluation. Experienced teachers could be raters as well. Especially for new teachers, a peer observation was very useful for them to have more knowledge about teaching techniques from more experienced teachers. Danielson and McGreal (2000) argued that administrators also could be observers. However, in order to operate effective observations, administrators should have teaching background in order to understand teacher teaching methods and activities teachers using in the classrooms in order to give useful feedback.

Lynch, Chin and Blazar (2014) indicated that student achievement was considered as a core element in teacher evaluation. They also used classroom observation to evaluate teachers. However, they did not base on either classroom observation nor student achievement alone but they connected these two elements together in teacher evaluation. In another way of saying, it could be explained that even though teachers had performed a very good teaching method and created a smooth and creative classroom atmosphere, it still did not mean that they were marked as excellent teachers until the result of student performance was also excellent. In this case, students had significant voices in the evaluation process. They could give feedback like observers to help teachers improve their teaching skills.

Principals or school leaders always needed help from administrators, “external raters” or experience teachers in teacher evaluation, especially in big

organisations where there were more than a few teachers to take care of. However, school leaders always should be the one who led the evaluation process as well as supervised it carefully. In that case, characteristics of leader was one of very important factors determining the success of teacher evaluation process. Tuytens and Devos (2014) figured out that a leader must have both “transformational and instructional leadership” which could not be separated. Transformational leadership was important because it inspired and motivated teachers. Besides, instructional leadership was also essential. The leader also needed to have specific knowledge in classroom instruction as well as deep knowledge in the particular subject in order to give useful feedback leading the success of the whole evaluation process. (Tuytens & Devos, 2014)

Collaborative leadership was also significant. Observers watched teachers teaching, gathered all information and then shared it in a meeting with all teachers, observers as well as the school leader, then from that, learned the good points from other teachers and drew a lesson from the noted mistakes or suggested better methods to correct the mistakes. Therefore, collaborative leadership was very important in this process which could gather people all together and created a learning community (Rigby et al., 2017)

Reinhorn, Johnson and Simon (2017) also agreed with Tuytens and Devos (2014) that a school leader should have deep expertise knowledge in order to connect teachers in the evaluation process including teacher self-assessment and professional development. That way, it would benefit not only individual teacher but the whole organisation. In addition, teachers were not familiar with the evaluation process. The educator had to support teachers and encourage them to seek for more information about the process and not hesitate to try new things, to take risk and take immediate actions on useful feedback. The principal’s roles in this evaluation process was really crucial. Whether teachers could be ready to accept the evaluation or not totally depended on the principal and the purposes of this evaluation.

4 RESEARCH QUESTIONS

This study is a case study of the teacher evaluation process in a private English language school in Vietnam. The school has a number of English language centers across Vietnam. For this study, the researcher focuses on two of the centers, each forming their own case. The aims of the study are, first, to investigate the purpose and procedure of teacher evaluation, and second, to examine the teachers' feedback about the evaluation process. Teachers' opinions are compared with each individual and within the case. Then teachers' opinions and their supervisor's perspective about the evaluation procedure within the case are also compared. Finally, two centers, two cases are put in a comparison table. From that the complete teacher evaluation procedure for the whole English language school is designed. Le (2011) implements observations in classrooms, interviews teachers and heads of the centers, reviews documents and conducts surveys with students. In this master thesis study, teachers and their supervisors are interviewed with semi-structured questions in 30 minutes each interview (only one interview lasts 15 minutes). Some fieldtrip notes are also recorded in the introduction tour. From interviews and fieldtrip notes, the study attempts to answer research questions below,

1. What is the purpose of teacher evaluation in this school?
2. Is there a procedure of teacher evaluation to follow in this school?
3. How do teachers respond to the evaluation process?

5 IMPLEMENTATION OF THE STUDY

This chapter presented how the study was designed with the introduction of the context of the study, the reason why the location was chosen and the participants were selected, the method of the study and the data analysis procedure. The chapter closed with a discourse of reliability and ethical solutions.

5.1 The Context of the Study

This is a case study about an English Language organisation having 100% investment from a foreigner who is announced on the website a British citizen. This is one of the biggest English language organisations in Vietnam which has more than 20 years English teaching business in Vietnam. It has 27 English language centers in Vietnam, located in big cities like Ho Chi Minh, Ha Noi and Da Nang. In Ho Chi Minh city, there are eight centers in different locations. This organisation provides a wide range of English programmes to different kinds of students from very young learners, Kindy (3 to 6 years old), young learners called Kids (7 - 13 years old), Teens (14 - 16 years old), adults, business communication, Corporate and IETLS and TOEIC (English proficiency certificates).

This English language organisation was coincidentally chosen as a research sector because the researcher had a chance to be an intern there for two months as a Center Manager. Every week, she attended the weekly meeting among Center Managers and Deputy Director. Other time, she was encouraged to visit English language centers to learn how to become a Center Manager. There were eight small English Language centers in Ho Chi Minh city. Each English language centre was managed by a Centre Manager and an Academic Manager. Center Manager was responsible for business operations of the whole centre including sales, customer service, re-enrollment, office staff and any administrative tasks. Academic Manager was only in charge of teacher management, any issues related

to teachers and teaching practices. The researcher chose to focus on two biggest centers in this company in Ho Chi Minh city for her study.

5.2 Selected location and participants

Two English language centres formed two case studies. This part presented information of selected participants by its case study. All of participants of two case studies were briefly introduced about the purpose of master thesis and got their permission before the interviews (see consent form as Appendix 2).

5.2.1 Case study One

General introduction

It was one of the first English Language Center established in HCM city of the organisation in this study. It was the biggest English language center in the series of eight centers of the research organisation with the largest number of students (more than 1000 students) in comparison to other centers which maximum number of 500 students. As the information from the supervisor, there were more than 15 teachers, part-time and full-time. Managing teachers was an Academic Manager and a senior teacher. Because that was a large center, it included all of the English teaching products of the company as mentioned in the introduction at the beginning of chapter 4 above. However, the main product was teaching English for children which attracted more than 50% of income in comparison to other products (this information got from Center Manager in the introduction tour). Teachers in this center had different teaching skills but because the large number of students were children, most of teachers should have the main experience in teaching English for Young learners or they were requested to be trained to teach Young learners (The information got from a short conversation with Academic Manager in introduction tour).

Participants

The researcher had a chance to meet Academic Manager and senior teacher in the training session organised by the organisation. The introduction of this study was firstly introduced and sought for their cooperation. Later, an email was sent explaining more about the purpose of the study with a desire to come to the center for a visit and interviews. The Academic Manager suddenly resigned a few days before the interviews. Therefore, there was no response. The senior teacher was too busy to reply either. The researcher decided to visit the center to arrange everything for the interviews. Luckily, the senior teacher agreed to support on this and interviews were arranged within that day. The interviews took place in the afternoon between 14:00-16:00 when most of the teachers had few classes.

Interview teachers

TABLE 1: General information of teachers in case study 1

No.	Sex	Length of working	Part-time/ Full-time	Evaluated (Yes/No)	How many times
1	Female	1 year and 6 months	Not mention	Yes	3 times
2	Male	2 years	Part-time	Yes	3 times
3	Male	5 months	Not mention	Yes	2 times
4	Male	1 year and 10 months	Part-time	Yes	5 or 6 times

In this center, four teachers agreed to spend some of their break time to have interviews. One was female and other three were male teachers. They all mentioned that they already received evaluation, two or three times in average. Only one teacher had five or six evaluations. Two of them indicated that they were part-time teachers. Other two did not mention. One teacher was a new teacher who just started 5 months ago. Other three teachers had worked in this center two years or less. Each interview lasted in average 30 minutes. The first interview

lasted only 15 minutes because the participant spoke rather fast and not many sub-questions were asked. (See Table 1 for general information about teachers in case study 1).

Interview supervisor

The supervisor of this center was a new supervisor (addressed as Supervisor 1 in Results chapter 6) who was just promoted 8 months ago and he had not conducted many observations yet. He was a senior teacher. There was an Academic Manager but she had just retired a few days before the interviews. Actually, according to original plan, the Academic Manager would be the one interviewed because of her profound experience as teachers' management position in this English language center. Unfortunately, somehow that Academic Manager just resigned right before the actual interviews. The interviewed senior teacher also confirmed that the study would benefit more if the interviewee would have been that Academic Manager. The senior teacher also shared that he was rather new in this position and then the academic manager position was empty, so the workload was too much for him. The supervisor was busy at the day of the interviews with four teachers, so the interview with him was scheduled the next day. It was noticed that there was not a private office for the senior teacher. However, there was an office for Academic Manager. His desk was in the area with teachers'. In the short conversation with him on the introduction tour, he shared that he felt more comfortable to have open space at the corner like that so that he could see and know what his teachers were doing. The interview also lasted in 30 minutes.

5.2.1 Case study two

General introduction

This center is located very close to the city center. It is in medium size comparison to other centers of this organisation. Therefore, it also attracts different kinds of students. Although the number of the students in total only half of the number of

students in center in case study one (around 500 students from all kinds of students). Young learner students from 3 to 16 years old still are the large number. The Center Manager shared that they had more teen students than other centers, especially English for Exam (IELTS for teens). The management team in this center also included one Center Manager, one Academic Manager and One Senior teacher. This center was smaller than the case study One but it still had the same member of management team. This might lead some differences between case studies which would be examined more in Discussion, chapter 7.

Participants

The same letter with the same content of master thesis study was sent to Academic Manager and sought for his coordination. The Academic Manager did not arrange any specific teachers for the interviews. He said that teachers usually came to the office to prepare their lessons on weekdays from one o'clock until four or five, so the most suitable time for the interviews should be in this time zone. It meant that the researcher could choose the day to come for the interviews. The researcher confirmed the exact day for the interviews with the supervisor who promised to tell his teachers in advance about the interviews and the study. Because there were not many classes on weeknights in comparison to weekend, only two teachers and the Academic Manager available for the interviews.

Interview teachers

Two male teachers addressed as Teacher 5 and and 6 in chapter 6 participated in the interviews. One (Teacher 5) was a new teacher who was only in this school only seven months but got six times observations and one time self-evaluation. In the first three months, he had four observations. The interview with him lasted 30 minutes. The second teacher (Teacher 6) had more teaching experience. He had been teaching for this center one and a half year and taught English in a similar language centers before. He was evaluated many times but he did not remember exactly how many times. The interview with this teacher lasted 34 minutes. They both did not mention they were part-time or full-time teachers.

Interview supervisor

The Academic Manager (addressed as Supervisor 2 in Chapter 6) had been working for this school for more than 3 years and a half. He was a teacher, then got promotion to be an Academic Manager in three recent years. He was an experienced teacher and Academic Manager. He had been observed and evaluated many teachers. He did not have a private office. He also had an open desk in teacher room. He also shared that he liked it that way because he could be close to his teachers and help them anytime they needed him. It was good for him to see who was really working hard preparing lessons and who was not.

5.3 Research Methods

A qualitative research was chosen because the researcher aimed to examine the data through a case study for a purpose of a profound understanding about the organisation by its specific context and its setting (Creswell, 2007). A quantitative research was also in consideration at the beginning phase of the study because the researcher already had had some ready categories to investigate. However, the researcher decided to choose qualitative research in case new themes may be arisen (Creswell, 2007).

Two locations with separate specific participants were divided into two case studies so that they could be compared and investigated whether there were any differences or similarities between two centers. Like Le's (2011) study which presented three case studies of three English language centers in Ho Chi Minh City, Vietnam, and examined the teaching quality, this study's aim was also to compare the teacher evaluation process and criteria from two different contexts within one organisation and one big city in one country. From that, it tried to build up a complete teacher evaluation procedure and criteria which could be used within the research organisation (An English Language school who has many English Centers). In addition, it was a qualitative research where there were field trip notes and face-to-face interviews. As Creswell (2007, pp 36-37) indicated in

his book, in a qualitative research, the researcher should have multiple data resources and direct communication in order to investigate not only the information to answer the research questions but also interpret participants' perspectives and opinions about specific problems that they have experienced themselves in the real practices.

The researcher had taken field trips to two destined locations and noted some useful information. They were the brief observations without research participants in it. In contrast, the interviews were conducted with directly relevant participants taken part in the study. Semi-structured questions where questions were ranged from "closed-ended to opened-ended" (Creswell, 2007, p.129) were created and face-to-face interviews were conducted. Interview questions were designed separately for teachers and supervisors. As the purpose was to acknowledge evaluation purpose, criteria, procedure and teacher feeling during the evaluation process, the questions were mostly descriptive ones which required interviewees to describe the steps of teacher evaluation procedure and list categories of teacher evaluation criteria. For the last interviewed question which participants were asked to share their comments about the evaluation, they were encouraged to explain why they had had that reaction and give examples if possible. (Creswell, 2007)

The study followed deductive stream where a list of prepared questions were always followed during the interviews in order to ensure that themes in research questions were all covered (Creswell, 2007). However, if there was any explanation or description not clear enough, interviewer would ask sub-questions for the understandable answers. Sometimes, interviewer encouraged participants to give as many examples of their real experiences to demonstrate more understanding of their answers. For example, teachers and supervisors in this study were encouraged to give examples of one feedback section they had already experienced. This was useful so that the researcher could understand more clearly about the feeling teachers feel during the feedback section as well as the whole evaluation process in order to design a complete evaluation procedure for the

whole organisation to use in the future. This was one of requirements of qualitative research (Creswell, 2007). This study's method was designed mostly based on Le's (2011) study of "Private sector provision in Vietnam".

All interviews were recorded by a voice record application in a mobile phone. Interviewees were informed about this recording in advance. A consent form was also given to each participant for signature (see the consent form as appendix 2). The voice record was in good condition. The interviews were conducted in English and transcribed by the researcher. (See Tran Chi, 2017 for Master Thesis - Data transcription).

5.4 Data Analysis

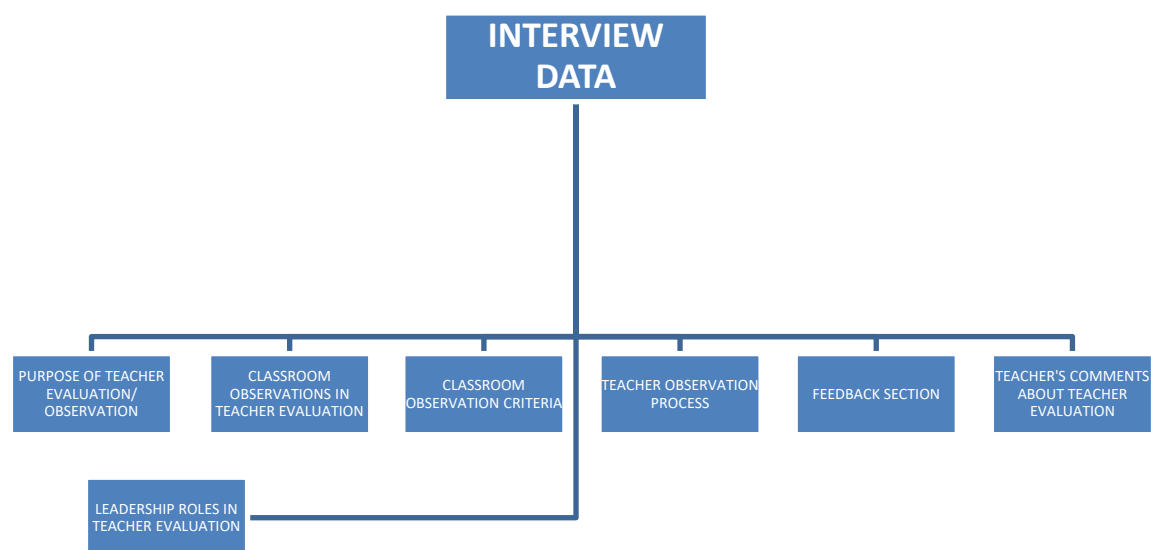
This was a qualitative research and the data was analysed firstly in deductive and then inductive way, followed by qualitative content analysis. It was deductive because there were ready categories extracted from literature review and research questions. From that, the researcher tried to find matches of these themes in the collected data. This was a confirmability process which could be used in a qualitative content analysis method (Elo et al, 2014). However, after revising the complete data, one new and important category had been appeared. Therefore, the inductive way was applied to explore the credibility of the collected data (Elo et al, 2014).

None of any computer programmes were used to support this data analysis. The data collected from interviews and transcribed and saved under word document. Then it was printed out on papers. The researcher then read, highlighted, took notes and identified similar in the interviews. The data had been read many times. First, some key codes were identified which were developed in searching from literature review and research questions (Creswell, 2007). The researcher looked for those categories first. The same answers for the same questions from each interviewee were searched throughout the data. After all of the listed categories had been found, the researcher continued to read again with a desire to find some new

information if any. If any new information was found, it was classified and put into some new codes that the researcher portrayed from her own understanding. Actually, the data analysis was followed by “The Data analysis Spiral” of Creswell (2007, p.151).

With the field trip notes, the researcher tried to describe the context and surrounding of participants’ working environment for more understanding. Moreover, it was also for the requirement of clarifying the similarities and differences between two cases (Creswell, 2007). The background of each participant was also described with the hope to find out whether this detail may have any influence on the result of two cases which may lead to differences.

FIGURE 1: A Layers of analysis of teacher evaluation case study



For the interview data, as mentioned in the previous paragraph of this part, although some specific themes had been recognised through research questions, interview questions and literature review, there was still a lot of other information arisen from each. Therefore, the information was classified again and the researcher tried to put them into some broad themes first then deducted into

smaller themes (Asmussen and Creswell, 1995). Six themes extracted from research questions, interview questions and literature review were (1) the purposes of teacher evaluation, (2) classroom observation in teacher evaluation, (3) classroom observation criteria, (4) classroom observation procedure, (5) feedback section and (6) teachers' comments about the whole evaluation process. Then there was one new theme arisen from the data, (7) the implication of educational leadership roles in teacher evaluation. (See FIGURE 1 for layers of data analysis). Six first themes were demonstrated detailed in subheadings in Results chapter. The last theme was not presented because the research questions did not mention as well as interview questions. Actually, it was implied in the whole data. It was an interesting theme so the researcher decided to put it in Discussion chapter.

In addition, a word table (see TABLE 2 in chapter 6) was also created to present the differences and similarities among themes within one case and then compare two cases with each other using the field trip notes and interview data. From this comparison, the study tried to find some "naturalistic generalisation" in order to form a teacher evaluation process if possible (Creswell, 2007).

Because the research organisation was very interested in the study and gave all of their support to complete the study. Actually, they hoped that after the study was completed, their organization could use the full thesis as a reference document. That meant the results of the study would be exchangeable between researcher and researched organisation. That way, the data would be confirmed by both sides, the researcher and participants (Creswell, 2007). Although, all participants in the study may not be working at that organisation any more, the information of study context, the field trip notes would be confirmed. This helped to guarantee the credibility of the study.

Face-to-face interviews where sub-questions were asked for clearer information or understanding somehow supported the reliability of this study (Creswell, 2007). Especially, when there were a lot of descriptive information in this study, the direct conversations were really helpful when the interviewer

knew how and when to encourage participants to share more information. Moreover, for the theme, teacher's comments about the whole teacher evaluation process, the examples of teacher's real experience were very important so that the researcher could interpret her understanding better for the findings and discussions. This face-to-face interviews really supported to fulfil this purpose.

Finally, the study was recorded with the most modern mobile phone and so the recording quality was really good. Each interview lasted 30 minutes in average. Moreover, the interviews were happened in a meeting room of a school so it helped to avoid the disruption and the noise. The interviews were conducted in English and the study was also written in English, so the transferring data process was not too complicated or may cause the loss of the information in the data. In addition, when transcribing, the researcher noticed carefully and transcribed all of the details such as the pause, duplicated words and even emotional sounds (smile, laugh, ...) to ensure the accuracy of the transferred data. (Creswell, 2007)

5.5 Reliability and Validity

The researcher chose to investigate her research topic in a case study of an English language school at the very beginning of her study process. According to Creswell (2007), in a case study, diversified forms of data should be collected such as interviews, observations, reports, surveys or any kinds of document useful for the research and teachers' handouts or teacher lesson plans, etc., in order to ensure the trustworthiness of the research (Creswell, 2007). This study only based on interviews and some notes from field trips. The observations to watch actual teaching practice of teachers who participated into the interviews should have been done if the researcher had more time. Then, the trustworthiness of this study would be more guaranteed. Reports of student's satisfaction of their classes with specific teacher was also very helpful to analyse teacher's performance. If the researcher could have collected those reports or surveys or conducted classroom observations, the richness of the data collection was much more and the data analysis would have been more reliable (Creswell, 2007).

Elo et al, (2014) said that the trustworthiness of a qualitative content analysis could be secured if a pre-test or pre-interview was done in order to ensure valuable and proper data collected. The researcher did not practice in advance before the actual interviews. That was why the first interview only lasted 15 minutes whereas other interviews were in an average minimum of 30 minutes. Fortunately, although the first interview was short, it still managed to obtain basic information to answer research questions because the semi-structured interview questions were followed. Other interviews later were long because the researcher asked more sub questions to understand participant's answers more.

Interpretating qualitative content analysis data was not an easy process. Although, the researcher applied both deductive and inductive ways, it still did not assure to extract all of information given from participants (Elo et al, 2014). Unluckily, the researcher had to decide to omit some small themes she supposed that they were not related directly to answer her research questions. Six themes were elicited directly from research questions and literature review and new theme was obtained and presented in Results and Discussion chapter (the new theme was not presented in Results chapter). Still, some small themes were left behind, for example, definition of teacher professional development, strategic training plan for new teachers and recording methods used during classroom observations. The researcher decided not to present these themes because they were not pointed out by all of participants

5.6 Ethical solutions

All of the names mentioned in the interviews were changed into the name of their position. For example, a teacher mentioned his supervisor's name in the interview, the researcher changed it to "the academic manager" or "the supervisor" in order to keep the participants' identity confidential. Moreover, the name of the school was also kept secret.

All of participants also were informed about the purpose of this study as a master thesis and they were all asked for their content and permission

to use the data of the interviews for master thesis study and they all confirmed their agreement (See appendix 2).

The researcher was an intern in the researched organization. However, she did not involve much in their daily business operation or had any close contact with any participants before data collection. The Deputy Director of the researched organisation was interested in the research topic, so he informed management level to co-operate with the researcher to finish the study. The researcher did promise to share the complete study to the Deputy Director so that he could use as a reference. Then, the researcher was introduced to Academic Managers and Senior Teachers in the meeting with Deputy Director where the purpose of the study beside a master thesis also a reference document for the research organization was informed to all academic managers and senior teachers. In the consent form, participants were not asked for their agreement that the study would be shared within the research organization after it was completed. However, as the researcher's awareness, all participants were verbally informed about this from their managers and asked for their voluntary contribution. The researcher also noticed that all participants were comfortable and relaxed during the interviews.

In Vietnam, the kind of complete study like this had been not popular, so an example of an educational research like this would be a useful source for this English language school for further research. However, this purpose did not affect the researcher's finding interpretation because the researcher was totally an outsider to this organisation. The researcher had never been working for them and have any plan working for them in the future. In fact the researcher was there for two months for her internship but nothing more than that. Moreover, the researcher did not conduct this study for the research organisation but just for her master thesis and this was stated clearly at the beginning of every interviews.

6 RESULTS

This chapter presents the findings of the study. Because it is a case study and there are two case studies, the results will be displayed in each case study and by themes in order to fulfil the purpose of this study as well as demonstrate the answers of research questions in chapter 4 (Creswell, 2007). Themes are extracted from research questions (see FIGURE 1). For example, in order to answer research question one “What is the purpose of teacher evaluation in this school?” the results will be presented in three themes (1) Purpose of teacher evaluation, (2) Classroom observation in teacher evaluation, and (3) Classroom observation criteria. Only one theme “Teacher evaluation process” is extracted to answer research question two “Is there a procedure of teacher evaluation to follow in this school?”. “Feedback section” and “Teachers comments about teacher evaluation” are to answer the last research question “How do teachers response to the evaluation procees?”. One new theme arisen during qualitative content analysis process “Leadership roles in teacher evaluations” won’t be demonstrated by subheading in this result chapter because they are mostly evoked in feedback section, in the real story in feedback section between the teacher and a supervisor and the whole data. This theme will be discussed more details in Discussion chapter.

At the end of this result chapter, a word table of summary of differences and simiarities of two case studies is inserted for a better picture of the whole result analysis process.

6.1 Case study 1

The researcher had a chance to see the classroom briefly in her introduction tour (She was in the research organisation for 2 months for her internship). The classrooms were quite well equipped with the standard facilities including air conditioner, a projector, a white board which markers could be used to write on, one

small table and a chair for the teacher, around 20 – 22 study chairs for students which students could sit and write at the same time on that chair.

To take advantage of time, the researcher tried to have short conversations with the Center Manager and Academic Manager. The Center Manager shared that the business in this center was quite better than other centers, in his opinion maybe thank to the truth that it was their first center established in HCMC. The classes for young learners from 7-13 at that moment were mostly full with maximum 20 students. Most of the classes for children were on the weekend and there were 4 shifts. The first shift started from 08.00 – 10.00, second one was from 10.30 – 12.30, next was from 14.00 – 16.00 and the last one was on 16.15 – 18.15. Usually the classes on the first shift on the weekend were mostly full, the second shift and the last shift were not bad with some full classes but the third shift was terrible. The number of students who registered for this shift was very low. They often did not have enough students registering this class and they could not open many classes at this hour. The classes in the last shift on the weekend were more feasible than its previous shift that attracted more students. They also had class on weeknights, all of classes of other programmes would be on weeknights, especially English for Adults and English for Exams (IELTS and TOEIC) because Adults could attend classes after work. English for children was also operated during weeknights but the number of students registered for these classes very low. The average number of students per class was 12 or 13 depending to which month of the year according to the sales report in two months the researcher was there.

6.1.1 Classroom Observation in Teacher evaluation

In the interviews, teachers were asked about how often the evaluations took place and what they were like. From the teachers' answers, it became clear that teacher evaluation was carried out by observations, both informal and formal.

Teacher 1 said she had three formal observations in one and a half years and some pop-in observations.

In this school and then every now and then there will be informal pop-ins like the AM will come to the class for about 15 or 20 minutes and observe the class. That one is not announced. Yes, the formal observation there. We are informed at least a week before the actual observation (Teacher 1)

Teacher 2 had been working in this school nearly two years and also had three observations. He said that maybe because he was a part-time teacher, that was why he did not have a lot of observations.

I think three evaluations and at my other school I had some contract out there and I had uhm... two observations at another school and I taught at another school and I had zero there (Teacher 2)

Teacher 3 had two observations in five months and he was a new teacher. As he knew somewhere it was said that he would have at least three observations a year.

I think in my contract it ...uh it might be not in the contract but it might be that we'll have three observations in a year. I think that's what it is (Teacher 3)

Teacher 4 had five or six observations in nearly 2 years. He also added, it seemed the school had a policy that each teacher should have one observation every 3 months but he was not so sure about the document of this policy and whether his observation routine could be applied according to this policy or not. He just made a guess from his case.

Yes, I was evaluated here and other schools. I've been teaching four and a half years, so I had a lot of observations and I observed other people. Uh, once every three months, I get observed officially for professional development. So I think it's been like ... about five times, five or six times maybe (Teacher 4)

The supervisor confirmed that in this English language center, classroom observation was used in teacher evaluation and there were informal and formal observations.

Uh, Yeah. We call them observations here but I've conducted 7 so far. ...Those are full formal observations. Sometimes we do pop-ins. it's pretty much the same but less condensed. Pop-ins are just 15 minutes and teacher

doesn't have to be informed, they don't have to prepare lesson plans and the interviews generally are short. (Supervisor 1)

He added, according to the school policy, he had to do one pop-in observation and one formal observation for each teacher every three months. However, because he was new for the supervision position, the Academic Manager had just retired and he also had to teach due to the shortage of teachers, he could not fulfil it for the time being. In accordance with his experience as a teacher before being promoted to an academic manager, he suggested that there should be two formal observations and one pop-in observation a year for every teacher. This policy would be better for teachers and supervisor.

Uhm, I mean, Apollo's policy currently is one pop-in for each teacher and a formal observation for three months also but unreasonable especially when we don't have Academic Manager. I can't observe one lesson a week (laugh) because I'm also teaching, uhm like, uh, from my experience of the two years of teaching and as a senior teacher about three times a year, usually like 2 formal ones and one pop-in. what it actually comes out at this center which has quite a lot of teachers (Supervisor 1)

All of the teachers stated that they were informed in advance to prepare their lesson plan for formal observation and it usually lasted one hour. For the pop-in observations, teachers were not informed and supervisor could come and observe the class for about 15 – 30 minutes. The supervisor of this center stated the same information above.

6.1.2 The purposes of teacher evaluation/ observation

All four teachers and the supervisor specified that one of the most important purpose of evaluation or observation was teacher professional development, was to help teachers to become a better teacher, to advance their teaching skills as much as they could.

Teacher 1 confirmed that it was definitely professional development because right after the observation, she received the feedback from her supervisor and could

apply it right away to improve her teaching skills. For example, she had a problem with a naughty kid who always interrupted in class during her lesson. With useful feedback from her supervisor who had more teaching experience, she then could handle that student well and other similar students in the future as well.

...the company or the feedback section with the academic manager itself help us to apply like right away some methods that we use in the class for certain situation if a kid is disrupted or the kid is a little but uhm... unfocused, so it's like it definitely is for professional development, yeah. (Teacher 1)

Teacher 2 also agreed with teacher 1 that the main purpose of the observation was for advancement. However, for specific skills, he argued that it depended on his desire of what he wanted to get improvement and what he wanted his supervisor to look at. It meant that he was the one who acknowledged what his weak points were and seek for support from his supervisor if needed.

I, so in my experience, the purpose has always been up to me, right? So I can on most the observation form there is a section where I can say what I really want you to look at my classroom management or I really want you to look at the way I present grammar or activities I'm doing how they flow the lesson plan, so it's always been up to me to choose what the observing, right, uhm... but yeah as far as as far as them say I'll just look at these things that's what it happens so it's more for improvement I guess that you wanna improve or they help you to improve, right? (Teacher 2)

Teacher 3 also agreed that the main and general purpose of the evaluation or observation was to help him to become a better teacher. He indicated that in each observation, the teacher had to clarify three weak points they needed to work on and got support from his / her supervisor to improve their weak points.

uhm, ... for each evaluation the teacher has the ..points that they have to work on I think it is three points. So on your first evaluation, after the evaluation, you talk with the person who observe and evaluate, you talk to them about the three points you need to work on for the next evaluation, so it's ... basically the weaknesses. Uhm... so example, some of the points that I used were, uh... providing better instruction for students, uhm... have the activities task based so when I give the activities I tell the students the language and the tasks that they need to be focusing on when they do the activities and not just saying "ok, we're gonna play a game or we're gonna write the sentences. Ok, one, two, three, GO". You actually tell them "Ok, we're gonna play a game, remember focus on the language that we have just learned and so on, so far. So, provide better instruction, give task based learning and ah... the

third one is not in my mind now but ... it's basically you're working on your weaknesses. So that's basically one of the part of what the observer told me the purpose would be for the observation. (Teacher 3)

Teacher 4 also had the same opinion about professional development. However, he also specified another purpose of the evaluation or observation was to maintain the high teaching quality of the school and ensure students outcomes. He also mentioned about three weak points to work on after the observation and tried to get support from the supervisor and the school to get advancement as much as possible.

.... Who doesn't want to be a better teacher so uh, it's done to keep the quality, uh high in this school, uh ...and it's also for the quality control as well. So... (Teacher 4)

Supervisor totally agreed that teaching professional development was one of the main purposes of the evaluation or observation.

Evaluation here? uhm, all of them are done for teacher professional development. Uhm, usually, uhm, I can there are, we do sometimes if, uhm, there has been complaints from parents when teachers seem not to teach well enough although all of though handled by (the name of the academic manager), uh, because she was the AM (Academic Manager), so like, uh, it's her kind of account then beside that it's all about teacher development, nothing else. (Supervisor 1)

However, he also added that occasionally there were some complaints from the customers or from the students, as a supervisor, he had to find out what the truth was and observation was one of the method to confirm this truth. However, he was quite new in this position, he had not handled any cases like those. As his awareness, the previous academic manager handled all of them.

6.1.3 Classroom Observation/ Teacher Evaluation criteria

All 4 interviewed and supervisor confirmed that there were a set of criteria for a classroom observation. Usually, observation criteria were sent by email when the supervisor informed teacher about their observation notification and schedule. All of them affirmed that the criteria were very helpful for them to prepare lesson before observation and they also could predict what their supervisor expect from

them. Some reported that they had the criteria from the previous observation in which they were already notified some weak points to work on. Therefore, the next observation was for the supervisor to check whether that specific teacher did get any improvement in comparison to the previous observation. The criteria was a long list so they all could not remember them all. However, they did list some general categories they usually got assessed.

Teacher 1 reported that as her awareness, criteria were how to design a logical lesson plan; interaction between students and teacher; classroom management, instruction, activities and teaching materials whether they were used properly for a specific level of English proficiency of the kids; how teacher presented the language and produced the target language. From her point of view, the criteria were very useful. It helped her a lot in her teaching which was more academic. This teacher had experience in teaching adults in her previous teaching experience before teaching for this school. Now she taught mostly kids from 4 to 15 years old. Therefore, criteria were very useful for her so that she knew what she had to focus on to have a good lesson with kids.

One of criteria is how lesson plan is designed which should be logical. Then, how students interact with the teacher. How they are communicating. What the ... are they dynamic, what is the classroom is and then classroom management and instruction and the activities and materials we used if they work for the proper level of the kids and how we present the language to the kids and how we present, how we present the language and how we are able to produce the target language. (Teacher 1)

Teacher 2 listed the criteria such as

Uhm,so lesson plan sequence if it's appropriate plan flows properly. Ah... relationship with the students, how you're interacting, ah, movement and I guess vocal how you're delivering the content, ah concept, concept checking where you explain clearly and checking if the students understand it. Ah,....material design so any handouts, how the visual you're using, ah ... I think these are kinds of main things of classroom management system so what you have chosen to do and how you check the content. Ah,... I guess generally, it's everything. (Teacher 2)

There was a great set of criteria but the teacher could only ask the observer to focus on specific points he felt he needed to improve. Observer could not assess all of criteria in their list anyway.

Teacher 3 did not specify a list of criteria. For him, the most important criteria was the aim of the each stage of the lesson, aim of each activity. He thought that this was just small thing but most of the teachers usually forget. The important thing to teach young learner class was trying to have a fun class and children were engaged to the lesson. However, the lesson without clear aims could not be a good lesson. The teacher had to ensure that students could use language in the real practices not only having fun in the class. Therefore, having aims for every activities, every stage of the lesson, the whole lesson was very crucial. In addition, predicting unexpected problems may happen in the class was also one of essential criteria. He said that no one could foresee what the young children would do in the class, so he had to be prepared solution for the unexpected problems so that he could have an easy lesson. In his opinion, the criteria were quite good. It included most of important things already.

Uhm.... I think the criteria is pretty comprehensive. It covers quite a bit ... uhm. Yeah, how? Because ... it.. for each stage in the lesson the observer wants you to write the aim of the stage and really think about it. Uhm...I mean if you don't think about the aim for each stage then I think sometimes you ... some teachers might just, uhm just put something in... just to ... because it would be fun or something but not really thinking about the aim of the activities and the stage. So the way the observation is said that you have to prepare an aim for each stage so it forces you to focus on that. It forces you to focus on your strength, your weaknesses. It forces you to foresee any problems ahead of time and what steps you have to have set up in order to fix the problems if they do come up. So for example, uh.. a problem that a teacher might foresee is one particular student being uh a trouble maker, uh... so you have to think about what you can do ahead of time to ...you know to fix that problem or ...minimize it as much as you can. So, focusing on aim, think about your strengths, your weaknesses, foreseeing problems with I think very important because if you have problem in your class distract you and ...minutes are very pressure so... uh, so if you can minimize the problem and then you can have a nice, smooth lesson plan. Yes, in term of what I would add, uh... I can't think of anything in my head that I would add to the observation. (Teacher 3)

Teacher 4 had totally different perspective about criteria. He also had a different opinion about evaluation. For him, evaluation was not only observation, it also included punctuation, writing reports by deadline or you would receive a warning. When he was asked to focus on criteria for observation only, he also had a different criteria which were evaluation scale. As his awareness, he was assessed through a scale of standard, above standard, within standard and under standard. With the evaluation, as a teacher, he should try his best to achieve minimum the standard level of his teaching quality and try not to be under standard.

That's even included in contract so it says think like you should uh you should make sure that you write the report by the deadline and if you not then you will receive the penalty, you will If only the evaluation of the teaching? Yes, yeah... There is a ... criteria as an attached document and it tells you what scale is for standard teaching that Apollo international House and the .. what the standard uhm of the level is and what and how, what you should follow to achieve that and what is below standard and what you should do to avoid that. We, we get that to read before though. (Teacher 4)

The supervisor of this center mentioned a list of similar criteria as the ones Teacher 1, 2 and 3 mentioned above. He also had the same idea about evaluation scale as teacher 4 mentioned above which was within standard, below standard or above standard with each criteria.

Yeah... What we try to do is, uh, there are kind of standard 6 sections and they sum down into, uh, you will get about under standard or below standard for each section and then like below standard, above standard as the overall. (Supervisor 1)

Nevertheless, he had better knowledge about observation criteria. He verified that there was a "criteria sheet" which includes six categories: lesson planning, classroom dynamic, classroom management and instruction, feedback evaluation but he did not remember the last one. There were 10 – 15 points he usually used when assessing teacher observation and giving feedback. Normally, the criteria sheet was the same. However, each teacher would be assessed on different criteria depending on the weaknesses of each teacher and which areas they had been struggling. Therefore, he had different list of criteria, usually about three particular

criteria he would look at when he observed class. The criteria for experienced teachers were certainly different from the criteria for new teachers.

The overall criteria document is the same, uhm, but in our evaluation we all the evaluation is general so there are more designed to a development of staff rather than, uh, testing staff, like something like I don't know, for example the evaluation of the school, there is a test. There's not for development. We're here to develop so more like, uhm, teacher A or B, someone is more experience will be picked up on some points than other people still struggling with classroom management. The criteria are quite a lot but some of them are flexible. Some of them are more for advanced teachers. Some of them are more for basic. (Supervisor 1)

This supervisor had a deep understanding about the criteria used for teacher assessment. He gave some specific examples of how he had assessed evaluation criteria such as "classroom management", lesson plan, dynamic classroom. He also gave very specific examples of how he had evaluated those criteria. He knew what to look at when he was in the classroom and then compare with the real teaching activities the teacher was presenting. From that, providing feedback on the weak points, imperfect points so that they could improve in their teaching professional development.

6.1.4 Classroom observation/ Teacher evaluation procedure

All four teachers and supervisor of this center confirmed that there was a procedure for formal observations. Their description of the details was a bit different from each other but generally, it comprised a few steps. Firstly, the supervisor proposed a specific time for the observation and teachers agreed with the set time. They would response the email and confirm that. They would explain if the schedule was not suitable for them and proposed another schedule. But usually it would be fine if only there was a test. Teachers often were informed minimum one week in advance. Then, they had to prepare lesson plan and hand it to the observer before the class observation, 15 minutes was the latest deadline for that. Then, it was the time for observation. The supervisor would come to the classroom usually the first hour of the lesson (one lesson in this center was two-hour

long) and sit at the back of the class and watch carefully and note down as much as possible. After one hour, the observer left the room and the teacher continued his / her lesson. Later, teachers should send a self-evaluation form in which they evaluated their own lesson. Generally, they specified three strong points from their lesson and three weak points they would need to do better in the next lesson and sent it to their supervisor before the feedback section so that the supervisor could compare with his notes and prepare for the face-to-face feedback section or an interview with that teacher. After that, a feedback section was setting up. Teachers would go to meet their supervisor for the feedback. They would have a fair discussion on different things. Finally, the supervisor would type up the feedback and sent it to teachers.

Teacher 1 completely agreed with the procedure above. She did not want to add anything else. She thought the whole process was quite good. It was consistent and easy to follow and it was very useful for her.

I think it's really good and it's quite easy to follow, uh very logical and something that uh... I only thought it's very helpful for us. Yeah
(Teacher 1)

Teacher 2 also agreed with the process above. However, he expressed the need to have the feedback section as soon as the observation finished. He also shared that one-hour observation was not enough to give a fair feedback. Maybe more observations and then feedback section. He had to teach many classes in a month. He may have taught very good lessons in those classes but no one had watched them. Then just in one specific class where he had a formal observation, he had made some mistakes because he was nervous and then it was generated into the result as his poor performance in the whole quarter of the year. However, basically, he felt that it was a good process.

I had another feedback section where there is everything you did wrong and that's it, so it's really really hard for me after that if you're confident in a week after and another thing that was remain was kind of you always restricted to one hour in class right? Where I teach you know many hours in a month, I have many classes a year. It wasn't really looking at kind of general

trend right so obviously every class you may make a few mistakes but looking at alright what the teacher gonna do in the class probably not forget that I just see something I am nervous of doing a lot in the class maybe that's something I've been doing all year. (Teacher 2)

Teacher 3 also had the same opinion about the observation process. He just wanted to have a quick “post feedback” section, just a few notes about the observed lesson right after the observation so that he could figure out what his supervisor was thinking about his lesson before the deep discussion. The post feedback section should ideally happen no more than one week later because he might forget all things had happened that day. He had to teach many classes after that and this may make him confused of what lesson the observer was talking about in the feedback section. A quick chat right after the observation would be more helpful to him.

Uh... so I think that's good too. And they observe ...pretty clear and there is a post observation uh, maybe the post observation should be sooner after the observation? But I think having less a waste after the observation into the feedback section because during that week you have to teach other classes and ... maybe you forget something about that specific class. It's not so fresh in your mind. (Teacher 3)

Teacher 4 had no comments about the procedure of the formal observation above.

I think it's a very good process. I mean it's good. It's ... uhm, school professional and it helps their voice as a teacher. (Teacher 4)

The Supervisor confirmed that he currently followed the procedure as detailed description above. However, when he was asked about the official document of the observation procedure, he shared that he had never seen it before. He got the steps of what to do for a formal observations when he was trained to a Senior teacher.

Uhm, They're generally positive about it. Uhm, I mean it depends on the teachers I mean obviously, usually ones who are more passionate about teaching, have more positive view, uh, about observation because they want that feedback they want actually improve but everyone else have done like I haven't had any big arguments or anyone particularly, disagreeing with things that I've said uh or the people I observed after the observation will ask me for help about teaching things which tend that I believe in the case that have

positive experience and for they've got something out of it rather than just growing a relationship because I judge them too harshly uhm like I'm sure I'm sure it is more work for people and uhm I was quite like them because then they make you think about more details but if you're not positive about that it is negative but I think you do get something positive out of it but I think the teachers generally think they get something positive about it, something to work on. You've got something note down like three action points so you've got something crystal to work on. (Supervisor 1)

Generally, teachers were positive about this evaluation process. However, it also depended on each teacher. If teachers were passionate about teaching and wanted to improve their teaching as a professional development, they would see it very useful. Others were not very enthusiastic about the evaluation process but they didn't argue or disagree aggressively either. There were something called improvement points, it meant that teachers would have something to work on, it was positive not negative.

6.1.5 Feedback section

Teacher 1 expressed that she was always happy in the feedback section because she had acknowledged that she would receive useful feedback to improve her teaching practice and would perform better in the future. She had no comments about this feedback section.

I feel more relax in the feedback section because I know that the manager will be honest with me and that she will say whatever she thinks I need to improve on like classroom management system, uhm ... and making, uh... creating more profit classroom for the kids, yeah (Teacher 1)

Teacher 2 also had similar opinion about feedback section. He thought it was very useful. He met his supervisor and was aware that he would not be criticized about the lesson. He might already had made some mistakes but he was excited to find out what his supervisor had noted from his lesson than scared that he would be judged or he would be dismissed because he did not have a good lesson. He knew that his supervisor only gave him feedback so that he could improve his teaching skills.

Alright I'm gonna tell him work on that, ah so that's kind of class you can picture it's what uhm... and how to get better what I'm looking for in the feedback section but yeah I really appreciate you know when people kind of giving you feedback even it's bad but it's what they tell me how you can improve yourself, you know like a teacher teaching for 10 years told you to improve right? So... (Teacher 2)

Teacher 3 agreed that the feedback section typically was useful for him. However, his feeling depended on the person who gave him feedback, "the energy from the person" who could make him more nervous or relaxed. He shared that in his first observation, he was nervous during the classroom observation because that was his first observation and he was worried whether he could do a good job or not, but more relaxed in the feedback section because the observer's attitude was very relaxed and made him feel comfortable. It was just like a normal conversation, nothing was so serious. However, in the second observation, he was not nervous in the classroom observation but in the feedback section, he was more nervous. He thought that for some reason he could not attach with that person like he did with another one. For him, it was important for two people to be connected to have a relaxed conversation or discussion. He thought that the feedback section was really helpful and interesting experience, especially in this organisation where the rule of three weak points and three strong points was applied. To him, number three was just perfect for one evaluation. Four would be too much and two would not be enough. That made the evaluation very effective. He was also willing to work on three weak points and was seeking to get better feedback for his improvement in the next evaluation round.

Like I said it was the energy from, the energy from the person. There's a lot relaxed person so ...I went in less relaxed. So, for the observation. The first observation, I was more nervous. But for the feedback section, the second one I was more nervous. Does that make sense? Yeah, uhm... the body language, the voice, maybe this person and myself, we just ... it takes little while to get comfortable. You know some people don't connect as good as other people do. (Teacher 3)

Teacher 4 compared two feedback sections he had had with two different supervisors/ observers. One of the supervisor gave him feedback about "teachers' sensitiveness" and he doesn't know what it was about. He did not say it was a bad feedback section but in comparison to the second one he had it was different and more useful feedback. He was less nervous when he was with someone he knew before. The same with Teacher 3, this teacher also mentioned about three good points and three weak points needed to improve from his observed lesson. He felt more acceptable if the feedback was for his professional development, for his improvement and he would be happy to take it into his account. It was a fair discussion. If he realised any mistakes he had made, he could always have a chance to explain why he did it that way in the self-evaluation form and during the face-to-face feedback section with his supervisor.

So, Manager A observed me I know that it would be fair like you know fair feedback. Uhm, because I had in the past. I had, uh, some manager I don't know I heard that, you know, they'd been being strict and being very very, uhm, stubborn, you know, uhm, not so forgiving or not so, uh, not professional they should be.

Yeah yeah I mean as I say before if you, feedback given professionally, and it's balanced, uh, making sure that you, uhm, the way they do it, three things, uhm, that they thought that it went well and three things they thought you can improve on. (Teacher 4)

The supervisor also emphasized that teachers usually don't feel nervous in feedback section. In the contrast, they showed their interest and concentration on it.

They are happy. They have done it. Everything is done. Now they just have to face it. There're usually rarely serious discussion that they're not happy. Everybody has seemed focused and interested. (Supervisor 1)

He also mentioned about self-evaluation form teachers were asked to fill after the observation and before feedback section in which they would be evaluated. Teachers were supposed to explain what and why they thought they did well in their lessons and what they didn't do well and why they did it in their self-evaluation form. Some teachers could write a lot but others wrote nothing.

Uh, like, everyone I've done and we chat for half an hour, an hour about what they've done. Uh, overall, it's been interested and noted down several, some

of them, uh, like weaker at self-evaluation, uhm, but particularly one or couple stronger but one or two are strong at the evaluation, you can see in the written feedback if they actually engaged to the topic and they're for (fought) about something that are wrong or they're for (fought) about something right but most of them couldn't put that down. Uhm, there has been no hard feeling when you do the observation. Uh, people don't actually complain about them. Really. You think about they do but they always do "Oh, observation again". You know, sort of ironic complaint. No one complains about them. They happen and I think people do find them useful. But actually I did ask them "Did you find it useful?" (Smile) and they said "Yes, it's useful" so uhm, from responses we get I've got from the teachers yes, they do think find it useful experience. (Supervisor 1)

Generally, teachers didn't complain about being observed because they found it useful. Even when they talked about weak points, teachers usually did not argue seriously. They accepted and tried to improve in their next lesson.

Real story in feedback section

Feedback section is a general term and it is rather difficult to understand what it is about. The participants were encouraged to give an example of a feedback section they had experienced. The researcher tried to ensure that she could understand clearly about this term in order to interpret information accurately.

Teacher 1 and teacher 2 did not share any real examples. Teacher 1 was not asked about real experiences in the feedback section. So clearly there would be no story to tell here. Teacher 2 was asked to share his experiences on this but he did not have any story to share.

Teacher 3 shared a story about his feedback section when his supervisor gave him both good points and bad points needed improving. He was very happy when he received a good feedback about one of his successful activities in the class when the students were really engaged and enjoyed the activities. He felt that he was encouraged very much. Even though, in the same feedback section, he also received action points that he should improve in the next lesson such as giving examples before starting activities so that the students understood the instruction of the activities better, his supervisor suggested that he should "give

examples with strongest students”, he did not feel being criticized. He thought that it was a very useful feedback and he would try to improve it next time.

Yeah, for example.. uh, we both agreed that my classroom management was ... good. Uh, I have this, uh, classroom management like a Pikachu and something on top of it that I put the Pikachu up as a classroom develop, uh, and the students were very responsive for that. Uh, and the observer and myself agreed that was good. Uh, another thing that we agreed on was that ... my direction giving for that specific lesson was not good.

Uh, then we both agreed that giving example with strongest students would probably have made the activities, uh, more effective. So, those are two examples things that we agreed on one for the good, one for the bad.

Yeah, yeah... Giving better directions was another point I don't know I mentioned that one earlier. That might be the third. Yeah, task based learning, uh, giving better directions and I forget the third one.

(Teacher 3)

Teacher 4 told a story about a supervisor observing one of his kindergarten classes. Both his good points and improved points also reported. He was told that he was not a typical kindergarten teacher but the good point was that he used suitable voice in demonstrating the activities and she encouraged him to advance his skill in this field by using more “phonics signing activities” in his future lesson. It was one of very good feedback sections he has ever had. The supervisor really showed him which part he was good at and which part he was not. He knew that he was not a very good kindergarten teacher because he has not taught this kind of class much. The feedback encouraged him and helped him to become a better kindergarten specifically and as a teacher generally.

And yes, she was observing for classroom management for kindergarten and making sure I can control the kids, uh, making sure that they learn something interesting, uh, and the activities were fun and engaging, uh, that the materials I used was graded at the right level, then after that we had little chat. She said that, uh, I didn't seem like a .. kindergarten teacher, something like that. And that, uh, I had a good use of voice because with kindergarten you should, uh, use whisper to get attention, uhm, distract them with, uhm, you know, uhm, this like a hole, a monkey climbing on the tree, different techniques, you know get them point and then the monkey go up at the banana and you said “Oh, yes, the monkey, look. Oh, you should be quiet. The monkey is out because you are not quiet”. So they all come out and “Be quiet, the monkey eating the banana”. So it's quite good you know. I might do that well

and then so the next thing should improve on would be, uh, you, uh, develop more, uh, phonics sighting activities. (Teacher 4)

The supervisor of this center shared a few cases in feedback sections. The first one was about a female teacher. She was struggling with teaching some grammar points that made children lost with the worksheets full of words without any pictures. He suggested that she should draw some pictures so that students can easily recognise what they have to fill in the blank and from that they understand the grammar point in the particular context. The teacher was one of the best teachers in his center, but she accepted that his idea was better and she promised to apply this new idea in the next lesson. The second case was with a male teacher who had a habit of not producing full sentences with correct grammar. That was one of the hardest case he had to deal.

Yes, that one was one of the hardest one, that was the one she hasn't noticed. It's easier to do one they do notice like I do my recent observation, it was about ... the lesson was very good except for the teacher was occasionally using we would call it "pigeon English", uhm, so instead of saying like uh "Do you have to draw?" He was saying "You have to draw?" he was skipping the word like dumping dumping the language down. It isn't good for the kids because they need the full model. Uh, that one was easy because I can point it out at the end and like "Yeah, you should stop doing that" and he stopped doing that (laugh). It most often that it works of something that they already noticed and then fix that in. The context one works well on that occasion but I didn't make any points like the negative point that one based around her cases. (Teacher 4)

He told the teacher in his feedback section and asked that teacher to stop speaking like that because it was not good for young students who would imitate anything their teacher said and speak English incorrectly. The teacher easily accepted his mistake and promised not doing it again.

In this center, after classroom observation, there was always a feedback section to discuss about strong points and weak points, action points or improvement points to make teachers become better teachers, to improve their teaching skills. All four

teachers commented that the feedback section was important and the given feedback was very useful for them in term of helping them to improve their professional development.

6.1.6 Teachers' comments about the whole evaluation process and recommendation to improve the system

Nervousness was the common feeling that all of participants interviewed expressed. The supervisor also affirmed that most of teachers were nervous during the classroom observation.

Teacher 1 felt very nervous and worry. It was "nerve breaking" in her first observation because she didn't know what would happen in her class. She could not predict how the kids would interact in the class. In the second and third observation, she felt better but still very nervous.

My first time, well I just have to tell you my first time I had observation I was the most nervous I have experienced in my life. I just have to convince myself that this is ... I mean this is the first time I've been observed for classroom lesson but in the past I had .. at other uhm I had other experiences during uhm teaching and training but that ... but it's different thing with the classroom when you don't know how the kids are going to react and if the kids are going to get it, so my my worry was that, my worry was that the kid will be able to get the instruction really well or that I messed it up and one kid will start crying or someone will through attend room or whatever 'cause you don't expect with the kids you don't know what expect from the kids, so observed it was nerve breaking. It's always nerve breaking but it gets better second observation, third observation gets better but the nervousness just never leaves you. (Teacher 1)

Teacher 2 also felt nervous but only in the first five minutes of the observation. After that he just followed the prepared lesson plan and because he had known the outcome was positive. He acknowledged that the observer watched his class for improvement, not for criticism. So, normally, he was quite relaxed after the first 5 minutes.

Generally maybe for the first you know 5 minutes and then after that it's ... you know teaching as you flow and you go through exercises and you focus usually more on students anyway, so you more focus on one getting better than last week or one is stuck... Yeah, generally I feel comfortable as I know the outcomes gonna be positive, right? (Teacher 2)

However, if the observation was for the other purpose, for example, some parents had complained that their children did not get improve and the supervisor wanted to observe to find out the problem, even though the purpose was still for improvement, this teacher emphasized that he would feel nervous and uncomfortable. In addition, he would feel more comfortable if the observer was a stranger, someone he had never communicated before and someone was with too strict and formal attitude. In general, in his opinion, his feeling depended a lot on the observer. If the person was too serious with the observation, it would make him more nervous.

Ah, yeah if someone I've never seen or met before I think it's a bit tricky to think what they will be looking at, this person may not like me they're looking at me weird that I am doing something wrong right now, so you're crushing yourself while you're trying to teach and that create a poor class in my opinion. Uhm.. so I usually for the most part, probably 90% of time feel fine as I know the people in my classroom you know experienced and good people so ... (Teacher 2)

When he first received the email informing about the observation, Teacher 3 knew that he had to prepare well for the observation because it was important. Similar to Teacher 1, Teacher 3 was rather nervous in the first observation. The second one was just the "right nervous". During classroom observation, he was more stunned or strict with his students because he wanted to have good classroom management. He doesn't want to see students running crazily in his classroom. He was a bit more nervous than usual.

Uh, I get the email and I'm like Ok, I have an observation coming, I have other lesson to plan by ...this one is more important. Uhm, so I feel a little bit... I don't say nervous but ... uh I think just the right nervous not too nervous but not like you know careless, just a right nervous. But I think the

first one is little bit more nervous because it was my first one. Second one I think it was just the right nervous.

.... maybe I was a little bit more stunned or strict with the students because the last thing I wanted was bunch of students going crazy, running around the room and the observer was there, so a little bit more strict when I was teaching.

(Teacher 3)

A little difference from other three participants, Teacher 4 expressed that he was always nervous. He found that he was being judged. When he received email about the observation he was a bit nervous but confident that he could do it. He started to work on lesson plan and be ready for the observation. On the day of the observation, he was really nervous. He got used to it after a few observations but still nervous.

Nervous. Always nervous. I found being judged.

I feel yeah, a little bit nervous but confident and then I reply and then start to work on it and then submit my lesson plan document and then make sure that I prepare, review my materials, review my approaches, show that I can do you know this decent job. Uh, I'm always nervous when I've got observed lesson. It isn't for that job I know what it means but that is. I've been observed a few times so uhm, you get used to it, more still but uhm, I still am a little bit nervous. That nervousness I don't think it will go away. (Teacher 4)

In general, all 4 teachers in case study one thought that the whole evaluation process was good, very helpful for them. Nothing was to criticize about. The supervisor also said that most of teachers did have positive attitude about the evaluation process. When being asked to add any recommendations, some of them were willing to suggest some but these added suggestions did not have a great influence on the mentioned process above.

Teacher 1 did not have any recommendation to improve the evaluation process because it was already easy to follow, very logical, very helpful. In comparison with other English language center she worked before, this school had had a better evaluation process that helped her improve a lot.

Yes, 100% because I am in other language center. I'm also working in another kindergarten, we don't have formal classroom observation although the

owner is always visit now and then and it's pop-in like informal observation but nothing formal and then with my other, previously worked in a language center and this is quite amazed by the system its way of the lessons and the logical manner of the teaching. I think being with this school helping me a lot.

Do I have any recommendation to improve the evaluation process? Uhm, so far, none, no complain. Really, I'm happy with it, uh... yeah I really don't have any further recommendation. (Teacher 1)

Teacher 2 commented that the process was basic but very helpful. However, he had some suggestions and he said that the evaluation process would be even better if the center or the school could consider putting his suggestion into a real practice.

Firstly, he proposed a peer observation once every six months, even just a pop-in for 15 or 20 minutes or an observation with more than one observer. He used to have two observers in his class and he received very useful feedback, one was an academic manager, another was an experienced teacher who were from different backgrounds and different perspectives. After the observation, he received reports from two different perspectives.

I say, uhm... peer observation, having a colleague of mine coming to class and say hey listen there're something I can help you with I do this really well I think I can you know help you get better, so it's not necessary a manager but even a peer in 15 minutes, 20 minutes to see 2 or 3 exercises that you go through in your class I think that would be a really awesome thing, uh for myself to do with someone else and any teacher who looks at me and say about something you can do. So, peer observation for sure. Uhm... I did actually have one observation with 2 different teachers, 2 managers and I am really good because you have in feedback section from 2 completely different perspectives and 2 backgrounds I think one's an academic manager and another is just a teacher you know done CELTA and DELTA and teaching in Vietnam for a long time, so maybe cope with my situation, uhm so having 2 people in there just see you at the same time you know you can see the contract wow you saw this thing for your solid so maybe there's something that's really bad I'm doing but even positive you know people look for different thing and say creativity you know things dynamic whatever ... (Teacher 2)

Secondly, he also added that there had been a few changes of management team. For example from the beginning of the year until now (it was December), there

had been three Center Managers, two Academic Managers and five Senior teachers. This made the evaluation process not going in a good flow. The new academic manager or senior teacher may have to start over again with the observation process, not follow up the previous observation or evaluation. He argued ideally it would be better if there was one supervisor who could have observed him four times a year and give him feedback. That person could clarify whether he did get improved or not from the first evaluation until the fourth evaluation. Finally, he suggested that there should have been a follow up observation for 10 or 15 minutes right after the observation.

....since I've been here there've been three Center Managers, two Senior, uh... 2 teaching managers I think 4 or 5 Senior teachers and so... the turn over is really so high like having more possibilities I think it helps to have one person over a year evaluate you know through 4 times. (Teacher 2)

Teacher 3 also agreed the current evaluation process was quite good. Nevertheless, he still wanted to give some recommendations to help the process better. The first suggestion was that there should be a quick catch up meeting right after the observation and then the feedback section. Usually, he had his feedback sections one week after the observation. It was quite late. The second suggestion was that because each teacher had different background and teaching experience, he suggested that the supervisor should have a professional development plan for each teacher, invite them to the office and have serious discussion of how to help each individual to become a better and effective teacher. Each teacher may need a different evaluation strategy. Supervisor and teacher really would need to talk over this matter.

....I would sit down with the manager/ observer and tell them my feeling on when, like what I think would make me the most effective teacher. So bring the teachers in, you know, bring the teacher to the office and you can talk about what will make you an effective teacher. Maybe the teacher feels like there's only one observation a year. (Teacher 3)

Teacher 4 also agreed that the whole evaluation in this center was good. The observer's qualification was really important in the whole observation process, therefore, he was totally happy if the observer was experienced, "qualified" as an

observer such as holding some high quality teaching certification like DELTA. Only one recommendation was that there should be more specific purpose books for his teaching purpose and professional development.

I mean, uhm, yeah, we could do a lot more of books, books in the ... say that you wanna expend in your professional development, there were some books in there but we need more actual development books like like comma, all are big books. We need more copies of it there 'cause if you want to get better you have to look at resources or having resources giving to you. A lot more resources, so there are some books in there but it could be better, could be improved, could have better budget for that. (Teacher 4)

Supervisor in center one also agreed that teachers were happy with the evaluation process such as no argument, no disagreement, no complaints about the evaluation process. Some teachers who were passionate with their job even felt the evaluation was very useful for them. Others may be not very enthusiastic about the job but they did not show their annoyance or disagree aggressively either even though this evaluation process may have given them more workload.

..... then it eventually uhm if there are something claring that they missed something important that you bring that up sort of nearly at the end and maybe action points like uhm there're usually rarely serious discussion but they're not unhappy. Everyone has seemed focus and uhm, interested. (Supervisor 1)

He had no comments to improve the whole system. He thinks the current system was good already and in a joking voice he stated that it already gave him too much work already. At the time being, the academic manager just retired from the position. Only him as a senior teacher, it was difficult for him to conduct observations for all teachers.

6.2 Case study Two

Similarly to case study one, the researcher did visit this English language center. The same facility standard was applied for classroom decoration and equipment. The size of the room, the design of the study chairs with boards for stu-

dents writing on it, the white board, marker, projector, air conditioner were really similar to the ones in case study one. The lesson shifts were also the same, a little bit different, for example, in this center, the classes on the weekend started 15 minutes earlier than the classes in case study one. And the last classes finished earlier as well. The shifts in weeknights were the same. There were classes on Mon/Wed/Fri from 17.30 – 19.30 and from 19.30 – 21.30 and Tue/Thu from the same time. The weeknight shifts and the weekend afternoon shifts had the same problem of having low number of students registering. However, the average number of students per class in this center was lower than the center in case study one. Usually it was only 10 or 11 students per class and in the peak month, the number could be a bit higher, 12 students.

6.2.1 Classroom observation in Teacher evaluation

Classroom observation was the only method used in teacher evaluation in Center one. However, all participants in Center two reported that beside classroom observation, there was also self-evaluation. In self-evaluation, teachers were asked to establish their goals at the beginning of the year or in the middle of the year. These goals would be revised later to see whether they had achieved the goals or not. A discussion of how to support teacher to fulfil their goals was also provided.

Teacher 5 of Center two mentioned self-evaluation when being asked if he had ever been evaluated before in this center. He said that there were two self-evaluation per year. He had been there seven months, so that was his first self-evaluation. He defined that self-evaluation was something he wanted to have more in his professional development. For example, he wrote that he wanted to teach more adult classes, not only classes with teenagers. This self-evaluation was like his desire, his short term or long term goals that he wanted to achieve in his career path. It was different from the observations which he also had in the same duration of time.

I did self-evaluation on Sunday.

So, uh, basically, things you want to improve on and things you may want to see happen in the future.

There is a simple form, three different options of progress you want to see happen and then for myself I teach mostly teens. I'd like to teach more of middle age groups as well. Things like that they want to see what happens with your career. (Teacher 5)

Besides self-evaluation he also had six observations, three informal and three standard observations.

The second teacher (Teacher 6) in this center had the same opinion about teacher evaluation with teacher 5 that there were self-evaluation and observation in teacher evaluation. He implied observation as evaluation even though he still used the term evaluation.

We have different types of evaluation. Sometimes you have formal evaluation and it's for one hour or you have observation as a pop-in observation for 20 minutes or 30 minutes or you also have peer observation and sometimes you have people visit for looking and how it works, uh, so I'm not sure because it's been white a long times. I haven't counted but quite a few observations. (Teacher 6)

Similar with two teachers in center two, the supervisor directed me to the differences between teacher evaluation and teacher observation. Every teacher had teacher evaluation twice times per year with official document recorded and saved in files and one observation once every month or every two months or at least one formal observation every two months.

We did teacher evaluation and teacher professional development in formal and informal basic. It required to do professional development PDI every six months with all staff. Doing observations with teachers I try to do them every month or every two months, then we do the feedback and then a meeting to talk about everything. So, I guess in formal every two months, and then formal documents every six months. (Supervisor 2)

In his opinion, observation was one of elements in teacher evaluation although there were some other things should be considered in the whole evaluation as

well. However, he did not mention whether he added these elements into the whole process of teacher evaluation or not.

6.2.2 The purposes of teacher evaluation/ classroom observation

Teacher 5 and Teacher 6 in Center two claimed that one of the most important purposes of teacher observation was professional development. Teacher 5 said that the purpose of the observation was to ensure that teacher (himself) could produce a qualified lesson. From that, the observer would discuss on how to support him to get improvement on his difficulties to produce a better lesson.

... purpose to see the quality of the lesson. It's more like that and also helps you about the areas you are struggling. (Teacher 5)

Teacher 6 also agreed with this. However, he emphasized that he could also seek for his supervisor's advice whenever he felt like he was struggling with some points. His supervisor was always willing to pop in his class if he had requested.

Yes, the purpose of the evaluation is always for professional development really. We got what it is. Sometimes I ask Peter to come and do me a favour if I have a problem and need some help with. (Teacher 6)

The supervisor also confirmed that one of teacher evaluation purposes was to make sure they were good teachers or become better teachers. However, he also specified another purpose which was for the school that they had to ensure teachers' highest performance. Evaluation could be used to fire a teacher but only applying with full-time teachers who had very bad performance. The management team usually tried their best to support teachers to make them better teachers. However, if they did not improve after a particular period of time, they could not do anything else except for dismissing them. This kind of dismissal was not very popular within this English center.

Ah, yeah, to me probably two purposes for me as for them what they are doing is to be responsible for their KPI, making sure they learn at the end and help them to improve, you know one of things I really enjoy about the roles is

invite them to come and help them to become a better teacher. Yeah, two purposes I think, one for them to improve as a teacher and for Apollo to make sure that we get a maximum out of teachers. (Supervisor 2)

Both interviewed teachers and supervisor in center one and two agreed that teacher professional development was the main purpose of the observation. Teachers and supervisor in Center one did not mention anything about using teacher evaluation or observation to fire some teachers that supervisor in Center two did mention. However, supervisor in Center one did mention they would conduct observations if a complaint of teaching quality was notified in order to keep the teaching quality in its standard. It seemed rather the same as the one that supervisor in Center two also mentioned.

6.2.3 Classroom Observation/ Teacher Evaluation criteria

There were different opinion about having or not having observation criteria in this center. Teacher 5 notified that he had never received any criteria before the observation, during observation and after the observation.

No, not before hand. As usual they have in the discussion afterward. So, ... they don't give you directly to see what they get in the lesson.
(Teacher 5)

However, he said that the criteria were mentioned and discussed in the feedback section. He wished he could have received observation criteria before the observation in order to prepare well for the observed lesson. When being asked, specifically, he suggested some of criteria such as classroom management (how to present tasks, how to manage students, make them do as much as possible by themselves rather than waiting for teacher to tell them what to do, the kids should investigate things by themselves). They did discuss about three good points from the observed lesson and three action points he needed to work on after the feedback section. There was an observation routine, one formal observation, one pop-in, then one formal, then one pop-in. To him it seemed like pop-in observation was the way the supervisor wanted to check whether three action points were

applied well enough in the next lesson or not or whether teacher really fixed himself and overcame those three weak points discussed in the feedback section.

Teacher 6 reported differently with his interviewed colleague. He was informed clearly about the criteria before the observation and he knew clearly what his supervisor wanted to see from his class. Sometimes, he himself felt like he needed an advice from his supervisor and he requested his supervisor to come and observe his class. Two important criteria were lesson plan and how teacher demonstrate activities in his class and some weak points needed to focus in previous evaluation. He also was asked to fill the criteria form before and after observation so that he and his supervisor can revise it in the feedback section.

One teacher and the supervisor in Center one mentioned about assessment scales like standard, above standard, within standard and under standard. This teacher did not think much about this. He just wanted to have the best lesson as he could.

I mean I'm I'm not so sure I agree with that at all. Maybe the feedback about quality information of the school but the importance is the lesson is in standard means "Am I doing my job?" I don't look at the classroom as a set of criteria. Well, I have school this and this. I'm looking at the students and I am trying to help kind of best way I can". So I personally don't think about the observation criteria too much. (Teacher 6)

Unlike supervisor in Center one, supervisor in Center two only cared about one thing, classroom, when he conducted classroom observations. Therefore, the criteria were:

*....good classroom management, improve the layout, clear rules, good way to give warning and motivate students, good fun, effective activities, good structure to the lesson, different between stages and activities.
(Supervisor 2)*

However, the most important criteria to him was the cooperation between teacher and students to produce an effective teaching and learning environment. If he came to a class and he saw students talking with each other in pair works and

group works and engaged in to the teaching activities, it was a successful classroom.

6.2.4 Classroom Observation/ Teacher Evaluation procedure

Rather similar to Center one, two teachers in Center two and the supervisor had the same ideas about the procedure of the classroom observation. Firstly, teachers would be informed about the observation with date and time. They had to affirm whether that was suitable for them. Secondly, teachers had at least one week for lesson plan preparation and sent it to the observer before the class observation. Thirdly, the supervisor came to the classroom for the observation. The observation usually lasted one hour and usually in the first hour but basically the observer could come whenever he / she wanted. He / she watched what was happening in the class and took notes. Fourthly, after the observation, teachers sent self-evaluation form with three points they thought they were doing well in their lesson and three points they did not perform well and needed some improvement. The supervisor would check the form and be ready for the feedback meetings. They would have a real conversation about what was happening in the observed lesson. Finally, the written feedback form was be sent to the teacher in a few days later or a week after.

Teacher 5 was not so sure about process but according to his experience after seven observations, he agreed with the steps listed above.

Uhm, maybe a little process. I feel sometimes I can do the same thing in two lessons and it said in one lesson that it was bad and then in the second one

....

Usually like 2 to 3 weeks. Maybe tell you in advance that you will have the observation and then for the formal one you have to fill out more in details lesson plan to give to the observer and then observation and then after 2 or 3 days after that you have a conversation and then the things you taught about will be written off and given to you so that you can see more concrete.

(Teacher 5)

Quite similar to participants in center one, Teacher 6 also listed stages of evaluation procedure:

Uh, to describe what the evaluation process? OK, so I get informed in advance that I have observed in a certain lesson, uh, and resend the criteria of what I want to be judged on, resend material for me to prepare and I just need to prepare that. I then fill in all of the documents and it's really about what, uh, what lesson's goals are and what steps I'm gonna take. I then send this material completely with all other materials that I'll use in class to Peter to check them. In the early day, I usually have a conversation with him about the lesson now and as a teacher we can always do that. As part of this process you need to look at the areas from the last evaluation that you need that you want Pete to look at. Then as part of my preparing, the observation I prepare a list of things that I'm, uh, the issues which might affect students learn so in particular strong class, I will take a bit strong and I will push harder and if in weak class I will drop the level to give them more confident. Pete the sits in the class once or two lessons and at the end of the lesson I write down my own form of the lesson. I then talk with Peter later that day to discuss what my point of view on the lesson was and then what he has to add and then I receive my feedback verbally and then within a week I get that feedback formally by email. (Teacher 6)

Supervisor of Center two confirmed that there was an official formal document about observation procedure.

Ah, yeah, Apollo is very good at following up on this and perhaps... But myself in term of documental things, it is a little bit too informal I think the expectation when you do the PDI development interviews every 6 months.... Well, yeah, like I said mine is done informal so not much documents is involved steps by steps I haven't done like that.
(Supervisor 2)

However, he just wanted something informal. He agreed that he did follow the steps listed above but he often checked the lesson plan carefully and if possible he wanted to suggest some ideas to help teachers have better lessons. He preferred to have a short meeting with teacher before the observation to discuss about lesson plan.

6.2.5 Feedback section

The feedback section was a real discussion between teachers and their supervisor. Teacher 5 and Teacher 6 in this center as well as supervisor all agreed about this and it was quite similar to participants' perspectives in Center one.

Teacher 5 said it was a conversation. It was not one-side talk that the supervisor only talked and the teacher listened all the time. The supervisor told his feedback about the lesson he had observed, the teacher could explain why he had taught like that, he did like that

*Uh, a lot of listening but also I make sure, uh, it's always been said it's a bad I tell them the reason why I did it. I think it quite works that the reason why I do these things that it didn't properly work quite well in the class. I feel confident that you can talk back about your lesson all the time.
.... but some of the teachers only listen listen listen
Yeah, you can't learn if you don't ask question, if you don't discuss, you not really learning anything. (Teacher 5)*

In his opinion, he could not learn anything if he did not argue, explain and discuss the things. Sometimes, the supervisor depended too much on theories, so he had to explain the real teaching situation and made his supervisor be clear why he did that way.

Teacher 2 shared that he really enjoyed the feedback section because it was very useful for him. He and his supervisor usually sat down and discussed things happened in the observed lesson. Then, his supervisor gave him a lot of useful feedback, helped to solve his problem with the students.

*He made some suggestion how, uh, what I should do when working and give me a number of ideas that is good to help with the next class.
He gave the number of different things. (Teacher 6)*

There may have been some disagreement between the supervisor and his teachers but nothing serious. Besides, he was confident in his role as an academic manager, so he was also confident in giving feedback. He was experienced enough to be

able to stimulate his teachers to tell him everything. It was not a real evaluation and he did not mark them so there was nothing to scare of.

I think something I'll get used to I think like different models, different ways of giving feedback for observation and obviously you find which way it works for you. You know, I experiment of different ways to encourage a man to tell me everything and draw it out and kind of frustrated with that one. (Supervisor 2)

In addition, in his opinion, it was a good feedback section if teachers could recognise their own mistakes and came to the meeting with the explanation why they did it. It was a good feedback section if the teacher and the supervisor had "pick up the same thing", both good points and action points. It would be a bit difficult if the teachers had had a different list from the supervisor's list. It would take a bit more time for the discussion than usual for those cases. However, generally, the feedback section were rather good and teachers were happy about it because they received useful feedback in order to improve their teaching skills.

A story about a feedback section

Participants in this case study Two were also encouraged to give examples of one real feedback section. Two teachers in this center and the supervisor all shared their story in feedback section.

Teacher 5 shared a story when he had an observation in very young learner class (3-6 years old, Kindergarten). He got a feedback that he was too friendly with the kids. The kids seemed not listen to him and ran around the room and it seemed he lost in classroom management. He did not agree his supervisor on this point. He thought that very young learners deserved his friendliness. His supervisor and he finally agreed to find some solution in the middle, for example, he could be friendly with the kids but at the same time ensured that they did not run around the classroom.

...in another class, an observation with kindergarten. Uh, the observer said I was too friendly with the kids. I tried to say to him that I feel especially at that young age they need to want to learn English. You can't get three or

four years old to make them tired. I think they will remember better so I want to have them fun but then the same time it's hard for kindergarten because they are so young but then I told him I can speak quite freely and tell my point isn't a bad point.

OK. So, he ... Yeah, I think he agreed with me and we discuss how we can find the middle ground, having fun but not so .. having a way to bring them back to concentration so you have to make sure they all sit down and did small things and then they are good, so two second I should bring the table to the classroom at the time and can continue.

(Teacher 5)

In another class, teenager class when he did not present the definition of vocabulary clearly. His supervisor notified that point and suggested him to number each word and make it clearly for students to follow up which definition for which vocabulary. He thought this was a good point and it was good that his supervisor pointed out, then he took notes and started to apply it in the next lessons.

Teacher 2 told an example about Kindy class (6 – 10 years old). It was a small class about 10 students but all of the students always wanted his attention. He had difficulty to give all of his attention to all of students. His supervisor advised him to let students take turn to be with the teachers in activities, make sure all of the students have their turn to be with teacher and this would make them not scared that they could not be with the teacher. He applied this idea right away in the next class and all of the students were happy.

One Kindy class as example, I have some problem with. It's a very small class and all of the students want my attention too much and I'm playing up because of that. And one of the things he suggested was letting each of the students take it turn being teacher for the activities and this comes teacher give the same attention which is not for them to fear that they are not happy. And that one immediately effective with Kindy class. (Teacher 6)

The supervisor shared a rather difficult case he had with one of his teachers. There was nothing wrong with this teacher's personality. He had a lesson in which students enjoyed the games and engaged into the games. The teacher thought that he had had a very good lesson. However, the supervisor did not have the same opinion. It was fun. Students did have fun, but students may not have gained any

or very low progress after the lesson. The supervisor showed this to the teacher and the teacher was very surprised. He thought that he did have a very good lesson and he should receive a good comment. It was a bit hard for the teacher to accept that he had failed to deliver the real aim of the lesson that students should be able to use English in their real life. Even students did have good fun and enjoy the class, the real purpose of them studying English was not fulfilled. Teacher defended a bit, so the supervisor decided to stop their discussion that day and appoint a pop-in observation in 30 minutes. Then, when they met again, the teacher felt better and he seemed understand what the supervisor had mentioned before and he promised that he would look again and fix this issue in the future. It was one of the most difficult cases the supervisor at this center encountering.

He also shared another story when he made a hard decision to dismiss one teacher because of his bad performance.

There was a teacher that I had. He has some severe difficulties like outside of Apollo, difficulties in teaching as well. But yeah, in the classroom, he is really struggling. Uh, yes, definitely not meeting the minimum standard of what we expect, a lot of complaints about him. He has a bad lesson plan and hasn't been improved and yeah he's a full-time teacher as well.

[.....]

But yeah, in the end, we did an observation with my manager at the time uh I am myself quite early on my manager day and its really bad and he's already really bad in lesson plan. Yeah, but in the end, I have a meeting with him and yeah, the academic side is only one reason and with personal stuff is a bigger situation that's why I ask him for a meeting. In the end, when I did that, I actually concentrate on academic side but his performance in the classroom also very low. It's very difficult for me as a manager. He is also a kind of guy not coming in the office, late for class or isn't doing a good job so many things like coming together and take a lot of time and effort of anyone else. You feel a bit force to do it but teacher has to be responsible for their job. Although it is sad but I have to get rid of him. (Supervisor 2)

He had provided a lot support and suggestions but this teacher did not get improved. Therefore, he had to come to the final and tough decision to fire him.

6.2.6 Teachers' comments about the whole evaluation process and recommendation for improvement

In contrast with participants in Center one, two interviewed teachers in Center Two stated that they did not worry much before the observation and during observation. They did not worry because they knew it was for their professional development.

Teacher 5 said that he was not nervous about it. It didn't make him worry much. He just taught his lesson normally. He did not try to do thing differently in observed lessons. He didn't feel disturbed or being observed or being watched when somebody was in his class.

It doesn't bother me too much. I don't mind him watching. I feel confident what I do so it's not too big problem for me. I know my girlfriend also works here. and I think it was more stressful for her being watched. (Teacher 5)

Teacher 6 also had the same feeling. He didn't feel anything. He just felt great because he knew this evaluation was to help him to develop. He got nervous a bit at the beginning of the classroom observation but if the class was going on well as he planned and predicted in his lesson plan, then it was totally fine.

Uhm, that's the same because the culture how it is here I don't really feel anything. It's like great. I'm gonna have the development so I think about my class and the problem... not a problem, here we have a value of evaluation so if I got a pop-in in my class we have spoken about it regarded about the observation. Do you understand? It's like it's not a secret pop-in in the class which the academic manager doesn't know that he will come and observe. We all talk and get advice from each other all the time, so, uh, so I don't feel anything about. I do get nervous before observation, just because I want to do the best job I can. (Teacher 6)

However, if in some situation where he could not control the students, it would make him worry a bit. Even in the first observation, he did not feel much different. When he was a new teacher he was nervous but although he was already familiar with the system, he wanted to do better, so he still felt a bit nervous. Generally, it

depended on the person who observed him. In this case his supervisor always gave him a relax feeling, nothing to scare about.

The supervisor had quite the same opinion about teachers' feeling during the observation with the supervisor in Center One.

...different teachers feel different things. Most of them look nervous. It's hard not to feel like being judged. Even though you know it's just professional development but of course teachers are anxious. Teachers are a bit nervous before the lesson. Some teachers get more nervous and they have a lot of questions while others are quite relaxed. I try to set teachers at ease. I try to offer help. (Supervisor 2)

Generally, for standard observations, teachers were more tensed. However, teachers would be more relaxed if the observer was someone they have known and who was qualified enough to assess the teaching quality like academic manager or senior teacher who had more teaching experience than them, who held higher qualification certificate than them (DELTA) and who they could trust. It would be still fine even if it was a pop-in observation without notice but conducted by academic manager or senior teacher. However, if someone they have never met before, someone didn't hold much teaching experience like Center Manager walking into their classroom without notice, they would be not happy.

Two teachers in Center Two and the supervisor also have the same comments about the whole process of teacher evaluation that was very useful. However, when they were asked about giving suggestions, they were willing to contribute some ideas.

Teacher 5 only recommended to receive some clear observation criteria in advance so that he could know which specific areas his supervisor would like to see from him.

Teacher 6 reported that the evaluation was quite good already. A peer observation would be a good idea although it would be unrealistic because as he knew there was no budget to pay for an extra teacher to observe another teacher.

If the situation is being observed by your peers, that would be great but one of the things you have to understand that we don't get paid for that. So I don't really want to go and observe another teacher and not get paid.
(Teacher 6)

The supervisor stated that normally, teachers found the whole evaluation process was very useful. He himself also thought that the whole process was quite good already. No need to improve more. In his center, he also organised many training programmes and workshops regularly for teachers to join. He also collected teaching skills teachers usually found it difficult and arranged support for them as soon as possible.

Yeah, so, we have workshops and teacher meeting every week so teacher meeting at 12 o'clock on Saturday. Almost all of the teachers are there for about 15-20 minutes and we talk about issues coming during the week, any area I took feedback from them, any problems in the classroom in the recruitment or issues of kids or anything we can talk about them. We also share practices in that meeting so each week different teachers nominate to prepare teaching practices which they can share with each other like the games, activities, classroom management things, something they think might be useful in their classes. (Supervisor 2)

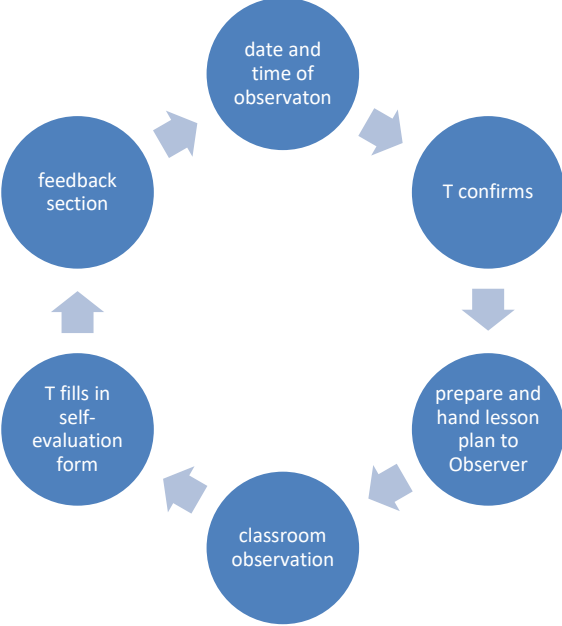
Weekly, there was a meeting that all teachers had to attend in 20 minutes in which they discussed issues coming during the week, any feedback, any problems had happened in their classes during the whole week, teacher recruitment, share teaching practices (usually experience teachers would be nominated to do this). Teachers were also shared information about external conferences which they could choose to join or not. Besides that there were also teaching quality courses such as Teaching Young Learner courses for teachers, for full-time teachers who wanted to stay in teaching with the company for long. There was also a budget of 500USD for full-time teachers who re-signed another year of contract to study any courses they wanted.

6.3 Summary - Two case study comparison - Similarities and Differences

In order to help the readers have a brief view between two case studies, a summary of similarities and differences is presented in the word table below. Back to FIGURE 1 in chapter 5, six categories extracted from the research questions and literature review again are demonstrated in a condensed layer of information. One new theme, leadership roles in teacher evaluation is still not existed in this table for the sake of avoiding repetition of information from other parts because this new theme is arisen from the implication of six themes above and the whole process of teacher evaluation in this case study. However, this theme will be discussed in detail in Discussion chapter, part 7.7.

Summary - Two case study comparison - Similarities and Differences

Themes	Center one	Center two
1. Definition of teacher evaluation	Three interviewed teachers and one supervisor in this center addressed to observation when they were asked about teacher evaluation. There were no other tools to use in teacher evaluation in their center. One teacher said that teacher should be assessed not only on observation but about his working attitude and professionalism as well.	Rather different with center One, two teachers and one supervisor in center Two mentioned that besides observations, there is a teacher evaluation once or twice a year which only focused on helping teachers fulfil their goals generally. Both teachers interviewed in this center reported that they already experience both kinds of teacher evaluation listed above and the supervisor also confirmed this information.
2. Purposes of teacher evaluation/ observation	All four participants mentioned that the most important purpose was teacher professional development, to help them improve their teaching skills. The supervisor agreed with this purpose but added one more purpose is to ensure the standard teaching quality	Totally the same with center One. Two participants also reported the same purpose. The supervisor also confirmed that there are two purposes of teacher evaluation or teacher observation which are to support teachers in their professional development and to maintain the standard teaching quality in his center.
3. Observation criteria	There are a long list set of criteria, but the common criteria reported by four interviewed teachers and supervisor in this center was classroom management and lesson plan. Other criteria were	The same with center one, one of the interviewed teacher has the same criteria are lesson plan and classroom management. Another interviewed teacher has different opinion. To him, the criteria totally depends on him to decide and they are different from each observation, from periods

	<p>also added by different teachers such as instruction, classroom dynamic, aim of the whole lesson, aim of each stage of the lesson, activities and games, etc., One teacher also mentioned about assessment scale which is standard, under standard, above standard.</p>	<p>of time. The supervisor also had the difference about this. He said that he was an experience manager so criteria were in his mind. He did not have any specific criteria list when I observed the class. However, classroom management and lesson plan were two things he had to definitely look at in every observation.</p>
<p>4. Observation process</p>	<p>Observation procedure is completely the same in 2 centers and it is presented as below,</p>  <pre> graph TD A[prepare and hand lesson plan to Observer] --> B[classroom observation] B --> C[T fills in self-evaluation form] C --> D[feedback section] D --> E[date and time of observaton] E --> F[T confirms] F --> A </pre>	

5.1 Real story in feedback section	Different teachers have different stories to tell but mostly they told the stories about what happen in the observed lessons and how the feedback section going. Some rather difficult cases shared by the supervisor but generally teachers did not argue or complaint about the feedback they received even though it was a negative feedback because they knew that this feedback was for them to improve, not to criticize or fire them.	The same stories with Center one. However, the supervisor shared a story in which he had to fire a teacher who did not get improvement after a lot of his feedback and support.
5.2 Is feedback section useful?	All of the participants stated that the feedback section is an important part in the whole evaluation process where they could receive helpful feedback to improve themselves. It was just a discussion, a fair conversation where teachers and their supervisor could discuss about different things openly. However, depending on specific supervisor or observer, it will decide whether the feedback teachers receive is useful or not	The same opinion with participants in Center one. One small different thing that the supervisor in center two is very confident in his job so he knows how to encourage his teachers to talk, to share their ideas as much as they can

<p>6. Teachers' feeling and comments on evaluation process</p>	<p>Usually teachers feel nervous at the beginning of the observation. Some teachers always nervous all the time and feel uncomfortable for the feeling of being judged. The supervisor could also see that most of the teachers feel nervous in the observation</p> <p>Participants in center one said that it is a good process. Some of them suggested to have a peer observation and a quick chat right after the observation. More specific teaching skills books for reference purposes also recommended</p>	<p>Two interviewed teachers did not feel anything special. They just teach their class normally. The second teacher felt a bit nervous because he wanted to have a perfect lesson. The supervisor had the same idea with supervisor in center one that teachers were usually nervous at the beginning of the observation.</p> <p>The same as Center one, interviewees in Center two also said that the evaluation process is very useful and they do not have any complaint about it. It would be better if the observation criteria is informed before the observation. A peer observation is also a good idea but it is not practical due to the term of budget.</p>
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7 DISCUSSION

In the following chapter, the findings from the two case studies will be discussed in greater details. Similar with Results chapter, the Discussion will be presented in six themes drawn out from research questions and literature review. The new theme developed from the data analysis mentioned in FIGURE 1: *A layer of data analysis* will also be discussed in detail.

7.1 Classroom observation and teacher evaluation

One of the first things that became clear from the findings was that teachers themselves did not use the term teacher evaluation. Although the researcher, always addressed the interviewees with the term of teacher evaluation, but the participants always referred to classroom observations. According to literature review, a few researchers indicated that observation was one of the most important tools in teacher evaluation because the main task of a teacher was teaching (Danielson & McGreal, 2000; Haep et al., 2016; Martinez et al., 2016). Both case studies in the current research used classroom observations as a key tool for teacher evaluation. Martinez et al, (2016) in their research of examining teacher evaluation system also clarified that their researched schools also used mainly classroom observations for teacher evaluation.

There were two types of classroom observations, informal observations or pop-ins and formal observations or standard observations (Martinez, Taut, & Schaaf, 2016). Teachers were all informed in advance in formal observations and the observation usually lasted in maximum one hour. The duration of observation time in this study seemed longer (one hour) in comparison to previous researches which was around 30 minutes (Martinez, Taut, & Schaaf, 2016). The pop-ins also were reported not to be informed in advance and the educators just entered the classroom and observed some specific activities and it usually was in 10 -15 minutes (Martinez, Taut, & Schaaf, 2016; Reinhorn, Johnson, & Simon, 2017).

The number of observations conducted for each teacher in this study was reported quite high in comparison to other studies (Martinez, Taut, & Schaaf, 2016; Reinhorn, Johnson, & Simon, 2017). In case study One, the minimum number of observations one teacher had was two formal observations and one pop-in per year. In case study Two, the supervisor stated that ideally there should be one formal observation every two months for each teachers, so totally each teacher would have 6 observations a year. The interviewed teachers in case study Two also mentioned that they had quite a lot of observations. Martinez, Taut and Schaaf (2016) reported that various schools set different required number of observations for teachers but usually two observations per year for teachers who had satisfactory result in their previous assessment and for new teachers and unsatisfied teachers, three observations were required. Reinhorn, Johnson and Simon (2017) also mentioned different number of observations conducted for experience teachers and new teachers.

7.2 Teaching professional development

The purpose of teacher observation or teacher self-evaluation in this study was for professional development. All of participants in this study emphasized that. The formative evaluation was conducted one hundred percent in two case studies in this study. Although one interviewed teacher and two supervisors did mention about another purpose of maintaining school quality, the method they had used for the assessment did not relate at all to summative purpose. Martinez et al, (2016) reported that one school (Teach for America) in his study also had only one purpose in teacher evaluation which was also one hundred percent to support teacher to improve their teaching skills. Other schools in US (Chicago, Tennessee) used teacher evaluation summative purpose more than formative which was to maintain teaching quality of the school where the scale system was applied (Scale system such as standard, under standard, above standard). One of the teacher in case study One mentioned that another purpose of teacher evaluation was to maintain high teaching quality of the center, but to improve teaching

quality was still one of the most important purpose. The supervisor in center One also claimed that sometimes his ex-boss, former academic manager conducted some observations in case there was a complaint about teaching quality but there were not many cases. The supervisor in case study Two also mentioned another purpose of teacher evaluation was to manage teaching quality specifically and the whole center generally. However, in three years of his position of an academic manager, he only had to fire one teacher. It was not easy for him to make decision on this dismissal. He did a lot of observations and gave the teacher a lot of feedback with the hope that he would improve but he did not, so he had to dismiss him finally. Martinez et al, (2016) agreed that professional development was one of the main purpose of teacher evaluation in his study of teacher evaluation system in 16 schools internationally. It was totally consistent with the finding of this study.

For summative purpose, the evaluation was usually marked on scales (Standard, under standard and above standard). One of the teachers and the supervisor in case study One mentioned about these scales, but the assessment had never been marked on these scales and the result of teacher evaluation in this study also was not applied for dismissal or appraisal. The supervisor in case study Two also mentioned about this criterion, but he never mentioned about dismissal or appraisal or whether the school did apply this scale or not. Edgington (2016) argued that teachers were usually anxious if they knew that their assessment would be scored according to evaluation scales. The teacher and the supervisor mentioned at the beginning of this paragraph did not mention about any anxiety because the purpose of the evaluation in this study finally was only professional development.

More than half of participants in this research were part-time teachers. There was no commitment between part-time teachers and the school. For example, the part-time teachers could quit whenever they wanted. At the same time, the school just did not give these teachers a lot of teaching hours if their performance was not qualified enough. But why in these two case studies, both these two centers did try their best to help teachers to improve and did not mind

whether they were part-time or full-time teachers. Actually, the circumstances in these two case studies were that there was a shortage of teachers, especially in case study One. Therefore, in order to have enough teachers to teach, the supervisor and the whole school had to maintain and upgrade current teacher quality even though they were aware that part-time teachers could leave them anytime they wanted. As the result, helping teachers to advance their teaching skills as much as possible was an essential target (Danielson & McGreal, 2000; Haep, Behnke, & Steins, 2016; Liu & Zhao, 2013; Lynch, Chin, & Blazar, 2014; Martinez, Taut, & Schaaf, 2016).

7.3 Classroom observation criteria

There were various criteria collected in interviewed data. However, the repeated categories were classroom management, lesson plan, instruction and activities, as well as interaction between teacher and students and among students (Martinez, Taut, & Schaaf, 2016). These were very large criteria which could be divided into a lot of specific criteria. For example, classroom management was the broadest criteria included so many other specific criteria such as how teacher engaged students into his teaching activities, how he used his voice with very young learners, how his attention was divided equally for all students or he just focused on some good students to make his lesson more active, etc.

Certainly, the observer could not assess all of those criteria in maximum one hour observation. Therefore, the ideal number of criteria for one observation was about two to four things (Martinez, Taut, & Schaaf, 2016). It seemed classroom management was the most common criterion observer would like to see when they came to class observation. This criterion was stated by supervisors in both center. Especially, supervisor in center Two emphasized firmly on what happened in classroom. Three teachers from both case study One and Two also agreed that classroom management was one of the key things observer would definitely look at when they observed the class. Only one school in the list of 16

schools in Martinez et al, (2016) mentioned that classroom management was considered one of the school evaluation elements. In the contrast, three other interviewed teachers in both case studies did not specify classroom management in their criteria listed.

Besides, lesson planning and instruction were other criteria. Two teachers in case study One and the supervisor affirmed that lesson plan and instruction were the criteria observer usually wanted to see. One teacher and supervisor from case study Two also had the same agreement on these two criteria. Most of schools in Martinez's et al, (2016) study also listed these two criteria. Teacher 4 in case study One has different criteria of teacher evaluation from any other participants in this study. He only focused on summative evaluation criteria which were evaluation scales (within standard, over standard, below standard) and for some instances, the criteria for summative evaluation should be different with formative evaluation or observations (Danielson & McGreal, 2000). However, because of the purpose of teacher evaluation in this study was teacher professional development, Teacher 4 ended up with similar evaluation criteria.

In this study, assessment criterion of improving students' outcomes or achievement was not mentioned regularly. Only one teacher in case study Two mentioned that the observation made students well behave. Another teacher said that through observations, teacher, observer and students could learn from each other and all found something more useful to learn than normal classes. In the contrast, Haep et al, (2016) and Martinez et al, (2016) claimed that students' achievement was always one of important criteria in teacher assessment.

In case study Two, it was rather different when the participants mentioned another kind of evaluation which was self-evaluation. They defined it as teacher's desire or something they wanted to achieve in their professional development. Teachers wrote their goals at the beginning of the year and gave to their supervisor. During the year, the supervisor tried to support teachers to fulfil these goals. Then at the end of the year, teachers and supervisor sat down to review this plan to see what they had already achieved and what they had not and then continued working on it. It happened continuously like that. Danielson &

McGreal (2000) mentioned about “self-assessment” or “self-reflection” which was one of the elements or criteria within the whole evaluation process. However, participants in case study Two defined self-evaluation rather differently. In Danielson & McGreal’s (2000) book, teachers assessed themselves based on criteria the organization or school required and then figured out their strengths and weaknesses. They could propose a plan or a set of goals to get over their weaknesses. This self-reflection or self-assessment was done in a small step within the whole evaluation process. “Self-evaluation” in case study Two was conducted twice a year alongside with observations. Researcher did not ask whether participants implied that the self-evaluation that they had also included into their evaluation or not. However, if basing on the theory from Danielson & McGreal (2000), should this self-evaluation be regarded as a part of the whole formative evaluation process which the essential purpose was to provide teachers necessary assistance for them to develop their career into a higher and more efficient level?

7.4 Proposed classroom observation procedure

There were a lot of studies about classroom observation as teacher evaluation (Martinez et al., 2016; Hill et al., 2012; Lynch & Blazar, 2017; Haep et al., 2016; Danielson & McGreal, 2000). However, it was hard to find the description of observation process, steps by steps. Danielson & McGreal (2000) did mention about teacher evaluation process for the whole academic year that the whole school such as teachers, principal and administrative staff would follow. The detailed actions were listed by month and tasks for specific departments or individual to do. In this study, the researcher had not tried to find out this annual evaluation process from the participants even though they might have it within their organization. However, all participated teachers did provide the number of observations they had been having. From that, the research could provide an estimated number of observations each teacher had had per year. The Senior teacher in case study One said that he could only conduct two formal observations and one pop-

in for each teacher per year. The academic manager in case study Two emphasized that ideally each teacher should be observed at least one in two or three months. That meant that each teacher in case study Two would have four or six classroom observations per year. If they already had set the number of observations for each teacher per year, it was implied that they did have some system or policy to support this whole evaluation process.

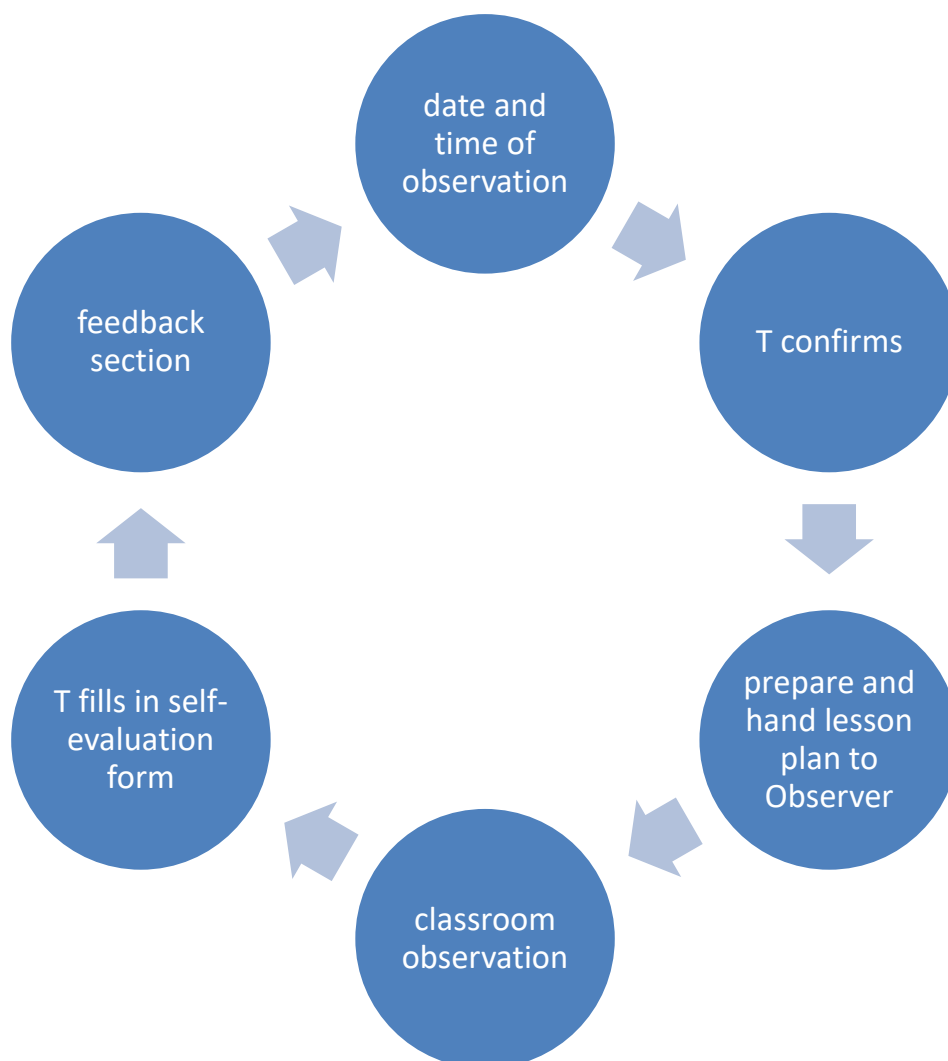


DIAGRAM 1: Classroom observation procedure

In both case study, the procedure of the observation was reported as the circle in DIAGRAM 1. This diagram was drawn by the researcher based on information gotten from interviewees in two case studies which unfortunately could not be

found in any previous studies. Danielson and McGreal (2000, p.72) showed a specific “plan for evaluation” for the whole academic year from current August till June the following year. However, it was still very general, not as detailed as the procedure the researcher was looking for. Other authors (Martinez et al., 2016; Hill et al., 2012; Lynch &Blazar, 2017; Haep et al., 2016) did mention that teachers got informed about the observation. Then the observer came to the class for the observation and followed by a feedback section. Finally they received a written report. It meant that there were at least four steps to follow in this evaluation process. Those four stages were also included into the DIAGRAM 1 below. Only two more stages was added to make the procedure easier to understand and remember.

7.5 Feedback Section

Feedback was one of the most important parts in formative evaluation (Martinez et al., 2016; Hill et al., 2012; Lynch &Blazar, 2017; Haep et al., 2016; Edgington, 2016; Reinhorn et al., 2016). After observations, teachers were often looking forward to the feedback section. Because the purpose of the evaluation was professional development, all of the interviewed teachers and supervisors in both case studies expressed positive attitude about the feedback section. They said that it was very useful part. It was an openly discussion and they were all happy doing it. Reinhorn et al. (2016) totally supported this positive opinion. The result in their study was amazingly good even though the context of the study was to apply new evaluation policy.

Disagreement were also stated by the participants in this study. However, nothing was serious. Teachers were always able to have a chance to talk, discuss and explain why they did it like that. It was not a monologue of the observer or supervisor but a fair conversation and the target was to help teachers perform better in the future. Like Reinhorn et al. (2016) explained, it was like an existing culture in the organization where helping each other to get improvement was one of daily practices. The supervisor in case study Two also mentioned the

same view. He also added that it would be easy that teachers had self-acknowledged about what they had done well and what they had not in their observations, then the feedback discussion would be easier. The supervisor in case study Two reported that sometimes the teachers came to his feedback session with completely different points with his, but they talked through after teachers explained and even argued a bit. Again, nothing was serious about this. Sometimes they had to compromise the issue by choosing the middle ground solution that satisfied both sides. Sometimes, the teachers were too emotional, then they should stop the conversation there and talk again when the supervisor found more evidence and how to persuade his teachers.

It was a face-to-face feedback section and it was a more effective conversation (Reinhorn et al., 2016). Teachers needed prompt feedback to get improvement and this needed to be agreed and satisfied by teachers. No teachers were perfect, even though they had had many years of teaching experience. The observers always could recognize weak points and strong points after the observations. It would be a smart choice for the supervisor to start the feedback section with the strong points. Moreover, it was not wise if in the feedback section the supervisor only picked out mistakes that that specific teacher had made during his observation (Edgington, 2016). This would develop “fear of shame” (Edgington, 2016) and teachers would try to refuse to listen or follow his observer’s instruction although they were useful. All interviewed teachers in this study did not mention about any uncomfortable feedback sessions they had had. This was proved through the real story research participants told that was presented in Results chapter, parts 6.5 in both case studies. The supervisor in both case studies also confirmed that most of their teachers were happy with the feedback they received. Some of the teachers was so enthusiastic that they put it into actions immediately in their next lesson and also proudly reported to their supervisor how successful it was and paid their appreciation.

Generally, interviewed teachers in this study were mostly satisfied with the feedback they received from their supervisors. They all reported that those were very useful for their development. Some of the teachers also showed

respect and appreciation to their supervisor in supporting them become better teachers. Teachers participated in Reinhorn's et al. (2016) study also showed the same positive responses on this.

7.6 Teacher's comment about the whole evaluation process

Most of teachers in this study said that they were not anxious in the observation process because the observer was the person they had known. They knew how useful he/ she would help them with the observations. They knew their supervisors had enough teaching experience and teaching qualification (According to my experience, working in an English language center as a Senior Academic manager assistant, an Academic Manager had to have at least 3 year English teaching experience and be holding a DELTA (Diploma in Teaching English to Speakers of Other Language)). Requirements for Senior teachers were a bit easier which did not need a DELTA. The academic manager in case study Two told me that he already had a DELTA certificate. The senior teacher in case study One did not specify this detail but according to the information he given, it seemed that he did not possess this high teaching qualification. This difference in teaching qualification of these two supervisors would be discuss more in part 7.7 (The implication of Educational Leadership). In addition, the supervisors in these two case studies had open office as the researcher reported in the general introduction. The relationship between the manager and his teachers was close. Teachers discussed with their manager freely and openly. They communicated with each other everyday. Edgington (2016) stated that the relationship between teachers and supervisor was very important in lessening the pressure in the observation process. The observed teacher's emotion depended quite significantly on this relationship. Due to this friendly relationship between teachers and supervisor in this study, teachers felt less anxious, worried or irritating when they were observed.

Haep et al, (2016) researched about external classroom observers. They found that teachers didn't like the idea that someone they had never known

(an external observer) came to their class for the observation and criticized about their teaching skills. Teachers felt uncomfortable and stressed, even furious and irritated. The same feeling was applied if they acknowledged that someone less teaching experience observed them and gave them feedback for their improvement. The supervisor in case study Two said that teachers would be unhappy if the Center Manager who did not have teaching experience and was only in charge of school business came and observed their class. Haep et al, (2016) also found that negative reactions toward outside observers in teacher evaluation process which was 41% whereas positive was 38% and 21% was neutral opinion. In their research, teachers felt unhappy about the evaluation process because it was assessed by an outsider and they felt like being judged. Teachers were scared of being observed by the external source. This study did not compare how teachers felt with their principal's observation and inspectors from outside but it seemed like they did not like being watched and criticized about their lesson from an outsider. Especially, it was more difficult for experience teachers who had many years teaching experience. It would be hard for them to even think about the result they would receive after the observation. What if for some reasons they did not do well in that specific observation (about 20 minutes) and the conclusion was that they were not good teachers while they had been receiving good feedback from their principals, students and parents for years (Haep et al, 2016). This study evaluation context was within the organization, no outsiders involved so all of the teachers were quite happy about the whole evaluation process. Half of the teachers interviewed reported that they found the evaluation was very useful. They knew that their supervisor had a lot of experience in teaching English than them. Also the supervisor possessed higher certificate in teaching English such as DELTA (Diploma in Teaching English to Speakers of Other Language) which usually teachers did not require to have. They believed their supervisor observed their lesson to help them, not try to find mistakes from them to fire them or punish them, so often teachers felt relaxed or they just taught like their normal class.

Some teachers felt nervous but just at the beginning of the lesson which they said that it was just normal, no big deal. In comparison to the feeling teachers in Haep's et al, (2016) study, teachers in this study did not feel stressed, anxious, irritated or worried about their evaluation. Edgington (2016) claimed that some teachers were positive about the observation because they loved their teaching, so they were happy to involve in the process in which they knew it was helpful for them. In his research, he also mentioned the negative opinion as well. Some teachers may not control themselves well enough and they were afraid that they would not perform as well as they normally did. One teacher in case study Two also indicated that he was rather worried that he did not do as well as his normal lesson.

Participants in Edgington's (2016) study showed that they did have pressure about the observation process. Not only nervous at the beginning of the observation only but anxious, worried and irritated in the whole evaluation process. Two of the participants in this study also had the same feeling. They said that the tension never left them in the whole assessment even though they knew that it was just for their improvement. In addition, participants in Edgington (2016) also felt like their private space was invaded by the observer even though the observer just sat there in a corner of the classroom. Participants in this study had different opinion about this. They did not feel any difference from with and without their supervisor sitting and watching them in their classroom. It was just something needed to be happened. One of the teachers reported that he had to predict the difficult circumstances may have happened in his class on the day of the observation in order to make sure everything would be alright. He did not mention that he felt uncomfortable in the presence of the observer. Participants in Edgington (2016) completely opposed classroom observation which was not the same opinion with participants in this study.

Teachers were usually already nervous about the observation. Their emotion would be even worse if the observer was so tensed in the observation. Therefore, teachers' reaction depended much on observer's habitus during their observation time. What did teachers feel when they saw someone sitting in their

classroom with a frowned and serious face? Certainly, they would be more stressed and uncomfortable. Teachers in this study said that their supervisor always made them feel like observation was just something good, not something they were scared of. The supervisors also affirmed that they tried to take it easy on observation with teachers, as much easy as possible so that it did not affect teacher's emotion during the observation as well as the whole evaluation process. Edgington (2016) added that if unexpected situation during observation that people could not control appeared, "feeling of shame" was developed. Teachers would feel more miserable if they didn't see any support from people around them (people around them in this case were their supervisor and their colleagues). If someone criticized about them or laughed at them because they did not perform well in their observation, it was a terrible feeling. Participants in Edgington (2016) cried after the observation. They just felt like they wanted to escape from their working environment because they were so ashamed. There was no report about shame or fear of being observed in this study.

7.7 The implication of educational leadership in teacher evaluation and teacher professional development

The results from two case studies showed that this organisation had an appropriate teacher evaluation system which includes clear purpose (professional development), criteria, procedure and useful feedback section to help teachers in their professional growth. All of the participants were satisfied with the whole process. The research questions were all answered. Although questions about leadership roles in the whole evaluation process had not been mentioned in research questions and interview questions, the roles of leadership in teacher evaluation was implied in the whole process of teacher evaluation. These roles were proven in the benefits teachers gained from the feedback and suggestions or advice from their supervisors. Therefore, the researcher would like to discuss about this point in this part.

Leadership played an essential role in teacher evaluation (Peterson & Peterson, 2016). Students expected to have good lessons with high qualified teachers; parents wished their children to obtain good outcomes from their lessons; teachers themselves wanted to receive good comments about their lessons. All of these desires were taken into account of the tasks of the principal of the school, a leader in an educational organization. In this current study, it was on the shoulder of the Academic Manager and Senior teacher. Managing well teacher evaluation process could lead all of stakeholders (students, parents and teachers) mentioned above to achieve their expected outcomes. Therefore, leadership was quite important in this evaluation process. (Peterson & Peterson, 2016)

The success of teacher evaluation depended on the leadership if the principal were trained well in the role of teacher evaluation (Peterson & Peterson, 2016). Observer should be trained properly for the evaluation (Edgington, 2016). The more firm expertise the supervisor possessed, the more fruitful advice and suggestion he could provide to teachers in this assessment process that original purpose was to support teachers with their teaching career (Martinez et al., 2016). This current study context was an English Language school, so there were not many expertise except for English teaching skill. Principals or supervisors in this case were experts in English language teaching who had been experienced teachers before being promoted to management level, so there was no doubt about their instructional leadership.

Both supervisors in two case studies possessed good English teaching skills in order to become good instructional leadership. However, if comparing two supervisors in two case studies, it seemed the supervisor 2 had more advantages due to his higher qualification (DELTA) and longer teaching experience and management. As a result, teachers in case study two were more satisfied with the evaluation process. One of the teachers in case study Two admitted that he really admired his manager. Even though he was also a tenure teacher, he always appreciated his supervisor advice and recommendation. Whenever he was in difficult situations, he approached his supervisor for help. In comparison to supervisor in case study Two, supervisor in case study One was quite new to

the position (8 months as senior teacher). He only conducted seven observations. He said that he needed to observe more so that he could be more effective with his job. Interviewed teachers in case study One did not specify the supervisor they talked about was the current supervisor or senior teacher. Although their responses about the evaluation process was also good, it seemed all of their observations they had had were not conducted by the new senior teacher who just conducted seven until that moment of the interview. They all were satisfied with the job their supervisor was doing and did not mention about the supervisor's inefficient feedback or something similar like that. Again, it might not be the outcome of new senior teacher's work. It might be the outcome of the previous academic manager who had had very good reputation before she resigned.

In summary, instructional leadership played a very important role in evaluation process (Rigby et al., 2017), especially in formative assessment and in giving feedback to help teachers improve their teaching skills (Edgington, 2016). All of the interviewed teachers in this study agreed that it would be more useful for them if they were observed by their managers or experienced teachers who had more teaching experience than them. One teacher in case study One argued that in his opinion, it was useless if the observer did not have many more teaching experience than him. Then he would feel uncomfortable if that person was in his class and criticized his lesson.

The supervisors in both case studies in this study were also happy about conducting the whole evaluation process. Supervisor in case study Two were really confident with his job as an academic manager. He stated that observation was one of the most interesting tasks in his job and he enjoyed doing it. He did not mention anything about the difficulty to fulfil his task and arrange time for observations. Although Peterson and Peterson (2016) also mentioned some difficulties that principals may encounter and it may conflict with their other roles, but if they had good time management, they could conduct teacher evaluation successfully. Reinhorn, Johnson and Simon (2017) also stated that some principals did not have enough time for classroom observations. The su-

pervisor in case study One also expressed the same opinion. Usually, in one English language center with more than 15 teachers, at least two supervisors (1 academic manager and one senior teacher) should be in duty. There had been an academic manager and one senior teacher in English language center in case study One. It was just happened that the academic manager just retired a few days ago before the interviews. That was why the supervisor in case study One mentioned that he did not have enough time to conduct the required number of observations for each of his teachers. If the academic manager was still in the position or they had a new replacement, perhaps the interviewed supervisor might have reported differently.

Collaborative leadership was also important in teacher evaluation particularly and in teacher professional development generally (Jäppinen & Ciussi, 2015). The supervisor in case study Two did mention about how he applied collaborative leadership in the process of teacher improvement. He organized teacher weekly meeting every Saturday. He asked teachers to take turn voluntarily to share their new useful techniques to their colleagues. He was really proud of his teachers when he shared about this experience. He was also impressed of how collaborative his teachers could be in his center. The researcher could not feel the same in the interview with the supervisor in case study One and he did not mention about collaborative leadership either. It seemed that he was completely by himself after the retirement of the previous academic manager. That was why he mentioned that he did not have enough time for his teachers specifically and for teacher evaluation in general.

In conclusion, instructional leadership was the most important element in teacher evaluation (formative assessment or professional development) in this study. Collaborative was also necessary that helped to reduce workload for the principals in the schools or the supervisors in the organizations (Jäppinen, Leclerc, & Tubin, 2015). The result from the current study also indicated these points beside the support of literature review.

8 LIMITATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

A good case study should be conducted with "extensive forms such as documents, records, interviews, observations and physical artifacts" (Creswell, 2007, p.121). This case study only based on interviews and field trip notes. Moreover, the number of participants were not many. It may provide more concrete evidence if all members of each English language center such as teachers, supervisors and students could have participated into this study and more forms of data were collected. This is one of the limitations of this study. Therefore, the first recommendation for further research is to apply a complete case study process.

Because this is a case study, so the result is only able to be considered within this organisational context (the English language school) (Creswell, 2007). It may be more interesting to conduct a broader study with different types of English language schools in Vietnam. As mentioned in chapter 2, there are a lot of English language schools in Vietnam with different background, teaching quality, facilities and tuition fee. This would be more fascinating to have a study about these different English language schools and compare them with each other. This is second limitation and recommendation.

Finally, there must be a reason of a sharp increase in number of English language schools in Vietnam. This might lead to a question if there has been any problem with teaching quality in government public schools in Vietnam (Lam, 2011; Le, 2011). It seems that not only teacher evaluation but many other services and management system of an international English language school is more organised and systemed reasonably than a public school. A study to compare teacher evaluation or how the educational organisation promote teacher professional development between an English language center and a public school would be very intriguing.

9 CONCLUSION

The findings of the study implies that formative teacher evaluation is for the purpose of teacher professional development. Especially, these case studies show that in this organisation, classroom observation is used as a core method to evaluate teachers and from that provides them essential assistance for their advancement. Self-evaluation is also used in one of two case studies. Still it is not the main method but it gives more evidence for the evaluation, so it is good if it is applied alongside with classroom observation and can be considered as a stage of the evaluation process (Danielson & McGreal, 2000). However, it does not affect much to the assessment as it has not applied in case study One but teachers in case study One are still satisfied with the evaluation process.

In addition, the findings also show that this organisation (through two researched English language centers) does have a clear system of teacher evaluation such as a set of criteria, a procedure of how to implement a classroom observation, what teachers get after the observations and what their responses of the whole evaluation process. The study also finds out unexpected and useful result of educational leadership in teacher evaluation process. Instructional leadership is the focal element which can lead a success of the whole process (Rigby et al, 2017). Another new finding is that the influence of the relationship between teachers and their supervisor. It is not analysed detailed and separately but included into part 7.6 *Teacher's comments about the whole evaluation process* that the relationship between teachers and their supervisor also affects the evaluation process indirectly. That would lesson stress or put more pressure on teachers in their evaluation process (Edington, 2016).

Teacher evaluation is not a small topic. This study is implemented in a small scale but its findings have answered all of its research questions in chapter 4. English language teaching in Vietnam has been increased and become popular. However, educational researches about this topic is limited.

Therefore, the recommendation is to have more researches in this field in Vietnamese context in order to build up a better picture for Vietnamese educational system.

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APPENDIXES

Appendix 1: Interview Questions

Questions for interview Teacher's supervisor

Could you please state your name and indicate that you give your permission for me to use the interview in my master's thesis research? Neither your real name nor the school's name will be used in the data.

How many years do you work as a teacher's supervisor?

How long have you been teacher's supervisor at this school?

Have you ever conducted any teacher's evaluation since you worked at Apollo or anywhere else?

If you have been conducted teacher's evaluation,

1. Do you have any criteria for the teacher's evaluation?
2. What are they?
3. What are the purposes of the evaluation?
4. Is there any procedure in teacher's evaluation?
5. How often are teachers being evaluated?
6. What methods are being use?
7. What do teachers think about the evaluation? Please describe their feeling and their opinion during the evaluation process.

If you have never conducted any teacher's evaluation,

1. What do you think about teacher's evaluation?
2. Do you want to have an evaluation for teachers? Why?
3. If there are no criteria, what criteria do you suggest?
4. Do you think it is important to have a teacher's evaluation? Why or Why not?
5. In your opinion, what purposes of the evaluation are?
6. What do you think about a procedure of this evaluation? Do you think it is necessary? Why or why not?

7. Do you want to share your opinion in order to develop a procedure of teacher's evaluation?
8. What do you suggest in order to help teachers feeling comfortable during the evaluation if any?

Interview questions for Teachers

What's your name?

How long have you been teaching for this school?

Have you ever been evaluated while you are working at this school or elsewhere?

If yes, what do you think about this evaluation?

1. Are you informed about this evaluation?
2. Does your supervisor inform you about the purpose of this evaluation?
3. What are the purposes of the evaluation in your opinion?
4. Do you think one of the purposes of this evaluation is for your teaching professional development? If yes, how? If no, why do you think it is not for the purpose of your teaching professional development?
5. Do they evaluate you through a set of criteria? Have you informed about these criteria?
6. What do you think about these criteria? Do you think it is good? Why or why not?
7. Does the evaluation go through a process? If yes, please describe the process you have been experienced.
8. What do you think about this process?
9. How do you feel during the evaluation process?
10. Do you have any recommendation in order to improve this process?

If you have never been assessed before,

1. What do you think about teacher's evaluation?
2. Do you think it is necessary? Why or why not?
3. Do you think the supervisor should inform teachers in advance about the evaluation? Why or why not?

4. What purposes of the evaluation would be? Should one of the purposes be for professional development? Why or why not?
5. Do you think there should be a set of criteria ready for the evaluation? Why or why not? What are they?
6. Should teachers be informed in advance what criteria they are going to be evaluated about? Why or why not?
7. Should there be an evaluation process for both teachers and teacher's supervisor to follow?
8. Could you please recommend a good process you could think of?
9. Imagine you are being evaluated through this process you recommended above, how do you feel during this process? Why do you feel like that?

Appendix 2: Permission letter / Content letter

Dear Sir/Madam,

My name is Chi Tran, a Master's degree student in Educational Leadership at University of Jyväskylä, Finland. I am also an intern as Centre Manager at Apollo, Vietnam. Currently, I am conducting a research of Teacher's Evaluation and Teacher professional Development - a case study in an International Language Centre in Vietnam. The purpose for this research is to collect data for my Master's thesis. My plan is to interview 3-5 Educational Leaders or Teacher's Supervisors and 5-7 teachers.

An interview will last around 40 minutes. I will consult you beforehand if you allow me to take the notes and record the interview. I assure you that your answers are used only for research purpose and your name will remain anonymous in this study.

I kindly ask that you give your permission to use the interview in my research by signing the form below. The interviews (tapes and transcripts) will remain in my possession for 2 years, after which I will delete them.

Your participation is highly appreciated. Thank you so much for your participation!

Sincerely,

Chi Tran

chtran@student.jyu.fi

Department of Educational Leadership

University of Jyväskylä

I have been informed of the purpose and content of the research and the use of its research materials. I can withdraw from the research or refuse to participate in the study any time. I give my consent that my interview will be audio recorded and that the interview the data will be used in confidence so that my identity will be known only to the researcher.

Name

Date and Place