

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter begins with the background study of the research. It, then, attempts to describe language as a profession and English language teaching in turn. After that it deals with one of the most noticeable aspects of the study i.e. Roles of classroom observation technique in teacher development. Furthermore, it strives to problem into the previous studies done in the related field. It also points out the objectives of the study. Finally, it ends with the significance of the study.

### **1.1 Background of the Study**

Education is the product of human intellectual capacity and generative faculty of mind. It always guides the man to the positive ways of life. Aristotle (384-322BC) also puts the similar opinion. What he says is 'education is the creation of a sound mind is sound body. Education evolved in the verge of human civilization in the ancient Greece in about 400 BC (as cited in Shand, 2003, p.9). After that it developed in the different modes of human development and has approached in today's form. Education is the multi-functional tool of human development by which all round development of a person is possible. In this regard, empiricist philosopher, John Locke (1632-1704AD) opines that 'plants are developed by cultivation men by education'. Human being is endowed with unique property of language, so is able to acquire education. Language is such entity through which we express our thoughts, feelings, emotions, desires and inherent needs (as cited in Chomsky, 1957, p.4). It is safe means of communication and social interaction.

Teaching is a process in helping somebody's learning by giving information. Teaching offers bright, intellectual and social challenging of the job. Brown (1994) defines teaching as "showing or helping someone to learn how to do

something, giving- instructions, guiding in the study of something, providing with knowledge, causing to know or understand" (p.7). Similarly, according to Sthapit (2000) "The objective of teaching thing is to help the learners in learning it. Teaching therefore, should be geared to facilitating learning on the part of learners this is true of language teaching as well" (p.1). Likewise, Gage (1984, p.6) describes the art of teaching as "an instrumental or practical art, teaching is something that departs from recipes, formulas or algorithms" (As cited in Arends, 2001, p.4).

After the analysis of the above mentioned paragraph, we can conclude that language functions as an input, teaching a process and to gain education an output, hence, these terms build a system. Teaching and learning activity as being social interaction process, teacher and learners play their own roles. But class observation plays a vital role in the English language teaching.

### **1.1.1 English Language Teaching**

English has been widely used as a lingua franca round the world today. Since the concept of global village is developing, it has been a means of survival skill and a versatile tool of social bond of people at every corner of the globe. English is taught as a second or foreign language almost all the countries of the world nowadays. There is a penetrating role of English in every sector of today's society.

Phillipson (1992, p.28) and Pennywok (1994, p.13) state "Not everyone sees the growth of English as a benign or even desirable phenomenon. Many people worry about what it means for the cultures and languages it comes into contact seeing its teaching as a form of cultural or linguistic imperialism" (as cited in Harmer, 2007, p.16). Focusing on the globalization of the English language, Burchfield (1985, p.4) mentions;

English has become a lingua franca to the point that any literate, educated person on the face of the globe is in a very real sense deprived. If he doesn't

know English, poverty, famine and disease are instantly recognized as the cruelest and least excusable forms of deprivation. Linguistic deprivation is less easily noticed condition.

A similar opinion is expressed by Mishra (1993, p.4) “English today isn't only the window of the world, but the door to success, social power and Prestige”. Howatt (1997, p.8) argues that during the first half of the twentieth century, the teaching of English as a foreign language emerged as an autonomous profession. The intellectual foundations for this autonomy rested on the fusion of the two reforming traditions inherited from the previous century: the applied linguistic approach of the Reform Movement and the monolingual methodology of the direct method.

In the context of Nepal, the history of English can be traced back to the formal schooling program i.e. in the first decade of Rana Regime. Awasthi (2003, p.13) mentions "English entered in Nepalese education in 1854 when the Rana Prime-minister Jung Bahadur opened a high school in Kathmandu". However, it was not introduced in the higher education until 1918 Tri-Chandra collage, First collage in the Kingdom was established.

The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System plan (NESP).

In our country, education system is continuously over affected by the different Seasonal commissions, committee, their reports, political issue, economical condition and government policies it took. Nowadays, English is thought as a compulsory subject from the grade one in government aided schools as well. Almost fifty percent of schools both private and public together use English. It is as a medium of instruction. As students can earn university degree in specialization in the English language, ELT is developing as a profession. Khaniya (2006, p.10) states that professional is he who performs tasks evolving not only skills and knowledge but also expertise.

English teachers are principals, professionals because their responsibility is not confined only to perform tasks like a technician but it also involves responsibility for explaining why some things work. For the upliftment of society and for the promotion of professional growth English teacher should cope with new techniques and principles of language teaching according to the changing winds and shifting sands of language teaching.

### **1.1.2 Teaching Language as a Profession**

In a layman sense, language teaching generally means teaching about language in the classroom. In fact, language teaching isn't continued within the four walls of a classroom. Its coverage is much wider. In particular, language refers to teaching to use language, especially second language.

Stern (1991, p.5) defines language teaching as “The activities which are intended to bring about language learning”. He further analyzes that language teaching is more widely interpreted than instructing a language class. Stern (i bid) writes.

Since language teaching is defined as “activities intended to bring about language learning”. A theory of language teaching always implies the concepts of language learning. In a given theory concepts of learner and learning may not be made explicit or they may be misguided, too rigid, too limited, too demanding or they may fail in other ways to do justice to the learners or the learning process. But it is hardly possible to visualize a language a teaching theory which isn't also a theory of language learning. A good language teaching theory would meet the conditions and needs of learners in the best possible way (p.21).

Professionalism is the recombination of all the qualities that are connected with trained and skilled people. Though language teaching commenced its journey in Athens and Sparta in ancient Greece, it had to wait long to flourish as an established profession. From the mid-1980, teaching profession has begun to codify the knowledge base too professional practice and standards for the work of partitions. Professional development, in a board sense, refers to the development of a person’s professional role. More specially, Glatthorn

(1995,p.41) says "Teacher development is the professional growth a teacher achieves as a result of gaining increased experiences and examining his/ her teaching systematically" ( as cited in Remers 2003, p.11). Richard and Rodgers (2001, p.7) mention that “Language teaching came into its own as a profession in the twentieth century”. They contend ahead that language teaching in the twentieth century was characterized by frequent change and innovation or the development of sometime competing language teaching ideologies.

Hoyle (1995, p.3) writes “There have been debates over the years and throughout nations as to whether teachers are professional as opposed to mere 'Workers' and whether teaching is a profession and not just as occupation” (as cited in Reimers 2003, p.33). Her father presents the helpful analysis of teaching based on five criteria used to define a 'profession'. These are social functions, knowledge, practitioner autonomy, collective autonomy and professional value.

Due to the advancement of technology language teaching is continually exploring new options for addressing the basic issues and the effectiveness of different instructional methods and strategies in the classroom stern (1991, p.8) argues that language teachers are more than other professionals- fine that they are constantly bombarded from all sides with a surfeit of information, prescriptions, directions, advices, suggestions, innovations, research results and what support to be scientific evidence (as cited in Cohen and Manion , 2000, p.8).

#### **1.1.2.1. Role of Class observation in English Language Teaching**

The concise oxford Dictionary (1982) defines observation as an action of watching something carefully to notice things. And the classroom observation is a process of watching carefully to the overall management and activities of teachers while running class (Harmer, 2008, p.11).

The term 'Role' generally means one's duty or responsibility in particular situation. In other words, role is an actor's part and one’s function.

Observation of master is one of the best ways to acquire and refine the student teacher's skills and knowledge. Richards and Rodger (2001) argue that a beginning teacher can learn through observation about how successful teachers put theory into practice (p.21).

Generally master teachers, supervisor, professors and subject expert are the observers of classroom where they provide authentic knowledge and information for the improvement of weaknesses and mistakes committed by the class teachers. In this regard, Bailey (2006) states "The observation task will be far better especially for the beginning teaching who continuously show their erroneous teaching style, then the supervisor tries to make him effective and artistic" (p.10).

Roberts (1998, p.5) reports that observation is a vital part of teacher education consisting of two kinds of knowledge: received knowledge and experimental knowledge. He further argues that received knowledge is the knowledge that the trainee gains through the professional actions and the experimental knowledge which is received through the experience of professional Journey.

Schon 1983, p. 31) opines "The received knowledge consists of data, fact and theories often related to some kinds of instructional research. So, factual report and data of investigation are reflected in the improvement and reconstruction of new methodology".

It unstills growth by providing both an honest and fair feedback method for the teacher. According to Richard (2001, p. 19) there are certain facts of classroom observation that have been presented here.

- ) Observation helps teachers become better teachers.
- ) Observation must be fair, ongoing and meaningful.
- ) Standards are high and attainable over times.
- ) Observation participants must be brutally honest and open with other.

Cagon (1980, p.30) defined the clinical class observation which is more specific and emphasizing on the minor in class events occurring in classes among the teachers, students and materials. According to him, observation diagnoses all the minor mistakes of teacher through the clinical methodology. He has further stated about the stages of observation.

### **Pre-observation**

In order to facilitate the observation process the administrator and teacher will meet sometimes before the lesson and occurs. They will discuss about the particular lesson and possible difficulties that will occur during the teaching.

This stage is essential to be absolutely prepared for certain objectives, collection of materials and their use. Administrator will be known about the methodology that will be used to cover it and objective must be clear. All the information will be at the fore forth of administrator's mind.

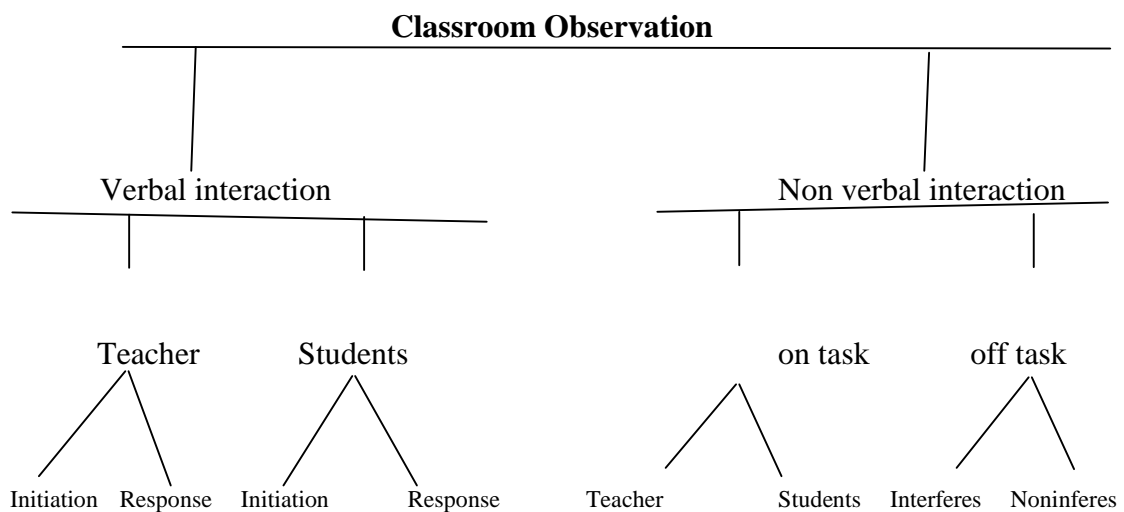
### **While observation**

This is actual evaluation process which is extremely valuable to education. According to (Gold Harmer, 2004, p.5) "This is the purposeful and micro observation process that use the actual presentation based on the reality". Administrator collects the data on the basis of teacher's lesson planning, classroom management, achievement of instructional objectives and use of materials. Conference observation is necessary for decision making, giving guidance and advices to the teachers to eradicate his all weakness.

### **Post Observation**

At this stage, the administrator documents the activities that occurred in actual teaching. The administrator now can begin the write up process. He will reflect on the lesson via-the notes that were taken and developed the lists of teacher's strengths and weaknesses. The teacher and administrator will organize meeting once again to provide with feedback for the improvement. These suggestions and guidance are vital for helping the teacher to overcome obstacles as well as to

make teaching better, meaningful, attainable, fair and standard etc. Krajewski (1994, p.3) argues that observation is nothing more than the analysis of psychological modeling taking place among the teachers and students keeping teaching variables in the mind. Classroom teaching has possessed logical, artistic, verbal activities that all of these aspects should interactively be checked. Anderson (2005, p.4) states “There are three dimensional variable process of observation that makes up the complete structure of effective teaching”. He has presented these elements in the following diagram,

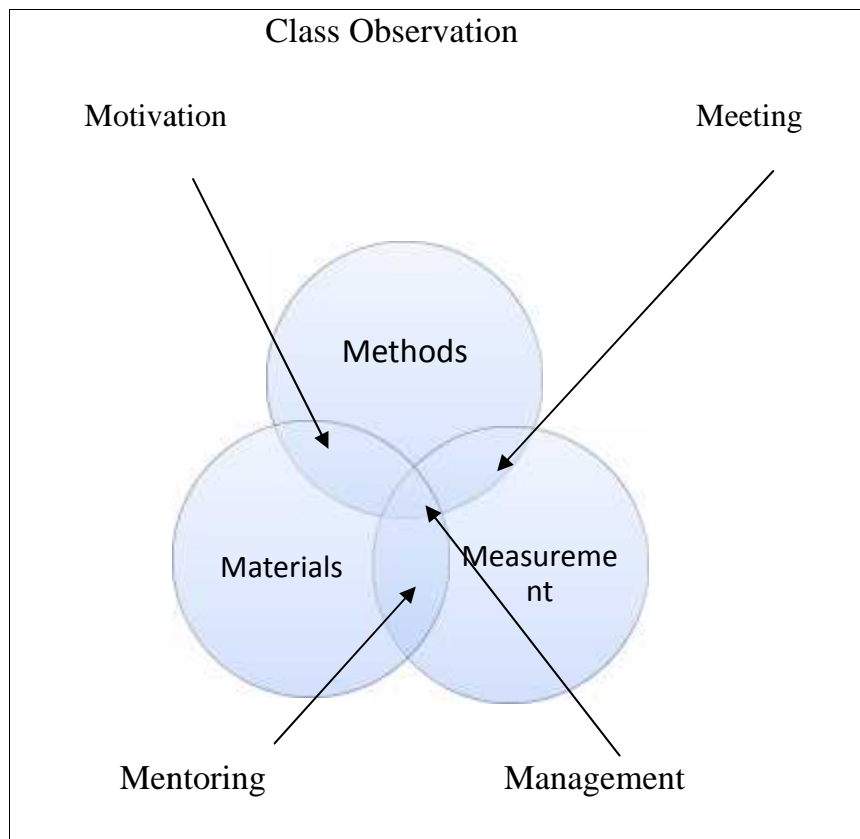


Thus, the supervisor collects the every points of interaction of classroom as it is the psychological modeling in terms of direct human behaviors. The relationship between teacher students response, initiation inferences non interferences are studied under the verbal interaction and nonverbal interaction respectively by the observer/supervisor.

Agrawal (2041, p.17) states about tabulated observation and invented observation. He argues that observation shouldn't be haphazard and careless. So, observer should tabulate the every programmes systematically to be completed at fix duration. On the other lands, If the stakeholders of the schools argue about the supervision of school especially the head master should innate the supervision to school through letter. In this way invented observation becomes more respectful instructional leadership.



He has further reported about the role of class observation by the following diagram,



From the above diagram, it is clear that the classroom observation consists of ‘7 Ms’ elements out of which management is a main and common element under which other six are associated. In other words, the term ‘management’ includes motivation, materials, meeting, method, measurement and mentoring and as a whole class observation contributes to the betterment of teachers’ professionalism. The brief introductory roles of above elements are given as follows:

- a- Management: Adhikari (2007, p.18) argues “It is the central point of classroom observation in language teaching because it incorporates arrangement of materials, sitting of students, environment of class place to move for teachers. Setting blackboard, and distance between teacher and students”. The supervisor carefully checks the management of classroom while observing. It is therefore a leading factor upon which other depends on.

- b- Materials: The classroom observation focuses on the next important aspect of teaching that is materials. In this regard, Bailey (2005, p.8) says “Language teaching becomes effective and realistic only when the teacher uses the relevant teaching aids”. The aids will audio, visual and both audio-visuals. Supplementary materials and text materials both are necessary in English language teaching. The supervisor looks at the materials as a component of observation.
- c- Method: The exact way of teaching or how to teach. In other words orderly presentation of grammatical items is a method. Whether the teacher has used teacher centered method or students centered. The method is based on which approach of what kinds of philosophy, the supervisor checks and suggests Holden, (1994, p.14 Cited in Patton 2002, p. 3).
- d- Motivation: The role of classroom is a motivation as it is related to the psychological ground of students. Agrawal (2041, p.9) says “The students never become ready to learn and can’t digest the knowledge imparted by the teacher on the absence of motivation”. Both intrinsic and extrinsic motivation should be given to the students. If the teacher is unable to create the environment in the classroom the supervisor/observer trains him. Therefore, observation tries to develop the teacher’s capacity that would make the learner motivated towards his teaching.
- e- Meeting: Both teacher and supervisor should conduct the meeting before the observation and after observation. According to Mills (2005, p.15) “The meeting before the observation is centered to the planning of teaching and the meeting after the observation focus on the feedback to the teachers”. So, class observation plays role in the preparation of teacher and in his improvement through feedback provided by the supervisor.

- f- Mentoring: Wright (1987, p.2) argues “Not only the supervisor observes the teachers’ class but the senior teacher of related subject can also observes the class of junior one and gives the counseling and suggestions is called mentoring". The mentoring is impossible if the senior teacher doesn’t observe the class of junior. That's why observation is also an activity of mentoring.
- g- Measurement: Measurement is directly associated with the evaluation of students achievement. Khaniya (2007, p. 16) opines “It deals with the types of evaluation of students. Class observer checks about how the teacher judges his student s after teaching the particular lesson”.

In the above mentioned paragraphs, different scholars have expressed different views and opinions but more similar view is that classroom observation is an assistance to make the teacher’s teaching style effective, model and purposeful in order to achieve the educational goals. Successful teachers always try to adopt the innovative techniques, method and approaches through their supervisors.

## **1.2 Review of Related Literature**

While reviewing the related literatures concerned to my present research several researches have been carried in the Department of English Education, T.U., Kirtipur. Those researches seemed more helpful for my research. Different researches of different subject area were seen there but while studying them deeply, I found them more valuable sources of my present research “Roles of Classroom Observation Technique in Teachers Development”.

Wright (1987) conducted a research “On collaborative activity in language learning”. His main objective was to find out role of collaboration in language learning. He used questionnaire and observation tools and found that both

teachers and students might have the problem of psychology, shyness, nervousness, sweaty face are the factors that Hinder the teacher's actual teaching skill. So, while observing the class, observer should present himself decoratively and friendly with teachers

Samadarsi (1988) conducted a research on "A study on the expected classroom behaviors of trained English Teachers". His main focus was to examine the classroom behaviors of trained teachers. He used checklist and interview as the tools and found that large number of teacher's behavior was like the untrained teachers because of their negligence and feeling of anti-professional. But the role of class observation is centered to language teaching.

Reimers (1991) carried a research "On role of teachers in terms of social background". He used interview as a tool elicit the data. His main purpose was to find out the role of teacher according to the environment of society and found that role of the teachers are culturally and socially embedded, and the supervisors is the key person to find out his social and cultural background through the use of different workshops, meetings and instructional programs. The role observation is to investigate the real conception of teaching that prevalent in their societies.

Spratt (1995) carried out a research entitled "On role of teacher in language learning classroom". His main aim was to find out role of teachers. He used checklist and questionnaire as the tool of data collection. And he found that success in language teaching depends not only on the teacher but also on class observation and management as a part of supervision that can reveal different mechanics of the lesson efficiency and to choose the content that will increase both teachers' and students' motivation and perception regular observation is essential.

Sowdon (2001) conducted a research "On comprised classroom having different challenges". His main objective was to find out the nature of students in overcrowded class and he used observation and questions as the tool to collect

data. He found that the motivation is an important way of facing challenges occurring from overcrowded groups of students who have never seen the supervisor checking student's activities. So, class observation helps teacher to be the challenge facers.

Adhikari (2006) conducted a research "On school supervision process". His main purpose of research was to find out the role of supervisions. He used questionnaires and observation checklist as the tool for data collection and found that supervision is the way of bringing innovation and technology in the class room through the orientation and training of teachers. Observation is also a mini training for teachers. If the supervisor demonstrates the model lesson with the use of innovated devices.

Neupane (2007) carried out a research on "An analysis of classroom discourse". His main purpose was to find out the nature of discourse performed by the teacher and students in the language classroom. He used observation tool to collect the data and found that no any schools in Nepal emphasized on discourse skill due to the lack of authentic materials. So, classroom discourse was impossible without the authentic materials that the students use in classroom.

In the same way, Thani (2008) conducted a research on "Classroom management of English teachers". His main purpose was to find out ways of managing class, settlement of students and arrangement of materials. He used questionnaire and observation checklist as the tools to elicit the data and found that class teacher is chief manager of class. Successful language teaching can take place only after the class is well managed and materials well-constructed otherwise any endeavors of teachers will be worthless.

Ghimire (2010) carried out a research on "Roles of teacher in English language classroom". His study was limited to seek the role and responsibility of English teacher towards English classroom. He used questionnaire and checklist for collecting data. He found that the teacher has dominant role in the class while using GT method but while using communicative method, he became passive

and unable.

Khadka (2010) carried out a research entitled “Classroom observation of trained teacher at secondary level”. He was conducted on the performance of only trained teacher at secondary level. He used observation checklist and questionnaire to collect the data and he found that only the few teachers applied their skills that they have. But the system of motivation was seen satisfied.

Although, a number of researches have been carried out on the other elements of classroom, no research has been carried out on the classroom observation technique. It aims to implement the things obtained from observation, so it is progress oriented study towards inabilities of English teacher. Actually, it doesn't study the single aspect of class but it studies all rounding component required for better classroom management, as well as for teacher orientation through the feedback. Thus, the present research aims at enriching the performative competence of language teaching especially in lower secondary level. I have carried out this research and used checklist and interview as the tools for data collection.

### **1.3 Objectives of this Study**

The objectives of this study were as follows:

- i) To find out the roles of classroom observation technique in teacher's development.
- ii) To compare the teaching capabilities of teacher before class observation and after class observation.
- iii) To suggest some pedagogical implications.

### **1.4 Significance of the study**

This study will be significant to the students, teachers and supervisor who are the stakeholders of teaching is lower secondary level. It will function as a means for the reformation of teacher's all rounding personality and for the satisfied

management of class implementing suggestions and feedback gained from the study. It will help the supervision about how to supervise the teachers effectively. This study intends to see the teachers' teaching style, strategies with reliable and contextual materials etc. So, my study will help to make teaching effective purposeful and autonomous. The students will get more advantages to be taught. It will further help to maintain the balance between the real-psychology of students and teaching methods.

The findings of my research will be applied in actual English language teaching system as it attempted to find the use of materials and motivation in the classroom. The supervisors who can't offer the high professionalism to the beginning teachers can follow the activities and suggestions obtained from this study. The supervisors need to be democratic rather than authoritarian. This study will help them to bring innovation to the classroom as it proved that class observation is a system of mini-training for the teachers. Some of the teachers having week qualification will use the strategies of teaching and materials found from my research.

Thus, the finding of study will be beneficial for course designers, feedback writers and material producers. They can design the course and materials according to the situation and suggestion come from study. Furthermore it will be helpful for teacher trainers, subject expert and all the supervising agencies associated to the teaching field. Finally, this study cultivates the concept and points out the direction for those who want to carry out the qualitative research in the days to come though it isn't completely enclosed with the qualitative frame.

## **CHAPTER TWO**

### **METHODOLOGY**

This chapter comprises methodological consideration of the research as it is grounded on qualitative approach. It attempts to present the process how the research works directed the expected objectives.

#### **2.1 Research Design**

My research study was based on survey research design. Survey research refers to a kind of research which studies a large and small population or universe by selecting and studying sample chosen from the population to discover relative incidence, distribution and interrelationship of social and psychological variables. According to Nunan (1992, p140), the main purpose of a survey is to obtain a snapshot of condition, attitudes and events at a single point of time. Data in a survey research is collected only at a single point of time aiming to obtain an overview of a phenomenon, event, issue or situation as it is the cross-sectional study.

Educational survey addresses the educational problems and generalizes its findings on the basis of representative sample of a specified target population. Survey research in education passes through a series of steps similar to those for other type of education research. So far as the research tradition and procedures followed by the Department of English Education, T.U. is concerned, we can put the following fourteen steps as the research procedures.

- ) Identifying the problem / framing the topic.
- ) Specifying objectives.
- ) Explaining the theoretical knowledge.
- ) Writing research proposal and preparing tools.
- ) Piloting the research tools.
- ) Field visit.
- ) Contracting the selected institutions and authorities to establish rapport



with them.

- ) Requesting the authority for the permission to conduct research.
- ) Requesting for the list of informants, if permission is granted.
- ) Sampling the required number of information.
- ) Fixing the time for data collection.
- ) Eliciting the required data.
- ) Analysis, interpretation and presentation of data.

### **2.1.1. Sources of Data**

The study of my research had been based on the two kinds of sources primary sources and secondary sources.

#### **2.1.2.1 Primary Sources of Data**

As the primary source I selected forty English teachers, five school supervisors and three RPs. of Salyan district. I got the first hand data from them.

#### **2.1.2.2 Secondary Sources of Data**

For the secondary sources of data of this research work, I consulted many books like Wright (1987), Harmer (2008), Awasthi (2009), Annual journal report NCED (2012), Sharma (2008), and NCED (2012). Additionally I consulted some reports of RCs (Research Center) and, model class show, etc.

## **2.2. Tools for data collection**

I collected the data and field information using mainly two tools. Participate observation checklist and questionnaires. I used checklist for class teachers and questionnaires with school supervisors, RPs and class teachers. I observed the overall activities of English teachers and collected the viewpoints of school supervisors.

### **2.2.1 Process of Data collection**

For the best investigation of my research work I followed some procedures to collect the primary data.

- ) Firstly, I prepared the research tools then; I went to selected schools

and built a report with the concerned people and teachers.

- ) Then, I told the purpose of my study to the concerned teachers and requested for the lists of names of the teachers teaching in lower secondary level.
- ) I selected the twenty schools for forty teachers.
- ) After that I met them one by one and established report with my research aims.
- ) I gave them the fixed day to observe their classes.
- ) I observed the classes according to our previous agreement and collected the data using my checklist.
- ) After finishing the classes, again, I met them and provided them appropriate and necessary feedback and suggestions to their weak points.
- ) After, five days, again I observed the same teachers classes with the same tool checklist.
- ) Second time, I collected data.
- ) Finally I met the school supervisors and RPs. With questionnaires. They provided me with important information and analyzed the data.

### **2.2.3 Delimitations of the Study**

This study had the following limitations.

- ) This study was limited to the forty teachers of twenty schools.
- ) This study was limited 3 VDCs areas of Salyan.
- ) It was limited to the teachers up to grade eight.
- ) It was limited to the classroom setting of second language learning.

) It was limited to the class observation of English language teacher.

) It was limited to English teacher's performance.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

The chapter attempts to present the analysis and interpretation of data had been gathered from the multiple research tools. Analysis and interpretation of data seemed to be worthy in research work through which findings are deduced.

In order to gather the required data for the study, I chiefly used two tools. Observation checklist and questionnaires. Information gathered using different tools had been analyzed and interpreted descriptively. The information obtained through observation had been analyzed and interpreted by making qualitative themes but quantitative analysis had been done for the data obtained from observation. Finally, findings had been deduced triangulating the analyzed information from various sources.

#### **3.1 Analysis and Interpretation of Data**

I used an observation checklist to observe the teaching activities of English language teachers in the classroom. I prepared a checklist including possible and important elements of teaching supposed to be completed in the classroom teaching. I observed the classes regularly for two weeks and tried to find out the repeated activities of teachers. I used a daily diary to record the activities involved. During the observation, I found some activities frequently occurred and some less frequently occurred and some even not occurred.

##### **3.1.1 Less Frequently Occurred Activities before Feedback**

When I observed the classes of teachers, I noticed that teachers had less frequently occurred activities like warm up activities, students' sitting, use of audio-materials and participation in discussion etc. Most of the teachers had been found that they are reluctant to warm up the students to present learning. They were also unable to manage the students sitting. Some students were sitting with girls and some girls with boys returning back. Only the few teachers made the students participate in discussion and no use of audio materials was seen in

the classes. On the other hand, no teachers showed the correlation of objectives with evaluation at the past teaching stage of English teaching. Additionally, they had no ideas to finalize the lesson effectively. The above mentioned week points were immediately appeared in the classroom before I provided them with feedback and suggestions.

**Table No. 1**  
**Frequently Occurred Activities –Before Feedback**

<b>Stages</b>	<b>Number of teachers and their percentage</b>							
	<b>Excellent</b>	<b>%</b>	<b>Good</b>	<b>%</b>	<b>Satisfactory</b>	<b>%</b>	<b>Poor</b>	<b>%</b>
<b>1.Pre-teaching</b>								
I. Warm up II. Revision of previous lesson III. Settlement of students IV. Encouragement V. Cheerfulness of teachers	6	15	18	45	8	20	8	20
<b>2.While- teaching</b>								
I. Use of audio visual aids II. Students centered method III. Participation of students IV. Accuracy of teacher in fluency and pronunciation V. Correlation of materials with subject matter	5	12.5	7	17.5	8	20	20	50
<b>3.Post teaching</b>								
I. Way of evaluation appropriateness of question with objective II. Finalizing of lesson III. Degree of achievement IV. Provdation of homework	2	5	16	40	19	47.5	3	7.5

The above table portrays that an English classroom teaching consists of three activities pre-teaching, while-teaching and post-teaching. In pre-teaching stages, the highest position (45%) was achieved by the good position because in this stage the teachers seemed good in their performance of above activities. 20 % teachers achieved both satisfactory and poor position on the basis of above observed activities. Only 15% teachers achieved excellent position as they performed very systematically and accurately the above activities. It meant, the number of teachers performing in pre-stage were good although they didn't seem successful in managing student's sitting and in encouraging the students.

Similarly, in while teaching stage, which includes the most significant activities to be mentioned the highest percentage, ( i.e.) 50 teachers achieved poor position as they were unsuccessful to use authentic materials and method they used teacher centered method and they never got the students discuss in English but they only asked the question. Similarly, 20 % teachers achieved satisfactory position, 17.5% teachers achieved good position. And 12.5% teachers achieved excellent position. Because neither they used visual materials nor audio they were unknown about the use of authentic use of aids.

In post teaching also, only the level of satisfactory teacher was high it was in 47.5 %. 40% teachers achieved good position. 7.5 % teacher achieved poor and 2% teacher achieved excellent position. It meant, most of teachers' way of evaluation, student's achievement, providation of homework were found satisfactory and good. 2% teacher neither evaluated the students nor gave homework. They finished class without doing anything.

### **3.1.2 Feedback Provided by the Observer**

After the observation of class, the observer provides the teachers with appropriate feedback and suggestion to the weaknesses of their performance. Class observer's main responsibility is to give feedback and to make the teachers enable to improve their mistakes. Therefore, during my research I observed the classes of teachers and gave the following feedback.

- ) While warming up the students the teacher should tell the sweet and short story or proverb relevant to the topic to be taught.
- ) Before starting the new lesson, the teachers should get the students to revise the previous lesson shortly.
- ) The teacher should encourage the students towards the value and importance of topic to be taught.
- ) In language teaching materials play the vital role so, the teacher should use authentic and appropriate materials.
- ) The teacher need to use students centered method to make all the pupils participate in discussion.
- ) If only the teacher spoke in the class than the teaching would be meaningless.
- ) While formulating the objectives, the objectives should be correlated with evaluation and materials with teaching items.
- ) The teachers should avoid the habit of using mother tongue in English class as for as possible.
- ) In evaluation, the teacher shouldn't ask the questions only to the talented students all the students should be evaluated equally.

### **3.1.2 Frequently Occurred Activities After feedback**

When I entered the classroom with my observation checklist I found some teachers had some frequently occurred activities in English language teaching process. Under the heading activities such pre-teaching, while-teaching and post-teaching stages respectively. Here, I displayed the data inclusively within these three-stages of teaching. The main purpose of class observation was to find out what activities were frequently and relatively occurred. According to the frequency they were graded as excellent good, satisfactory, and poor on the basis of marks obtained by class teachers for each element performed in teaching.

**Table No. 2**

**Frequently Occurred Activities –After Feedback**

Stages	Number of teachers and their percentage							
	Excellent	%	Good	%	Satisfactory	%	Poor	%
<b>4.Pre-teaching</b>								
VI. Warm up VII. Revision of previous lesson VIII. Settlement of students IX. Encouragement X. Cheerfulness of teachers	29	72.5	5	12.5	3	7.5	3	7.5
<b>5.While- teaching</b>								
VI. Use of audio visual aids VII. Students centered method VIII. Participation of students IX. Accuracy of teacher in fluency and pronunciation X. Correlation of materials with subject matter	10	25	19	47.5	5	12.5	6	50
<b>6.Post teaching</b>								
V. Way of evaluation appropriateness of question with objective VI. Finalizing of lesson VII. Degree of achievement VIII. Provdation of homework	8	20	25	62.5	5	12.5	2	5

Source: Field Visit 2070

Researcher: Bharat Chand

It is clear from the above table, that the percentage of teacher achieving excellent position was high 72.5%, the teachers who achieved good position was 12.5% and the percentage of teacher having satisfactory and poor position was seen equal i.e. 7.5 % in pre-teaching activities.



Similarly, in while teaching stage, highest percentage of teachers was achieved by the good position i.e. 47.5%) second highest percentage of teachers was achieved by the excellent position (25%), percentage of poor position was (15%) and satisfies position was (12.5%) when they performed above activities at this stage.

In post teaching stage, the highest percentage of teachers who achieved the “good position” was (62.5%), percentage of excellent position was (20%), satisfactory position was (12.5%) and teachers who achieved poor position was only (5%). In this stage teachers were still week in evaluating students and finalizing of lesson etc.

While comparing the above data before feedback with the present data after feedback the level of improvement of teachers teaching quality and style was increased highly with the roles of feedback suggestions and counseling provided by the observer.

In this way, in pre-teaching stage, the percentage of teacher achieving excellent position was increased from 15% to 72.5%. The actual growth rate in excellent position was 57%. The teachers of poor position were decreased from 20 to 7.5 %.

Similarly, in while teaching stage, the teacher achieving the good position was increased from 7.5% to 47.5%. The excellent position was increased from 12.5 to 25% after the feedback the teacher having poor position was high; it was decreased from 50 to 15 %.

In post teaching, the percentage of teachers having good position had been increased from 40 to 62.5; excellent position was also increased from 5 to 20%. Before the feedback the percentage of poor position was high at this stage, after the feedback, it was decreased from 7.5 to 5%.

From the above data and its interpretation it is proved that the classroom observation and its feedback is a strong means of assistance for the improvement

of teacher's qualification style and ability that makes the teaching process Relieve and systematic. Before giving them feedback, the teacher were poor in warming up the students, selecting appropriate materials, method, and in evaluating the students properly and in making students participate in discussion etc. But when they got feedback and suggestions they become able to do the above activities effusively. Every teacher followed the ideas and the suggestion of observer very willingly as a result previous teaching style was changed and improved. Therefore, it had been proved that classroom observation is a milestone for the teacher's professional development and its improvement.

### **3.2. Analysis and Interpretation of the Data Obtained From Questionnaires**

I used questionnaires to collect the data and specific information from school supervisors about the effectiveness of class observation. I used questions regularly for a week and tried to find out the actual concept ideas and suggestions about how the class observation develops the teacher's professionalism.

#### **3.2.1 Key Point: Class observation includes all the elements of teaching through supervision**

Teaching and learning are essentially social activity. In the social phenomena, class observation is the main part of school supervision. Regarding this idea, different school supervisors gave their different ideas and concepts. Three supervisors gave their ideas more differently with the questions "which aspect does supervision include"? SS1 opined that while observing the class management of class, use of materials, habits and style of teachers, relationship between teacher and students should be checked very carefully. Another SS2 responded differently. He said "Specifically, school supervision attempts to check the regularity and work efficiency of teacher". Additionally he added, it observed the psychological environment of the class. On the other hand 'SS3' responded more similarly with SS2. He opined that regularity and work

efficiency of the teacher should be observed. He added a new point functionally supervision checks “The administration of school”.

Here, I found more and less similarity among the responses of above supervisors. While including all the opinions of them supervision is completed by the observation. In observation materials, management, regularity of teachers and relation between student and teachers are the components of teaching were expressed similarly by three supervisors SS1, SS2, SS3.

### **3.2.2 Key Point: The assignment of different talks to different students and group division was the good way to control the class**

While analyzing the question no 2 about how to control the overcrowded students in the class, three supervisors agreed that the most challenging part of classroom was to control the overcrowded students. In order to solve this challenge SS1 opined that group division and regulation/ mobilization to strong students to weak others might be the best technique. But SS2 gave the idea of assigning the different tasks to different students so that they would be busy in their own mind is the way to control the students. He agreed with SS1 about dividing the group. But the SS3 insisted on the negative and positive punishment for the noisy students. He also agreed with both SS1 and SS2 about Group division and providing them tasks differently.

In this way, school supervisor’s main idea was to divide the group of students and to give them different class work to different students in order to keep them silence and busy. It is considered the best technique to control the overcrowded students and to make teaching effective.

### **3.2.3 Key point: Different Methods Address the Different Desires of students**

All the supervisors and resource persons expressed the ideas about method to be used in classroom. They opined differently. SS1 wrote in his response that only one method doesn’t cater for the needs and interests of the students. So, the teacher should be able to select different methods in terms of demands of class.

He added that distinctive students require distinctive method to achieve the points. Regarding this view, SS2 opined so differently. In his view, the teacher mayn't have sufficient time to use different method within the period of 45 minutes but to respect the varieties of desires of students teachers should use communicative method that incorporates all the techniques to address the needs and interests of students.

But SS3 agreed with SS1. He opined, "Only one method could bring the monotony and confusion in the students". So, he emphasized on the use of multiple method in order to satisfy the desires of every students.

#### **3.2.4 Key point: Teachers are suggested to use locally available materials**

All the supervisors showed their agreement differently about the use of materials in language teaching in this regard, SS1 viewed that the materials prepared by the teacher should be durable, attractive and locally available. The materials should be visible for whole class. SS1 expressed differently that the materials should be correlative with the teaching items. He agreed to the points that the teacher should be able to design the locally available materials themselves.

But SS3 opined differently that the authentic and attractive materials are necessary for language teaching. The teacher should be trained about how to use them effectively.

In this way, three supervisors supported about the cheap, attractive, authentic and local materials.

#### **3.2.5 Key Point: communicative method should essentially be used instead of GT method**

In the context of English language teaching, use of method is significant issue according to school supervisor's opinion. They gave various suggestions, about it. SS1 opined that most of the rural teachers use GT method. It is a classical method it can't make the learners competent in language use. SS2 also agreed to

the points. He expressed that GT method is worn out recently. The teachers, who have no fluency and accuracy, use it. But communicative method which emphasized on the use of contextual language should be used. Similarly, SS3 gave his view that communicative method, which includes role play, simulation and dramatization, should be used.

In this way, all the supervisors agreed with the use of communicative method rather than GT method in language teaching.

### **3.2.6 Key Point: Teacher changed their teaching style after being observed**

Before the class observation the class teachers appeared very weak in everything but when the supervisors observed their classes and provided them with suggestion they became changed and developed in teaching. SS1 agreed, “Certainly we found differences in the performance of teacher after the observation”. They got important orientation through the feedback about the use of materials, control of students, motivation and management of class. In this regard, SS2 responds, “I found most teachers were developed and improved as they followed suggestions and advices. But very few teachers who have totally negligence towards the teaching couldn’t develop them as they ignore the feedback and suggestions of school supervisors.”

Similarly, SS3 also agreed to this statement that most teachers are psychologically capable of following the roles, advices and suggestions of supervisors so that they found themselves to be developed rather than before. In this way class observation could be used as a teacher training and orientation in order to strengthen the weak situation of teachers and their teaching.

### **3.2.7. Key Point: Descriptive Teachers are more Roleive than Talkative**

In this point also, all the supervisors expressed different views. SS1 opined that both descriptive and talkative teachers offer high exposure to the students. If the teacher is talkative, he will be out of context. Then, the teaching will be

uncontextual. So, descriptive teacher is only the better one who provides more opportunity for speaking and listening in language class.

Regarding this points SS3 also agreed. He opines “Communicative class is only possible by the descriptive teachers”. The description must be centered to the subject matter.

### **3.3 Analysis and interpretation of the data from the questions to class teacher**

In course of collecting the data, I also used the questions for class teacher teaching at lower secondary schools. I provided them the sets of questions in order to have the actual information and ideas about the roles of class observation whether they accept the feedback and suggestions of supervisors. In this regard, I collected the data from only five English teachers of my research area.

#### **3.3.1 Key points: Observation of Supervisor Run by Authority not by friendly in environment**

When I asked the question “what do you feel when supervisor enters the class”? The responses from different teachers come differently. Teacher ‘T1’ opined, “I feel happy because he gives us the suggestions to solve our teaching challenges. But he insists on roles and regulations”. ‘T2’ also agrees with him. He expressed that especially supervisors are strict. They consider themselves as an administrator. ‘T3’ Viewed, “sometimes I become nervous because they threaten us rather than giving us feedback”. In this regard, ‘T4’ opined “We can get important suggestions but they are not teacher’s friendly as they accused of minor mistakes if they see”. ‘T5’ also supported this view. He expressed that although the supervisor is our important guide, they are ready to impose the authority over the teachers. However, we must be responsible to them.

Recently, supervisors have not the habit to be teacher friendly but they have been strict administrators though they are the assistant of teaches.

### **3.3.2 Key Point: Observation helps the teacher to do inclusive teaching**

All the teachers expressed their views differently about the questions how to teach the students having varieties needs, interests. In this question, the teachers 'T1' responded, "School supervisor suggested us to teach them using inclusive teaching method which makes the use of mother tongue for different students of different linguistic background". But 'T2' opined, "We have to understand the actual psychology of students but we have no training appropriate for that"

But 'SB' responded differently, "supervisors request us to teach inclusively but the technique to use this method is unknown for us". On the other hand, 'T4' opined that use of multi-language may be the best way to teach interactively and T3. also agreed with 'T4'. He opined, "Classroom is full of multi-lingual students, therefore, teacher should have training to use multi languages in the classroom".

### **3.3.3 Key point: Feedback after observation focuses the teacher to be creative**

All the teachers made an agreement on the feedback provided by supervisor that focuses the teachers to be creative. In this regards, teacher 'TS' opined Resource person and School Supervisor suggest us to select the materials methods and techniques according to the classroom situation". The question was, what kinds of feedback did you got from observers? 'T5' gave response "in different class observations, we were told that teachers should create the methodology and materials what the class demands". T4 viewed that the designed materials and recommended method mightn't be contextual to the present teaching. So, the teacher should prepare all the thing immediately. On the other hand, T3 responded, "'SS2' suggested me to create materials and create method what your students require".

'T2' also agreed with T3. He responded that student friendly environment must

be made. It was suggested by the supervisor 'SS3' to him. In this way, feedback of 'SS' encouraged them to be creative in ELT.

### **3.3.4. Key Point: Supervisor's Counseling Through Observation Develops the Qualification of Teachers**

When the question "why is supervisor's counseling important? Was asked the different teachers gave different responses about it. The teacher 'T1' expressed his feelings that observation of supervisor helps the teachers to gain the knowledge about the advance technology, innovation and research. According to his opinion, observation is a milestone for the teacher's development 'T5' agrees with 'T1'. He responded, "It is facilitation for the difficult teaching problems". T3 views that teacher's effectiveness and student's achievement can be informed through observation. T4 opined, "We are the teachers but we have to be formulated by the teaching leaders or supervisors who regularly observe our skill". Similarly, teacher T2s opinion was also found similar. He responded that observation of our class reflects the actual interaction between teachers and students. He further added all the suggestion and guidance obtained through observation by the supervisor are practicable and implementable.

In this way, counseling to the weakness of the teachers, in their teaching assists them to be familiar with the real problems and place to be improved. So, according to the opinions of teachers it is considered to be the golden path for developing qualification of teachers.

### **3.3.5 Key Point: Most of the teachers feel to be improved themselves after being observed**

While analyzing the question whether you feel improved or not after the observation. All the teachers were agreed to this statement. As 'T1' gave response "I was unfamiliar with my problems and teaching style but after 'SS2' sir observed my class, he gave me suggestions to encourage students, prepare lesson plan, meet guardian, I changed my style and followed his ways". 'T5' answered that I was totally feeling that I was improved than before. T4 opined



that it is a golden chance to tell all the problems and have advices from supervisors. T3 agreed practically with him, because supervisor neglects the teacher's difficulties. If he gives some suggestions he says you must be conscious yourself the teachers T2 views "I have understood some new ideas of teaching". In this way, it is obvious that naturally the beginning teacher follows the suggestions and advices of senior teachers.

### **3.4 Conclusion**

This study attempted to look into the actual roles of classroom observation done by school supervisor 'SS' and tried to find out the frequently occurred activities of teacher while running the language classes with the help of multiple sources and tools, information was gathered. Viable information was analyzed thoroughly and deeply. The result showed that from the observation of teachers with the help of checklist most of the teachers were very weak in while teaching stage. It means, they had no ideas to bring and use the audio visual material. No teacher used the student centered method rather they played the role of just announcer before the students especially they were weak in making students participate, fluency pronunciation knowledge of subject matter. These were the less frequent activities but after they got information with feedback they improved above activities. Then, they became success in designing materials using communicative method encouragement management of class evaluation and finalizing of lessons, etc. These were the frequent activities after being oriented by school supervisor.

While distributing the question sets to the school supervisor of Salyan district education office they gave various concepts about teachers. Supervisors 'SS1' 'SS2' and 'SS3' agreed to the statement that supervision is a way to fulfill all the elements of good teaching in teacher's performance that is only possible through the class observation of teachers. According to the report of 'SS2' all the teachers were found improved and changed through his observation but 'SS3' gave different response, he opined that some teachers are out of the discipline. They never listened to the suggestion of supervisor because of their negligence

towards the teaching profession.

Some specific questions were asked to the class teachers about specific question were asked to the class teaches about what influence they have from observation. All of them gave positive responses. But some teachers like T3 and 'T2' add that recently school supervisor have been playing their role as "authoritarian" and administration" over teachers professional difficulty. However, I collected data and information successfully by establishing the good rapport with all the stakeholders as well as school supervisors.

## CHAPTER FOUR

### FINDING AND RECOMMENDATIONS

This chapter presents the findings of this study on the basis of the themes and observational analysis. Then, it suggests some recommendations in accordance with these findings

#### 4.1 Findings

This study focused on finding the roles of class observation of English language teacher done by the observers. He may be researcher supervisor or RP of schools. I used two tools chiefly observation checklist and questionnaires. After the rigorous and micro analysis of available information I have derived the following major finding of the study.

- a. Findings from the class observation of English teachers.
  - I. It was found that fifty per-cent teachers were poor in “while teaching stage” of language teaching before feedback. Mainly they were seen weak in selecting teaching aids, in making students participate in discussion, and in method. But after giving them feedback and suggestion, this rate was decreased remarkably to 50 %. Then the good teacher’s rate was increased. Even though, the percentage of excellent teachers was 25% in the stage, no one used the audio materials.
  - II. With the help of observation schedule, it was found that ‘in pre- teaching stage’ average teachers appeared ‘good’. But after the feedback, 72.5% teachers rose up to “excellent position”. Although this percentage is high, 7% teacher were seen poor. They were very weak in revising the previous lesson and in settling the students in proper seats.
  - III. ‘In post teaching stage’ the percentage of satisfactory teacher was found high and poor teacher was 7.5%. But after the feedback, percentage of good teachers was increased to 62.5%. Even this percentage was high 5%

teachers were still found poor. Their way of evaluation, ‘appropriateness of question’ and finalizing of lesson were seen vary poor and irrelevant.

- IV. It was found that most of the teachers attempted to use student centered method but they became unsuccessful to use it because of appropriate training.
- V. It was found that the teachers who had no fluency in language don’t use communicative method. And most of them appeared unable to control the class. So, noisy class caused boredom and violence in the class room.

b. Findings from the questionnaires to class teachers:

- I. After the class observation, the supervisors suggested the teachers to be more descriptive rather than talkative as it is found that descriptive teachers offered high exposures to the language learners.
- II. In teacher’s opinions like, ‘T1’ T5, T4, it was found that they were happy when school supervisors enter the class and they consider them as problem solver and challenge facers for teachers. But the teachers like T3. felt nervous because they threatened the teachers in minor mistakes.
- III. It was also found that class observation of teachers was taken as mini teacher training system in school level as it attempted to keep them updated in their qualification regularly.
- IV. An important complain of teachers was found that supervisors observed the class, gave the feedback also but no one demonstrated the “model class presentation” themselves nor they informed deeply about the present innovation of teaching.
- V. It was found that for the beginning teachers regular class observation is essential to be improved from the existed weaknesses.
- VI. It was also found that observation keeps them update with different teaching technologies.
- VII. According to their view observation is a process of psychological test as it is helpful to avoid shyness, monotony fear and nervousness from the mind of teachers.

- VIII. It was found that materials play the vital role in teaching. So, after the observation of class room, the teachers had been successful to design the materials properly.
- c. The major findings from the questionnaires to the supervisors:
- I. According to the reports and responses of different school supervisors, it had been found that classroom observation included all the elements of class teaching but mainly it focuses on the management of classroom. In the context of language teaching supervisors were seen unable to provide teachers with important linguistic suggestions such as pronunciation, fluency, tone, intonation, etc.
  - II. It was found that communicative method makes the students communicatively competent but the teachers were reluctant to use it because of in ability in language fluency and accuracy. Actually, the lazy teachers opposed this method as the school supervisor 'SS2' opined.
  - III. It was found that observers and supervisors suggested teachers to use locally available materials. In the context of language teaching all the materials wouldn't be available and relevant.
  - IV. It was found that there was no uniformity in supervision schedule of school supervisor. They go to school three times in a month and some go to schools four to five times to supervise the schools.
  - V. According to the information obtained through observation, most of the teachers were found that they have improved their teaching skill style and strategies only after they gave positive feedback. The supervisor threatened them, the teacher have been appeared more aggressive and unwilling to follow their suggestions.

## 4.2 RECOMMENDATIONS

The following recommendations are suggested on the basis of the findings derived of this study for the pedagogic purposes.

- I. It was found that with help of feedback of supervisor the rate of excellent teachers had been increased. But even this rate is very low as the teaching learning process requires to be effective and quality. So, poor percentage of teacher should also be eradicated and authentic audio visual materials should be used with appropriate methodology.
- II. In pre-teaching stage also, 7% had been found to be occupied by poor teachers. They were weak in revising previous lesson and in settling the students in proper seats. They need to be given specific orientation about the good management of classroom and providing motivation to the students.
- III. The teachers were found that they were using only the summative evaluation at the last of the academic session. But in order to make the students able had been to improve their weaknesses, the teachers should use continuous assessment or formative evaluation but no teacher was found to prepare portfolio of students. So, all the teachers need to prepare portfolio of every students.
- IV. The teachers were seen dominant in the classroom while using ‘GT’ method’. But the teacher should play the role of situation provider facilitator, manager, and guide by using the communicative method. It is necessary to avoid the use of traditional methods in the field of language teaching.
- V. While observing the class some teachers were found very nervous and couldn’t present their teaching successfully. It is therefore, they must be strong and confident psychologically. Had been this, they can establish the good human relationship with the observers before observation.

- VI. Teachers had been found that they were very interested in using the student centered method but within this method. Participatory and collaborative learning theories need to be followed in the recent learner-centered approach.
- VII. Through the observation and its roles it was found that supervisors are the leader of teachers. Actual leadership can be developed when they avoid their authoritative and administrative role in supervision of teacher's teaching activities.
- VIII. Teachers were suggested to follow inclusive teaching had been for the diversified students. But they were totally unknown about how to apply it in teaching. So, they should be enabled to conduct the competitive learning, individual leaning and co-operative learning in the class room.
- IX. Firstly, the teachers need to be developed in linguistic ability. They should be fluent and accurate in language to use the learner centered method. Simulation, role play and dramatization are essential to use in the language class room. They should make students participate in pair work and group work.
- X. The teachers had been needed to investigate and consult different people and sources helpful for solving their burning problems. Research oriented personality should be developed in teachers.

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