

**ROLE OF CLASS OBSERVATION TECHNIQUE IN  
TEACHER'S DEVELOPMENT**

**A Thesis Submitted to the Department of English Education in  
Partial Fulfillment for the Master Degree of Education in English**

**Submitted by  
Bharat Kumar Chand**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu Nepal**

**2013**

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## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2013 July 24

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Mr. Bharat Kumar Chand has prepared this thesis entitled **Role of Classroom Observation Technique in Teachers' Development** Under my guidance and supervision.

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# DEDICATION

Dedicated  
To  
My Parents and Teachers

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Bharat Kumar Chand

## **ABSTRACT**

This research study entitled “roles of Classroom Observation Technique in Teachers’ Development” aimed at identifying actual Roles, ideas, and nature of feedback from the observation given by the master teachers and supervisors. The researcher collected the data both form primary and secondary sources. The researcher selected the twenty government aided schools located in Salyan district. Forty English teachers teaching at lower secondary level were selected for the observation through checklist. The researcher followed the qualitative approach for the in-depth study to find out the actual situation of English classroom and teaching ways of teachers. Hence, analysis and interpretation of data is done through the process of content analysis but quantification is also done to the frequent activities of teachers. This concludes that classroom observation is that strong means of feedback through which teachers’ professional development is possible. It has considered that class observation has great influence in improving the week classroom teaching. It functions as mini-training for the teachers. While observing their classes it was found that large number of teachers was unsuccessful to do the Roleive teaching at while teaching stage as they had no idea to make the students participate, to use student centered method and to use authentic material. But after giving them feedback and motivation this rate was decreased.

This research work encompasses four chapters. The first chapter deals with introduction which comprises background of study, review of related literature, objectives and significance of the study. The second part deals with the methodology section, main governing part of research. It includes the methodological considerations which reveals direction and builds the ground for the study, sources of data, tools for data, data collection procedures and limitation of study. Similarly, third chapter includes the analysis and interpretation of the data. The available data from the different sources and tools were analyzed and interpreted under the separate headings. Then, findings were deduced. The forth chapter presents the finding and recommendations. The final section ends with references and appendices used in the research.

# TABLE OF CONTENT

	<b>Page</b>
<b>Declaration</b>	<b>i</b>
<b>Recommendation for Acceptance</b>	<b>ii</b>
<b>Recommendation for Evaluation</b>	<b>iii</b>
<b>Evaluation and Approval</b>	<b>iv</b>
<b>Dedication</b>	<b>v</b>
<b>Acknowledgements</b>	<b>vi</b>
<b>Abstract</b>	<b>viii</b>
<b>Table of contents</b>	<b>ix</b>
<b>List of Abbreviations and Symbols</b>	<b>xii</b>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.1 Background of the Study	1
1.1.1 English Language Teaching	2
1.1.2 Teaching Language as a Profession	4
1.1.2.1. Role of Class observation in English Language Teaching	5
Pre-observation	7
While-observation	7
Post-observation	7
1.2 Review of Related Literature	12
1.3 Objectives of this Study	14
1.4 Significance of the study	15
<b>CHAPTER TWO: METHODOLOGY</b>	<b>17</b>
2.1 Research Design	17
2.1.1 Sources of Data	18
2.1.2.1 Primary Sources of Data	18
2.1.2.2 Secondary Sources of Data	18

2.2. Tools for data collection	18
2.2.1 Process of Data collection	18
2.2.3 Delimitations of the Study	19
<b>CHAPTER THREE :ANALYSIS AND INTERPRETATION</b>	<b>21</b>
3.1 Analysis and Interpretation of Data obtained from Observation	21
3.1.1 Less Frequently Occurred Activities before Feedback	21
3.1.2 Feedback Provided by the Observer	23
3.1.3 Frequently Occurred Activities After feedback	24
3.2. Analysis and Interpretation of the Data Obtained From Questionnaires	27
3.2.1 Key Point: Class observation includes all the elements of teaching through supervision	27
3.2.2 Key Point: The assignment of different talks to different students and group division was the good way to control the class	28
3.2.3 Key point: Different Methods Address the Different Desires of students	28
3.2.4 Key point: Teachers are suggested to use locally available materials	29
3.2.5 Key Point: communicative method should essentially be used instead of GT method	29
3.2.6 Key Point: Teacher changed their teaching style after being observed	30
3.2.7. Key Point: Descriptive Teachers are more Roleive than Talkative	30
3.3 Analysis and interpretation of the data from the questions with class teacher	31
3.3.1 Key points: Observation of Supervisor Run by Authority not by friendly inenvironment	31
3.3.2 Key Point: Observation helps the teacher to do inclusive teaching	32

3.3.3 Key point: Feedback after observation focuses the teacher to be creative	32
3.3.4. Key Point: Supervisor’s Counseling Through Observation Develops the Qualification of Teachers	33
3.3.5 Key Point: Most of the teachers feel to be improved themselves after being observed	33
3.4 Conclusion	34
<b>CHAPTER FOUR: FINDING AND RECCOMMENDATIONS</b>	<b>36</b>
4.1 Findings	36
4.2 Recommendations	39
References	
Appendices I	
Appendices II	
Appendices III	

## LIST OF ABBREVIATIONS AND SYMBOLS

T.U.	Tribhuban University
BC	Before Christ
AD	Anno domini
e.g.	For Example (Exemplia Gratia)
p.	page
pp	pages
i.e.	Idest (Latin for 'that is')
I bid	Ibidem (=Latin for 'in the same place')
etc.	Etcetera (= and other similar things)
etal	et alii (=and other people)
Ed	Edited
Elt	English language teaching
EFL	English as a foreign language
ESL	English as a second language
NELTA	Nepal English language teachers Association
M.Ed.	Master of Education
M. Phil	Master of Philosophy
PhD.	Doctor of Philosophy
Prof.	Professor
RP	Resource Person
SS	School Supervisor
SS1	School Supervisor1
SS2	School Supervisor2
SS3	School Supervisor3
T1	Teacher 1
T2	Teacher 2
T3	Teacher 3
T4	Teacher 4

T5	Teacher 5
SN	Serial Number
COP	Cambridge University Press
OUP	Oxford University Press
VOL.	Volume
UK	United Kingdom
USA	United States of America