

**TEACHERS' PERCEPTIONS ON THE ROLE OF
CLASSROOM OBSERVATION FOR THEIR
PROFESSIONAL DEVELOPMENT**

**A Thesis Submitted to the Department of English Education
In partial Fulfillment for the Master of Education in English**

Submitted By

Chakra Bahadur Jagari

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

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Kathmandu, Nepal
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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 the research degree to any university.

Date: 2016/07/27

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Chakra Bahadur Jagari

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Chakra Bahadur Jagari** has prepared this thesis entitled "**Teachers' Perceptions on the Role of Classroom Observation for Their Professional Development**" under my guidance and supervision. I recommend this thesis for acceptance.

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DEDICATION

Dedicated

to

My Parents, Teachers and All My Friends

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Chakra Bahadur Jagari

ABSTRACT

The present thesis entitled "**Teachers' Perceptions on the Role of Classroom Observation for their Professional Development**" has been conducted to find out teachers' perception on role of classroom observation for TPD. For this purpose, I selected thirty secondary level English teachers from Nuwakot district and questionnaire was main research tool. The schools were selected by using Judgmental non-random sampling procedure. The main finding of the study was 'classroom observation play effective role for TPD'. The teachers were motivated from feedback provided by observer. Classroom observation helps to maintain the discipline in the classroom and helps teachers engaging in problem solving that occur in the classroom and then applying the new ideas. Classroom observation also help to improve lesson presentation in the class, making teaching materials, improve the way of using visual materials in the classroom and developed the communicative competence of the teachers.

The study is divided into five chapters. The first chapter is introductory part. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms. The second chapter deals with review of related literature and conceptual framework. The third chapter includes research design, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedure. The fourth chapter includes analysis of data and interpretation of results and summary and findings. In this section, both simple statistical and descriptive approach are used. The fifth chapter includes conclusion and recommendations. The references and appendices are included at the concluding part of this thesis.

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LIST OF ABBREVIATIONS

%:	Percent
CUP:	Cambridge University Press
NESP:	National Education System plan
No.:	Number
P.:	Page
PP.:	pages
DEO:	District Education Office
TPD:	Teacher Professional Development
S.N.:	Serial Number
e.g.:	Example gratia (for example)
et al.:	and others
etc.:	And so on (from Latin Et Cetera)
ELT:	English Language Teaching
i.e.:	that is
M.Ed.:	Masters of Education
Prof:	Professor
T.U:	Tribhuvan University

CHAPTER I

INTRODUCTION

This is the research study on the ‘Teachers’ perception on the role of classroom observation for their professional development.’ The introduction part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms.

1.1 Background of the Study

Language is a mean of communication through which people exchange their feelings, ideas, thoughts and information with each other. Teaching a language is complex process because it is no exceptional cause where there is a changing concept in language teaching, Brown (1994, p.7) has said language teaching is “showing or helping someone to do something giving instructions guiding in the study of something, providing with knowledge, causing to know or understand.” Moreover, in the age of globalization, the concept of language teaching is becoming very vast. It is in this sense that learners from early days of their class they start to learn with computers which are the need of these days. In our Nepalese context, most of our learners do not have the knowledge of computer (e.g. using email, internet) so they have to face many challenges in language classroom.

In the present globalized world, there has been an increased demand for language teachers. Learning and teaching of English has become vital for a country to have access to the information and knowledge that provide the basis for both social and economic development for the teachers’ professional development. There should be the provision of

classroom observation. When teachers teach; they are not able to observe the processes of learning and interaction as they actually occur in the lesson. If they observe others' classes they look at the lesson from a range of different perspectives. They can get large amount of information from the observation of others classes.

Profession is a kind of occupation which can only be practiced after a long and rigorous academic study. It is a vocation founded upon specialized educational training, the purpose of which is to supply disintegrated counsel and service to other for a direct and definite compensation, wholly apart from expectation of other business gap. So, teaching is also a profession like other fields and teachers are professionals. There are frequently confusing views about profession and occupation. People are not clear about which job is profession and which one is occupation. Regarding this Wallace (2010 p.5) has proposed five distinctive qualities of profession, which include:

- A basis of scientific knowledge
- A period of rigorous study which is formally assessed.
- A sense of public service.
- High standards of professional conduct and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

Given that the above mentioned qualities are possessed by the teachers who enter into teaching force so, teaching as a profession.

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. Bailey (as cited in Carter & Nunan (2001, p. 14) defines it as "Classroom observation refers to the purposeful examination of teaching and /or/ learning events through systematic processes of data

collection and analysis." Observation can serve a number of people in a number of contexts towards a number of different purposes. It is a multi faced tool for learning.

Classroom observation is one of the prevailing techniques within the real classroom settings; classroom observation is a significant tool for teachers' development where the teacher develops by observing the trainers, peer teachers' classroom teaching. It is the processing of studying classroom activities to scrutinize teaching strategies adopted by the teachers and students participation with active responsiveness in classroom activities. First pre-service teachers are often observed in the practicum context by teacher educators, second practice teachers are observed by novice teachers, third, practice teachers are observed by supervisors, course-coordinators, department heads, principles or head teachers in order to judge the extent to which the teachers adhere to the administrations expectations for teaching methods, curricular coverage, and class control. Fourth observation is widely used as a means of collecting data in classroom research. From these four broad functions of classroom observation what we can say is it can be done by school supervisors, trainers, mentors, head teachers or principals, novice teachers and even by experienced teachers to the beginner teachers who do not have a lot of experience about classroom diversity.

Observation is a means through which teacher development takes place and thus it is a very significant tool or key concept for teacher development. Therefore, classroom observation helps to manage different types of problems and make teaching learning activities effective. Classroom observation helps to teacher's professional development and makes language teaching effective it helps the students to learn and get the idea easily, so, classroom observation should be established as a formal system in all schools.

1.2 Statement of the Problem

In global areas research on the role of classroom observation for professional development of teachers has shown that classroom observation played a vital role to develop teachers' professionally. Classroom observation promotes the teacher and improves his/her language teaching activities. The challenges now await us to establish classroom observation as formal system in Nepal. Therefore, it is necessary to find out the role of classroom observation for professional development. Classroom observation helps to develop the professional development of teachers but most of the institutions fail to organize classroom observation as a formal system. Most of the teachers want to immediate feedback after classroom observation to improve their classroom activities.

Most of the teachers hesitate to share their problems with each other due to the fear that their weaknesses may get revealed and they may be considered disqualified by their senior colleagues and the school authority. Most of the teachers don't response frankly with questionnaire. Some of the teachers don't want to fill up the questionnaire due to the lack of knowledge about the classroom observation system.

1.3 Objectives of the Study

The objectives of the study were as follows:

- To find out teachers' perceptions on the role of classroom observation for teachers' professional development,
- To identify the practices of classroom observation for teachers' professional development, and
- To suggest some pedagogical implications based on the findings of the study.

1.4 Research Questions

The following were the research questions.

- What are the teachers' perceptions towards the role of classroom observation for TPD?
- What are the existing practices of classroom observation for TPD?
- To what extent, do teachers' reflections in the classroom help them for TPD?

1.5 Significance of the Study

This thesis would be so beneficial to the extent of breaking the underlying silence classroom instruction by secondary school teachers and head teachers. They would be motivated to improve their observatory skills and practices as they objectively read this research report, finding and recommendation. Classroom observation helps to improve their classroom instruction and management as well as help them meet their professional growth and development needs.

This study aims to find out the need of supervision for teachers' professional development of the teachers. It is highly significant to different sectors and people who are engaged in the field of teaching and learning. It is hoped that the study is useful for the teachers in general and newly appointed teachers in particular. It can be equally significant different issues regarding teachers' professional development and classroom observation, their need roles in teachers' professional development (TPD) and so on. It is expected that the study is certainly provide useful information to policy makers and schools for developing programs. Finally it can be provided a ground to the novice who are adopting English language teaching as a profession, students of ELT, English teacher trainers and conducting further researches in this area.

1.7 Delimitations of the Study

The present study was limited in the following areas:

- The study was limited to teachers' perception on classroom observation for teachers' professional development.
- This study only included 30 secondary level English Language teachers of different school in the Nuwakot district.
- Only questionnaire was employed to collect data.

1.8 Operational Definition of the Key Terms

Observation: The act of watching somebody carefully for a period of class time. In this research observation refers to watch overall classroom activities of secondary level English teacher by the school administration, head teacher, subject expert etc.

Professional Development: Professional development refers to development of the knowledge, skills and academic qualities of secondary level English teacher.

Observer: Observer refers to administrators, head teacher, subject experts and senior teacher who are related to English language.

CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section includes review of related literature and focuses on the different aspects of teachers' professional development. Furthermore, it deals with review of empirical literature, implications of the studies and conceptual framework.

2.1 Review of Theoretical Literature

This heading is divided into different subheadings, and brief descriptions will be given each subheading related to the teachers' professional development.

2.1.1 English Language Teaching

English language has been widely used as a lingua-franca around 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. Brown (1994, p. 7) has said language teaching is "showing or helping someone of learn how to do something, giving instructions, guiding in the study of something providing with knowledge, causing to know or understand". The concept of language teaching is becoming very vast and complex. There is penetrating role of English in every sector of today's society.

English language has a long standing history in the pace of language teaching. In this sense, Howatt (1997) reports:

The history of English language teaching is a vast subject.

The spread of English around the world in the wake of trade, empire- building, migration and settlement has

ensured the teaching of the language a role, sometimes central, sometimes peripheral in the educational history of virtually every country on earth (p.5).

In the context of Nepal, the history of English education can be traced back to the formal schooling program i.e. in the first decade of Rana Regime. Awasthi (2003) mentions:

English entered in the Nepalese education in 1854 when the then Prime Minister Jung Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in the higher education until 1918 when Tri-Chandra College, the first college 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) (p.22).

Nowadays, in Nepal English has been taught as a compulsory subject from the grade one in government-aided schools as well. As student can earn university degree in specialization in the English language, for the upliftment of society and for the promotion of professional growth, English language teacher should cope with new techniques and principals of language teaching according to the changing world.

2.1.2 Teaching as a profession

A profession is a job that requires special types of skill or knowledge. Teaching is a process of facilitating the learners to learn knowledge, skill and attitudes in a comfortable way. Profession can be interpreted as an occupation which can only be practiced after a long and rigorous

academic study, which should be well rewarded because of the difficulty attaining it and the public good it brings but which is not simply engaged in the profit become it also carries a case of public service and professional desiccation. Only academic knowledge is not sufficient for being a profession it requires training and other activities as well so teachers are regarded as the professionals.

Hoyle argues, "There has been debates over the years and throughout nation as to whether teachers are professional as opposed to more workers and whether teaching is a profession and not just an occupation." (Hoyle, 1995 as cited in Reimers, 2003, p.35). Similarly, Reimers (2003) mentions "Fortunately, the tendency over the last few years has been to being to accept teaching as a profession and consequence, the transformations from teacher training to teacher professional development" (p.36).

Winder, (1995) states "professionals are at the top of a hierarchical pyramid of occupations they are the experts in a particular field and they rationally employ advance knowledge for common good," (as cited in Reimers, 2003, p.39).

Similarly, Khaniya (2006, p.7) mentions "Teachers, professors, doctors, engineers, lawyers, are regarded as professionals." According to him, professionals is he/she who performs tasks involving not only skill and knowledge but also expertise and teacher as a professional is necessarily responsible to bring about change in a way the student does thing to perform tasks after he/she receives instruction.

Wallace (2010 p. 6) states "Training foreign language teacher", has presented the three models of professional development. They are the craft model, the applied science model and the reflective model. Craft model is basically conservative and depends for whatever effectiveness it might have. Applied science model, theoretical and practice

knowledge are put together and scientific knowledge is used to achieve clearly defined objectives, where empirical evidences are emphasized. In reflective model, teachers are encouraged to reflect upon their classroom activities to evaluate their classroom activities to evaluate their professional performance. These models have implications for teacher supervisor.

2.1.2.1 Teachers' Professional Development: Need and Importance

Teachers have different needs at different times during their careers and the needs of the schools and institutions in which they work also change over time. The pressure for teachers to update their knowledge in areas such as curriculum trends, second language acquisition research, composition theory and practice, technology, or assessment is intense and it is the school and the classroom that provide a major source for further professional development.

Head and Taylor (1997) say “stale or narrowly subject bound teachers are menace to the profession, yet a career structure which emphasizes training at the expense of development means that such teachers proliferate” (p.11). Professional development is a key factor to bring the positive effect on the educational products. Emphasizing the importance of updating oneself in the teaching profession, similarly, Khaniya (2006) states;

People who do not update themselves find it difficult to cope with emerging situation because every discipline is prone to change and if changes are not kept abreast people working in that field will be left far behind. For this purpose people involved in it should be allowed to work for

its development, advancement and continuous improvement. (p.9)

The success and failure of the educational programme depends upon the professionalism of the teachers. So teaching requires the investment of a great amount of social, intellectual and emotional energy on the part of the teacher. Even after several years of teaching, teachers feel a need to refresh themselves and go on recharging themselves for accomplishing their professional responsibility efficiently. Teachers' roles are being redefined together with the technological and scientific advancement.

2.1.2.2 Characteristics of Teacher Development

Teacher development is a continuous process of growth and improvement of the teacher in their profession. Development can happen in different ways. It seems that certain characteristics emerge when teachers are asked what they think about teacher development.

Rosser (1992, p.4) mentioned four key characteristics of teacher development. They are as follows:

- a. Teacher development is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse-from confidence building to language awareness or technical expertise.
- b. Teacher development is related to new experience, new challenges and opportunities for teachers to break their repertoire and take on new responsibilities and challenges.
- c. Teacher development is not just to do with language teaching or even teaching it's also about language development, counseling

skills assertiveness training, confidence building, computing, meditation, cultural broadening almost anything in fact.

- d. Teacher development is ‘bottom up’ process. It is not something that we are prescribed by others (experts.....) to do instead what we experience and think to be done is important in teacher development.

(as cited in Head & Taylor,1997, p.4)

Because teacher development focuses on individual needs, it takes on different specific meanings and forms depending on where teachers are working and what their desired direction for development is.

2.1.3 Classroom Observation in English Language Teaching

Observation is a way of visiting someone’s class and gathering information about different aspects of teaching. It is an important, most frequently used and traditional teacher supervisory tool. Classroom observation is a significant tool for teacher development where the teacher develops by observing the trainers, peer teachers classroom teachings. It is the process of studying classroom activities to scrutinize teaching strategies adopted by the teachers and students’ participation with active responsiveness in classroom activities. It is a process in which a supervisor, instructor, administrator (head teacher/principal) sits in on one or more class sessions, records the teacher’s teaching practices and student actions, and then meets with the teacher to discuss regarding the observations done previously. It is a powerful, systematic and selective way of watching, listening and measuring classroom behaviors of teachers and students. Baily (in Carter and Nunan 2001, p.114) defines, “Classroom observation refers to the powerful examination of teaching and / or learning events through systematic process of data collection and analysis.” Observation is

widely used as a means of collecting data in classroom research. The following are focuses of observation, Richards (1998, p.141)

- How the teacher starts and ends a lesson.
- How the teacher allots time within a lesson.
- How the teachers assigns tasks to students.
- How the teacher deals with a reluctant student.
- How the teacher organizes learning groups.
- How the teacher asks questions to the students.
- How the teacher supervises students while they are learning.

Systematic classroom observation is a quantitative method of measuring classroom behaviors from direct observations that specifies both the events and behaviors that are to be observed and how they are to be recorded. Generally, the data that is collected from this procedure focuses on the frequency with which specific behaviors or types of behaviors occurred in the classroom and measure their duration.

Marriott (2001, pp.5-6) also argue that from the systematic classroom observation, there can be many other unexpected benefits related to teacher development. It helps to those with posts of responsibility to identify strengths and weaknesses in individuals and in the school as a whole observers will be in a position to spread good practice and help teachers learn from each other, Ensuring accountability and good professional and career development as well as a well structured and properly managed program of observation can have a profound impact. It can lead to a more open climate, greater trust between colleagues and the development of strong professional relationships.

So, classroom observation mainly reflects observing other teachers and classroom in action or having one's own teaching classroom observed for the purpose of continued learning and exploration.

2.1.3.1 Role of Classroom observation in English language Teaching

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 or one's function.

Observation is one of the best ways to acquire and refine the student teacher's skill and knowledge. Roberts (1998, p.5) reports that observation is a vital part of teacher education consisting of two kinds of 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.

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 raged in the improvement and reconstruction of new methodology.

According to Richards (2001 p. 19), there are certain facts of classroom observation that have been presented as follow:

- Observation helps teachers become better teachers.
- Observation must be fair, ongoing an meaningful.
- Observation participants must be brutally honest and open with other.

Generally master teacher, supervisor, professors and subject expert are the observers of classroom where they provide authentic knowledge and information for the improvement of weakness and mistakes committed

by the class teachers. In this regard, Baily (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).

2.1.3.2 The Importance of Effective Classroom Observation

Teachers need to be continent about being observed and observers need to feel secure in their skills of observation and feedback. Schools have to ensure that all teachers are involved in the development of their observation programmer and have appropriate training to be able to benefit from it.

A school system which has a comprehensible framework, agreed descriptors and judgment criteria, working protocols and expected outcomes clearly defined will be in a very strong position to influence teaching positively any system needs to operate within in appropriate culture. A culture of shared learning, where it is normal and expected to be reflective, evaluate and challenging in supportive manner has to exist, It is leadership which creates the culture and this, aligned to focused action, helps more schools towards the teaching goals and targets they have set themselves. School now has to demonstrate that their observation of teaching leads to improvement and professional development.

Observation is an important part of learning has to teach. Much of what beginner teachers need to be aware of cannot be earned solely in the class. Therefore classroom observation presents an opportunity to see real life teachers in real life teaching situations in their reflections.

Many of our teachers mention their observations and how these observations influence the way they plan and teach.

Classroom observation describes the practice of sitting in on another teacher's observe, learn an reflect various aspects of the class can be examined, such as routine use of time, schedule participation, teaching strategies, management strategies, learner interest and much more. A teacher will naturally look for support on the issue that is difficult for him or her, but it is often a great method of being exposed to a new and different approach to teaching observation is important at every stage of teacher's career.

Classroom observation can often help expose teachers to new methods of teaching that might not have occurred to them beforehand. Classroom observation can make teachers more aware of how they behave in the classroom and the needs of students in their classroom, and can also stimulate dialogue and discussion in a school district, classroom observations can be a guide for teacher so, they can reflect on their own teaching practices and those who are observing can learn from other, perhaps more successful educators about their methods. Classroom observations allow educators and administrations to improve not only classrooms, but schools as a whole.

Teaching profession by nature demands hard work, investment of most of time on planning lesson, assessment, and making decision about curriculum and instruction. Teachers also need to face different critical situations like handling behaviors of the students, classroom management, work load, school norms and values and other professional demands. Due to these causes and lack of prior teaching experience, there is a great chance that the novice teachers develop frustration towards their job. In those circumstances observation proves to be a powerful instrument to prevent the teachers from the professional isolation and provide strong feedback and support. When the teachers are confused regarding their roles, responsibilities/duties observation encourages them to face various possible challenges to

emerge in teaching field. Thus, observation is essential to find out the strengths and weakness to teaching and provide feedback to improve the performance and the quality to teaching. The teachers need emotional support, assistance focused on the learning of classroom activities. So, observation is useful for professional development of teacher.

2.1.3.3 Classroom Observation Phases

Systematic classroom observation follows some certain strategies to achieve the essence of it. Observation format to observe the teacher' classroom which is divided into three phases, which is deliberated below:

i) Pre-observation

During the pre-observation phase, the observer meets and shares the information with the observe. He shares information that helps both teachers prepare for the observation. In this meeting they discuss about course information, objectives, class activities, collection of materials and their use. They also discuss about the possible difficulties that will occur during the teaching.

The purpose of any observation should be made clear before it takes place. The observer should respond positively to any responsible request from the observed teacher on when the observation should take pace. Sufficient time should be allocated within the schools day to enable the participants in the classroom observation to discuss and agree the arrangements for the observation. The information and arrangement should be available to and accepted by both the observer and observed beforehand. The information and arrangements should include.

- The reason why the observation is taking place.
- The procedures to be followed.

- An agreement about the recording of any evaluation outcomes made their reporting.
- A discussion about the aims and objectives of the session.

ii) While/during Observation

This is the actual stage of classroom observation. The observer observes the real classroom teaching of the teacher inside the classroom setting according to their lesson plan using teaching materials, aids and conducting various activities like; classroom management, instructions of the teacher, language use, lesson delivery, activities conducted and the participation of the students in the activities and tasks.

In the classroom observation the observer observes the following classroom behaviors of the teacher.

1. Lesson Presentation

In the lesson presentation the observer observes the teacher's way of presenting lesson like authentic dialogues, examples and models/. The observer observes oral practice of teacher (In group or pairs), interaction with students, questions and answers based on personal experiences and situations. The observer also observes how he/she starts the lesson, dealing with unexpected problems, maintaining appropriate discipline, finishing lesson on time.

2. Classroom Interaction

Different patterns of classroom interaction have been suggested to take place in the second language classroom. The patterns such as teacher student, student - student, student-native speaker, etc. are common patterns of L2 interaction. Authentic and non-authentic interaction types are also commonly adopted in the second language classroom. The authentic interactions are those which are not necessarily intended to promote communication skills and interpersonal

relationships among the participants of a classroom. These are rather informal and interpersonal in nature. In contrast, the non authentic interactions are those which are intended to promote teaching and learning of the target language features. They are content based, more formal, planned and purposive.

The role of teacher is increasing student's participation in the classroom. The goal of increasing participation is not to have every student participate in the same way or at the same rate. Instead, it is to create an environment in which all participants have the opportunity to learn in which the class explores issues and ideas in-depth, from a variety of viewpoints. Some students will be a result of differences in personalities. For example, some students who do not speak often in class are reflective learners, who typically develop ideas and questions in their minds before speaking others are shy students who feel uncomfortable speaking in front of groups. Many students who frequently volunteer to contribute are active learners, who typically think while they speak. The teacher's goal is to create conditions that enable students of various learning preferences and personalities to contribute.

3. Teaching Techniques

The techniques are implementation and these are the specific procedures used in the classroom that are chosen and designed according to the assumptions or approaches they are based on for example illustration, explanation, lecture, pair work, work group work, role play etc. are the techniques that are used in the L2 classroom. The observer observes the techniques used by the teacher. Are these techniques according to content, context and situation based?

4. Use of Teaching Materials

Teaching materials are generally defined as any materials that can be used in the classroom to facilitate learning. Teaching aids are teaching devices, such as charts, graphs, diagrams, table pictures etc. They are used to enhance and promote teaching learning process.

strenzk (1957) as cited in Shrama and Phyak 2006, p. 300) concludes that anything audible or visible which helps your students learn the language more quickly and more accurately are teaching aids.

The above mentioned definitions clearly say that teaching aids could be of two type's audio which appeals to sense of hearing. Audio-visual which appeals to the sense of seeing. Thus picture, blackboard, OHP, etc. fall under visual aids where as tape recorder, language lab, radio etc. will come under audio aids. In the classroom observation the observer observes use of teaching materials of the teacher in the classroom.

5. Motivating Students

A good language teacher is one who keeps the students motivated towards learning from beginning to the end of the class. Many factors directly or indirectly influence the language learning process. Motivation is one of the most important factors. It is the internal drive of a language learner that influences the language learning processes. English language teachers can try out these techniques to motivate their students towards learning English.

- Make the students aware about the importance of English language.
- Make use of varieties of teaching aids in the classroom.
- Assign suitable group works and pair works.
- Make use of a sense of humor in classroom.

These Motivate techniques help to improve students' learning. So, the role of observer is to watch overall aspects of motivate techniques used by teacher in the English language classroom.

iii) Post Observation

It is the phase of Feedback session during this phase the observer manages some time to meet with the teachers to discuss how the classroom went, how he /she felt about the classroom teaching, what, he/she felt went well, what s/he would have to change, what as typical

about the class. And the teacher discuss on the strategy for the next class. The purpose of this phase is to review the observation data and plan any follow up and new strategy as required.

Observation is a means through which teachers development takes place and thus it is very significant tool or a key concept for teacher development, unlike observation for training, assessment and evaluation, observation for development of both the observer and the observe should be primarily focused to achieve the objective of teacher development. It provides both the parties with the reflection of their own class and provides them a way to think of some possible innovative strategies to implement them in the classes further.

2.2 Review of Empirical Literature

As other researcher, I have observed the fundamental background of the related subject and other past studies. A number of researches have been carried out in the field of English language teaching and learning but very few of them have been conducted in the field of Teachers' professional development and no research has been carried out in this topic in the development of English education, T.U. some research studies and studies related to my research study are viewed as follows:

Adhikari (2010) conducted a research entitled “Collaborative learning for teachers’ professional development.”The main objective of the research was to find out the attitude of secondary level English teachers’ towards collaborative teaching. He has selected 40 secondary English teachers' as the sample by using non-random judgmental strategies. The research was limited to the Pokhara and Kathmandu valley and questionnaire was used as a research tool. The findings of the research showed that almost all the secondary level English teachers have positive attitude towards collaborative learning and majority of them are

provided with supportive and favorable environment for collaborative learning with their institution.

Joshi (2010) carried out a research on “Learning strategies of English language teachers for professional development.” This aims to identify the learning strategies of English language teachers and benefits they got from those strategies for their professional development. The study selected 40 schools as the sample by using non-random judgmental strategy. The research was limited to Kathmandu valley and questionnaire was used as the research tool. The finding showed that teacher’s own teaching experience, self monitoring, workshops, conferences, seminars, learning from colleagues, peer observation and team teaching are the most common learning strategies that have been practiced by the English language teachers and the strategies like mentoring, refresher courses, teaching portfolios, resources and teacher activity centers, reflective logs common learning strategies among the English language teaching in different colleges of Kathmandu.

Bhattra (2012) carried out a research on “practice of mentoring for teachers’ professional development.” The study was carried out in order to identify the practice of mentoring for professional development of teachers. The study selected 40 schools as the sample by using non-random judgmental strategy. The research was limited to forty English language teachers selected from different schools of Kailali district and questionnaire was used as the research tools. The finding showed that most of the English language teachers agreed that mentoring plays important role for teachers’ development. They viewed it brings change in their teaching techniques, attitudes and way of classroom management.

Khatri (2012) conducted a research entitled “Self-directed learning for teachers’ professional development.” This aims to find out the

awareness of the English language teachers towards the self-directed learning. The research was limited to Kathmandu valley and questionnaire was used as the research tool. The study selected 60 English language teachers teaching at secondary level as the sample by using non-random judgmental strategy. The finding showed that learning is a personal approach to learning in which a learner initiates, manages, conducts and controls his/her learning according to the objectives, needs and choice without the guidance and direction of the expert self-monitoring, journal writing, teaching portfolios, analyzing critical incidents and action research are the strategies of self-directed learning for teachers' professional development.

Neupane (2014) carried out a research entitled " Role of supervision for professional development of teachers: Teachers' perceptions." The main objective of the research was to find out teachers perceptions on supervision for teachers' professional development. The research was limited to 40 secondary level English language teachers of Kathmandu valley which were selected by using non-random judgmental sampling strategy and questionnaire was used as the research tool. The findings showed that majority of the teachers were aware of the effective role of supervision in their professional although some of the institutions lack formal system of supervision. Most of the teachers were encouraged to consult the experienced colleagues in their profession. It shows that most of the teachers have positive attitudes towards supervision helps to find out the weakness and strengths of language teaching activities that help to make them professional.

2.3 Implications of the Review for the Study

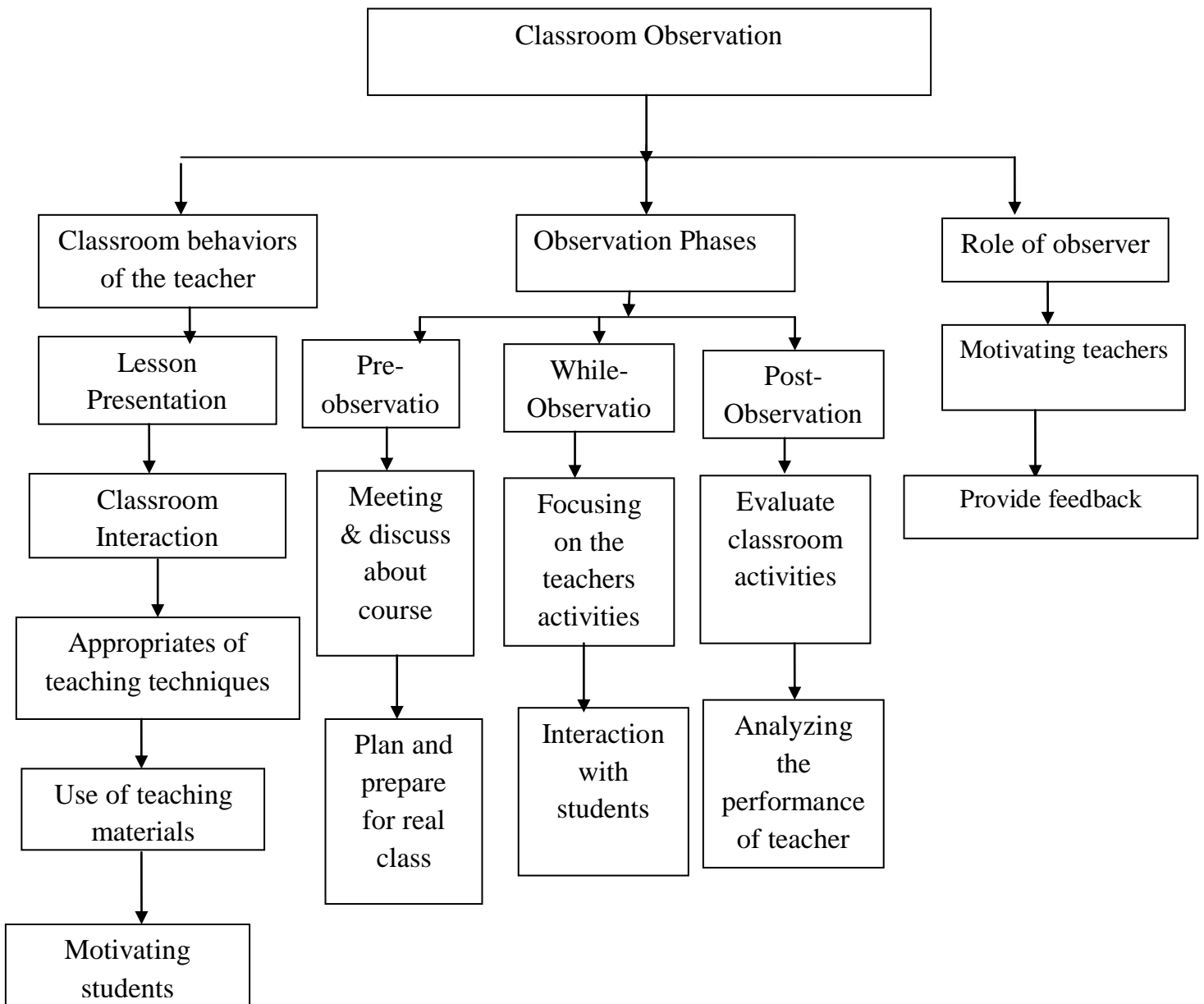
Literature review helps in obtaining the theoretical and practical knowledge for the previous researches. For the current research work, the research has viewed some of the researches done by the Adhikari

(2010), Neupane (2014), Joshi (2010), Bhattra (2012), and Khatri (2012). These works helped me to conduct the present research practically. More importantly, these works laid insights on the research to formulate the objectives, make research questions, improve methodology and contextualize the findings. Similarly they provided the research with perfect index to develop data collection tools, to select sampling population and sampling procedure. Adhakari (2014) helped me in formulation objectives and writing theoretical background. Similarly Neupane (2014) helped me to write research questions and Joshi (2010) helped me to formulate the conceptual framework. Finally the research works mentioned above had significant value to make this research scientific, systematic, relevant and consistent.

2.4 Conceptual Framework

Every researcher has their own conceptual framework in order to investigate research process. The conceptual framework is on the basis of our research problem. The present research work i.e. entitled "Teachers' perception on the role of classroom observation for their professional development".

Teachers' perception on the role of classroom observation for their professional development



CHAPTER III

METHOD AND PROCEDURE OF THE STUDY

I adopted the following methodological procedures to achieve the set of objectives of the study.

3.1 Design and Method of the Study

I adopted the survey research design to explore some attitude and perception of the teachers. It is mostly commonly used method of investigation in educational research; survey research can be carried out either by group researcher or by an individual. This is widely used for collecting data in different fields such as linguistic education, sociology; and so on survey data are collected through Questionnaires, opinionnaires or interviews, attitude scales, attendance rather etc. Survey is cross-sectional study which may explanatory or analytic. Various scholars have defined the survey research as a type of research which tries to study the large and small population by selecting and studying samples in order to accomplish the research purpose. It is used to find out public opinion on creating issues to find out behavior of different professional activities and to find out existing situation of certain institutions. "This research was conducted to identify the perception of the teachers for the teachers' professional development.

- The research represented the Nuwakot district.
- Population sample was carried out by the large number.
- Data were collected at a single time.
- The population was generalized to the whole population.

3.2 Population, Sample and Sampling Strategy

All the secondary level English teacher of Nuwakot district were population and 30 secondary level English teachers were sample of the study. I used judgment non-random sampling procedure to select the sample.

3.3 Study Area/Field

Nuwakot district was the research area and classroom observation system was a study area of this research.

3.4 Data Collection Tools and Techniques

I used questionnaire as a tool to collect data. The questionnaire is appended at the end.

3.5 Data Collection Procedures

First of all, I visited the school Head teacher and established a rapport with him/her then I explained the purpose of my study to him and ask for his permission to carryout research. With the permission from the Head teacher, I talked to the subject teacher for necessary assistance and I gave questionnaires to them requesting to complete within a week. After a week, I collected the questionnaires from the respondents.

3.6 Data Analysis and Interpretation Procedures

The collected data was analyzed interoperated and presented descriptively and statically with the help of tables, charts, illustration and diagrams.

CHAPTER IV

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the data from the primary sources. This study was carried out to find out the teachers perception on the role of classroom observation for the professional development of teachers. For this purpose, I selected thirty secondary levels English teacher from Nuwakot district. The participants were asked to respond the 30 close ended questions. The analysis of the collected data has been carried out as fairly as possible under the following headings:

1. Existing state/practice of classroom observation
2. Teacher's perceptions on role of classroom observation for TPD.

The analysis and interpretation has been done statistically and descriptively.

4.1 Analysis of Data and Interpretation of Results

The first objective of the study was existing states or practices of classroom observation for teachers' professional development. For eliciting the information required to meet the objective, I distributed a set of questionnaire to find out the practices of classroom observation to the respondents. The presentation of the data collected from the teachers, its analysis and interpretation has been carried out under different sub-headings below:

4.1.1 Formal System of Classroom Observation

The teachers were provided the closed ended question. "There is a formal system of classroom observation in my institution." Followed by five alternatives; always, frequently, rarely, never and sometimes. The

responses made by the teachers are analyzed and presented in the following table 1.

Table 1
Formal System of classroom Observation

S.N.	Response	No. of Teacher	Percentage
1.	Always	3	10%
2.	Frequently	7	23.34%
3.	Rarely	9	30%
4.	Never	4	13.34%
5.	Sometimes	7	23.34%

The data presented in table 1, shows that out of 30 respondents, 30% opined that secondary level school teachers were observed 'rarely'. Only 10% of respondents said that they were observed 'always'. Similarly, 23.34% opined that they were 'frequently' observed, 13.34% teachers opined that they were 'never' observed and 23.34% teachers opined that they were 'sometimes' observed. It shows that not all but most of the institutions have not formal system of classroom observation.

To get more information about formal system and existence of class observation, the statement, "Administrators, head teachers and senior teachers who are related to English language observed my class" was asked to them with five alternatives. The responses made by the teachers are presented in the table 2.

Table 2

Existence of Classroom Observation

S.N.	Response	No. of Teacher	Percentage
1.	Always	-	-
2.	Frequently	5	16.67%
3.	Rarely	8	26.66%
4.	Never	5	16.67%
5.	Sometimes	12	40%

The data presented in table 2 clearly shows that the majority of the respondents 40% opined that they were observed 'sometimes', only 16.67% of respondents said that they were observed 'frequently'. Similarly 26.66% teachers' responded that they were observed 'rarely', 16.67% of respondents pointed that they were 'never' observed formally and nobody opined that they were observed 'always'. It shows that administrators, head teachers and senior teachers sometimes did observation in the secondary level English teachers' class.

4.1.2 Exchange of Experience among Teachers

To elicit the further information of exchange of experience among teachers, the statement; "classroom observation encourages me to consult with the experienced teachers and share the problems which I faced in my class" was asked to them with five alternatives. The responses made by the teachers are presented in the table 3:

Table 3
Consulting the Seniors

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	5	16.67%
2.	Agree	14	46.67%
3.	Partially Agree	10	33.33%
4.	Disagree	1	3.34%
5.	Strongly disagree	-	-

The data presented in table 3 shows that only 16.67% of respondents 'strongly agree', 46.67% of them 'agree', 33.33% of the teachers 'partially agree' and 3.34% of them 'disagree' about classroom observation helps to consult the senior. It shows that most of the teachers consulted with the senior and experienced teachers about the problem they faced.

To get more information about exchange of experience among teacher, the question, "classroom observation motivates and allows teacher to reflect on their approach to teaching and idea back to the classroom" was asked with five alternatives; strongly agree, agree, partially agree, Disagree and strongly disagree. Their responses are presented in following table 4.

Table 4
Classroom Observation Motivates and Gets Idea back

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	6	20%
2.	Agree	18	60%
3.	Partially Agree	6	20%
4.	Disagree	-	-
5.	Strongly Disagree	-	-

While analyzing the responses to statement in table 4, it was found that 20% of the teachers 'strongly agree'. Similarly, majority of the teachers (i.e 60%) 'agree', 20% of teachers 'partially agree' and 'nobody disagree' and 'strongly disagree'. This data shows that majority of the teachers have positive attitudes towards classroom observation motivates teachers in language classroom.

4.1.3 Provision of Feedback after Classroom Observation

To elicit the idea about provision of feedback after classroom observation, the statement, "The observers provide me feedback after they observed my class" was asked with five alternatives, strongly agree, agree, partially agree, disagree and strongly disagree. Their responses are presented in following table 5.

Table 5
Observers Provide Feedback

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	3	10%
2.	Agree	18	60%
3.	Partially Agree	7	23.33%
4.	Disagree	2	6.67%
5.	Strongly Disagree	-	-

The data presented in table 5 shows that majority of the respondents (i.e. 60%) 'agree', 10% of them 'strongly agree', similarly 23.33% 'partially agree' and 6.67% 'disagree' that observed provide feedback. It shows that most of the observers provide feedback after they observed the classroom.

4.1.4 Role of Staff Meeting

To elicit the further information on staff meeting helps classroom observation, the statement, "staff meeting held in the school provides a forum for the teachers to discuss and decide on different issues on classroom observation to TPD" was asked with five alternatives. Their responses about the statement, tabulation and interpretation are presented in the table 6 below:

Table 6
Role of Staff Meeting

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	3	10%
2.	Agree	15	50%
3.	Partially Agree	8	26.66%
4.	Disagree	4	13.34%
5.	Strongly disagree	-	-

The data presented in table 6 shows that only 10% of respondents 'strongly agree', 26.66% 'partially agree' and 13.34% 'disagree' but majority of teachers (i.e. 50%) respondents 'agree' on staff meeting helps them to TPD. It shows that staff meeting provides good platform for the teachers to discuss and decide on different issues on classroom observation to TPD.

4.1.5 Support in Solution of Teaching Problems

Teachers were provided a statement; "classroom observation helps to maintain the discipline in my class" followed by five alternatives; strongly agree, agree, partially agree, disagree and strongly disagree.

Their responses are presented in the table 7.

Table 7

Classroom Observation helps to Maintain the Discipline

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	3	10%
2.	Agree	21	70%
3.	Partially Agree	6	20%
4.	Disagree	-	-
5.	Strongly disagree	-	-

While analyzing the responses of statement in table 9, it was found that majority of the respondents 70% 'agree', only 10% of them were 'strongly agree' and 20% opined 'partially agree'. It shows that most of the teachers have positive thinking that classroom observation helps to maintain the discipline in the classroom.

To get more information about support in solution of teaching problems the respondents were asked the question "classroom observation helps teachers in engaging in problem solving that occur in the classroom and the applying the new ideas" followed by five alternatives, strongly agree, agree, partially agree, disagree and strongly disagree. The responses made by the teachers are analyzed and presented in the table 8.

Table 8
Classroom Observation helps Teachers in Engaging in Problem Solving

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	6	20%
2.	Agree	17	56.66%
3.	Partially Agree	5	16.66%
4.	Disagree	1	3.33%
5.	Strongly disagree	1	3.33%

The data presented table 8 shows that most of the teachers 56.66% 'agree', 20% of them 'strongly agree', similarly 16.66% 'partially agree', and 3.33% teachers opined 'disagree' and 'strongly disagree'. This data shows that classroom observation helps teachers applying the new ideas in the classroom.

4.1.6 'Effective Classroom Presentation

To get more information about effective classroom presentation, teachers were provided a statement; "classroom observation helps to improve my lesson presentation in the class" followed by five alternatives; strongly agree, agree, partially agree, disagree and strongly disagree. Their responses are presented in the following table 9.

Table 9
Effective Classroom Presentation

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	-	-
2.	Agree	16	53.33%
3.	Partially Agree	11	36.67%
4.	Disagree	3	10%
5.	Strongly disagree	-	-

The data presented table 9 shows that 53.33% of teachers 'agree', 36.63% of hem 'partially agree' and other 10% of them 'disagree' about that effective classroom presentation. This data shows that most of the teacher improves their lesson presentation in the classroom.

4.1.7 Students' Participation

Teachers were provided a closed-ended questions "The observers observe my students participation in the class" followed by five alternatives, strongly agree, agree, partially agree disagree, and strongly disagree. Their responses are presented in the table 10.

Table 10
Students' Participation

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	4	13.33%
2.	Agree	14	46.67%
3.	Partially Agree	12	40%
4.	Disagree	-	-
5.	Strongly disagree	-	-

While analyzing the responses of questions in table 10, it was found that 13.33% of the teachers 'strongly agree' that students' participation. Similarly, majority of the teachers (i.e. 46.67%) 'agree', 40% of teachers 'partially disagree' and nobody opined 'disagree' and partially 'disagree'. This data shows that majority of the teachers are observed their students participation in the class.

4.1.8 Use of Teaching Materials

To get more information about teachers perception on classroom observation, the statement, "The observers give me ideas of making teaching materials after they observed class" followed by five alternatives, strongly agree, agree, partially agree, disagree and strongly disagree. Their responses are presented in the table 11.

Table 11

Use of Teaching Materials

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	2	6.66%
2.	Agree	18	60%
3.	Partially Agree	9	30%
4.	Disagree	1	3.64%
5.	Strongly disagree	-	-

Among the 30 respondents the collected data reveal that 6.66% of teachers 'strongly agree' that get idea of making teaching materials. Similarly 60% of them 'agree', 30% 'partially agree' and only 3.64% 'disagree'. It means majority of teachers get idea of making teaching materials after they observed class.

4.1.9 Development of Teachers' Communicative Competence

The information obtains on teachers' perception, "After classroom observation I'm able to develop my communicative competence" followed by five alternatives, strongly agree, agree, partially agree, disagree, strongly disagree. Their responses are presented in the table 12.

Table 12

Development of Teachers' Communicative Competence

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	2	6.67%
2.	Agree	15	50%
3.	Partially Agree	8	26.66%
4.	Disagree	5	16.67%
5.	Strongly disagree	-	-

The data presented in table 12 displays that 6.67% of the teachers 'strongly agree', majority of the teachers (i.e. 50%) 'agree' similarly 26.66% 'partially agree' and 16.67% of teachers 'disagree'. It shows that teachers are able to develop communicative competence after they observed classroom.

4.1.10 Use of Teaching Techniques

Teachers were provided a question, "The observers observe my role play techniques in the classroom" followed by five alternatives; strongly agree, agree, partially agree, disagree, strongly disagree. Their responses are presented in the table 13.

Table 13
Use of Teaching Techniques

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	2	6.66%
2.	Agree	16	53.33%
3.	Partially Agree	9	30%
4.	Disagree	3	10%
5.	Strongly disagree	-	-

The data presented in table 13 shows that majority of teachers (i.e. 53.33%) 'agree', 6.66% 'strongly agree'. Similarly 30% teachers opined 'partially agree' and 10% of teachers 'disagree'. It means the observers observe teachers role play technique in the classroom.

4.1.11 Improvement of Teaching Learning Activities

To elicit the information of improvement of teaching learning activities, the statement, "Classroom Observation is necessary for improving the teaching learning activities" was asked with five alternatives. Their responses about the statement, tabulation and interpretation are presented in the table 14.

Table 14
Improvement of Teaching Learning Activities

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	5	16.66%
2.	Agree	19	63.34%
3.	Partially Agree	4	13.33%
4.	Disagree	1	3.33%
5.	Strongly disagree	1	3.33%

The data presented in table 14 shows that most of the 63.34% of respondents 'agree', 16.66% 'strongly agree', similarly 13.33% 'partially agree' and 3.33% of them equally 'disagree' and 'strongly disagree'. It shows that classroom observation improves the teaching learning activities.

4.1.12 Effectiveness of Classroom Observation

Teachers were provided a closed ended-question "Classroom observation makes my teaching learning activities effective" followed by five alternatives, strongly agreed, agree, partially agree, disagree and strongly disagree. Their responses are presented in the table 15.

Table 15
Effectiveness of Classroom Observation

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	8	26.66%
2.	Agree	17	56.66%
3.	Partially Agree	5	16.67%
4.	Disagree	-	-
5.	Strongly disagree	-	-

The data presented table 15 shows that 26.66% of the teachers 'strongly agree', 56.66% of them 'agree' and other 16.67% of them were 'partially agree' that classroom observation makes teaching effective. This data shows that most of the teachers have positive attitude that classroom observation makes teaching effective.

The information obtained on teachers' perceptions towards an effective role for TPD. The statement, "Classroom observation has an effective role in TPD" was asked to them. The responses of them are presented in table 16.

Table 16

Role of Classroom Observation in TPD

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	10	3.33%
2.	Agree	19	63.33%
3.	Partially Agree	1	3.34%
4.	Disagree	-	-
5.	Strongly disagree	-	-

It was found that majority of their views that most of the respondents (i.e. 63.33%) 'agree', 33.33% 'strongly agree' and few of them (i.e. 3.34%) 'disagree' that teachers' perceptions towards' effectiveness is very much positive and it has positive effect for TPD.

4.1.13 Benefits Derived from Classroom Observation

To get more information about teachers' perceptions on classroom observation the statement, "Many benefits can be derived from classroom observation" was presented. According to the responses provided by the teachers, many benefits can be derived from an effective classroom observation is presented in table 17.

Table 17

Benefits Derived from Classroom Observation

S.N.	Response	No. of Teacher	Percentage
1.	Strongly Agree	6	20%
2.	Agree	19	63.34%
3.	Partially Agree	4	13.3%
4.	Disagree	1	3.33%
5.	Strongly disagree	-	-

The data presented in table 17 shows that majority of teachers (i.e. 63.34%) 'agree', 20% 'strongly agree' similarly, 13.3% teachers opined 'partially agree' and 3.33% of teachers 'disagree'. It means classroom observation give benefits to the teachers.

4.1.14 Aspect of Classroom Observation

In order to find out the aspects of classroom observation, the teachers were provided with some close-ended questions. Analysis and interpretation has been carried out in the table 18.

Table 18
Aspect of Classroom Observation

S. N .	Statements	Responses									
		Strongly Agree		Agree		Partially agree		disagree		strongly disagree	
		No	%	No	%	No	%	No	%	No	%
1.	The observers observe my assigning group work and pair work in the classroom.	1	3.33	16	53.33	10	33.33	2	6.66	1	3.33
2.	The observers observe using visual aids in my class.	2	6.66	15	50	9	30	4	13.33	-	-
3.	The observers observe my speaking skill in the classroom.	-	-	13	43.34	15	50	-	-	2	6.66

According to the data presented in table 18 majorities of the teachers 53.33% 'agree', 3.33% of them 'strongly agree', similarly 33.33%

'partially agree' and 6.66% 'disagree'. It shows that majority of teachers are observed for their group work and pair work in the classroom.

While analyzing the responses to statement No. 2 it was found that only 6.66% of respondents 'strongly agree', 50% of them 'agree', 30% of teacher 'partially disagree', and 13.33% of them 'strongly disagree' that they are observed their using visual aids in the classroom.

Similarly, by analyzing the responses of statement no. 3, 43.34% of teachers 'agree', 50% 'partially agree' and few respondents (i.e. 6.66%) 'strongly disagree'. It shows the they are less observed their speaking skill in the classroom.

4.1.15 Need of Classroom Observation for TPD

To get the more information about the need of classroom observation for professional development of teacher with the help of some close-ended questions I tried to extract the attitudes of participants towards the need of classroom observation for professional development of teacher. The responses of teachers presented in table 19.

Table 19
Need of Classroom Observation for TPD

S. N .	Response	Responses									
		Strongly Agree		Agree		Partially agree		disagree		strongly disagree	
		No	%	No	%	No	%	No	%	No	%
1.	Classroom Observation is needed to every teachers to develop personally and professionally	13	43.33	13	43.33	4	13.34	-	-	-	-
2.	classroom observation helps to improve my way of using visual materials in the classroom	1	3.33	16	53.33	9	30	2	6.66	2	6.66

Among the respondents, the collected data revealed that 43.33% of the teachers 'strongly agree' and 43.33 of them also 'agree' with the statement classroom observation needs to develop professionally. Similarly 13.34% of the respondents were found 'partially agree' and 'nobody disagree' and 'strongly disagree' about the statement. The data

shows that almost all the teachers agreed that classroom observation needs to develop professionally.

While analyzing the statement no. 2 found that only 3.33% of the respondents 'strongly agree', 53.33% of them 'agree'. Similarly 30% of them 'partially agree' and 6.66% of them 'disagree' and 'strongly disagree'. It shows that classroom observation helps to improve using visual materials.

4.2 Summary and Finding

On the basis of analysis and interpretation of the data the following findings are drawn:

1. A vast majority of the teachers (i.e 83.32%) were aware of the effective role of classroom observation in their profession although some of the institutions fail to organize the formal system of classroom observation.
2. Majority of the teachers (i.e. 63.34%) said that they were consulted with senior and experienced teachers about the problem they faced in the classroom.
3. Majority of the teachers (i.e. 70%) said that they were motivated from feedback provided observer after classroom observation.
4. Eighty percent of teachers' responded that classroom observation helps to maintain the discipline in the classroom.
5. Majority of the teachers (i.e. 78.66%) opined that classroom observation helps teachers in engaging in problems solving that occur in the classroom and then applying the new ideas.

6. Majority of the teachers (i.e. 53.33%) opined that classroom observation helps to improve their lesson presentation in the class.
7. Majority of the teachers (i.e. 66.66%) opined that the observers give ideas of making teaching materials after they observed class.
8. Majority of the teachers (i.e. 56.67%) opined that they are able to develop their communicative competence after classroom observation.
9. Most of the teachers (i.e. 80%) opined that classroom observation can improve the classroom activities after the observers feedback and it is needed to every teacher to develop professionally.
10. Most of the teachers (i.e. 56.66%) opined that classroom observation helps to improve the way of using visual materials in the classroom.
11. Most of the teachers (i.e. 86.66%) responded that classroom observation is needed to every teacher to develop professionally.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

In this chapter, I have presented the conclusion of the research and recommendation of the study on the basis of the analysis and interpretation of the results. The following conclusion and recommendation have been drawn on the basis of the analyzed data separately.

5.1 Conclusion

The main objectives of the study were to find out teachers perception, on role of classroom observation for teachers' professional development and to identify the practices of classroom observation for teachers professional development. I have used purposive sampling procedure i.e. non-random judgmental sampling procedure to fulfill the objectives. The questionnaire was the tool to collect the data. The total size consists of 30 secondary level English language teachers (one from each school) were selected.

On the basis of rigorous analysis and interpretation of the data, I can say that majority of the teachers were aware of the effective role of classroom observation in their profession although most of the institutions lack formal system of classroom observation. Almost all English language teachers have positive attitudes towards classroom observation for their professional development. In spite of their positive attitude, they said that they had not been involved in formal classroom observation yet.

Most of the teachers responded that classroom observation helps to improve the weakness and enhance all round development it is necessary. Teachers provided various reasons for the necessity of

classroom observation for their professional development because it develops them professionally, classroom observation system maintain the discipline in the classroom and improve their communicative skills, using teaching materials, lesson presentation, making group work and pair work.

In conclusion, a teacher him/herself should be motivated and committed to the profession. No improvement can be made unless a teacher wants to change himself herself. Attending teacher professional development activities is very fruitful to increase professional skills and competences on the part of teachers that help them to develop confidence and other various aspects of profession in ELT.

5.2 Recommendations

On the basis of results and discussion and the findings of the research, the implications have been made at three levels (policy related, practice related and further research related) regarding the role of classroom observation from the professional development of teachers given below:

5.2.1 Policy Related

Making a policy is an important step for implementing any policy effective because it gives clear road map to implement that policy effective in the field. So, on the basis of findings derived from analysis and interpretation; I would like to recommend the following policy related recommendations.

- Ministry of education and DEO should make strict policy about classroom observation in school level.
- The school administers should highly encourage their teacher to attend different teachers' professional development events such as training, different seminars related to language teaching.

- Classroom observation should provide the teachers with theoretical input, so that teachers can apply the knowledge practically in the classroom, resulting the professional developments of teachers.

5.2.2 Practice Related

To find out the role of classroom observation for professional development of teacher, that helps them to be professional almost all teachers' should have positive attitude towards classroom observation.

- Staff meeting, different types of workshops, seminars relating to classroom observation should be organized frequently in the institutions to discuss on different professional issues and problems. All the teachers should be encouraged for their equal participation in such occasion.
- Teachers should be provided with the supportive and favorable school environment required for teaching effectively.
- Qualities like positive attitude towards each other, providing psychological back up, supporting juniors by an expert, observer always provide feedback after observation, they should mark their fault and be rewarded for good works which encourages them to be professional.
- The observers should give immediate feedback after classroom observation for improvement.

5.2.3 Further Research Related

The present research is unable to occupy several area related to the topic. The findings of the study might not be generalized to all contexts as it has a lot of limitations. It has limitations in terms of population, sample data, collection tools and so on. So, further researchers can be conducted concerning the limitation of the research. Here are some of other related areas are recommended for further research.

- Need of classroom observation.
- Practices of classroom observation.
- Teachers' attitudes towards classroom observation.

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Appendix I

Questionnaire

Dear Sir/Madam

This questionnaire is a part of my research study entitled “Role of Classroom Observation for the Professional Development of Teachers” under the supervision of **Dr. Anjana Bhattarai**, professor and Head, Department of English Education, T.U., Kirtipur, Kathmandu. Your cooperation in completion of the questionnaire through the authentic and reliable information will be great value to me. I would assure you that the responses made by you will be exclusively kept confidential and used only for the present study.

Thank You

Researcher
Chakra Bdr. Jagari

Name:

Qualification:

.....

Experience:

.....

Name of the Institute:

.....

Address:

.....

A) Put the tick (\checkmark) to the alternative that best indicate your response:

1. There is a formal system of classroom observation in my institution.
 - a. Always
 - b. Frequently
 - c. Rarely
 - d. Never
 - e. Sometimes
2. Administrators, Head teachers and senior teachers who are related to English language, observed my class.
 - a. Always
 - b. Frequently
 - c. Rarely
 - d. Never
 - e. Sometimes
3. Classroom observation has an effective role in teachers' professional development.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
4. Classroom observation encourages me to consult with the experienced teachers and share the problems which I faced in my class.
 - a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree

5. Classroom observation motivates and allows teachers to reflect on their approach to teaching and ideas back in to the classroom.
 - a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
6. Classroom observation makes my teaching learning activities effective.
 - a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
7. Staff meeting held in the school provides a forum for the teachers to discuss and decide on different issues on classroom observation to TPD.
 - a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
8. I use teaching materials in my English language classroom.
 - a. Always
 - b. Frequently
 - c. Rarely
 - d. Never
 - e. Sometimes
9. Classroom observation motivates to make my teaching effective.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
10. Classroom observation is needed to every teacher to develop personally and professionally.
 - a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
11. The observers observe my proper use of white board in the classroom.
 - a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree

12. The observers observe my assigned group work and pair work in the classroom.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
13. The observers observe my using visual aids in my class.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
14. The observers observe my students' participation in the class.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
15. The observers provide me feedback after they observed my class.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
16. The observers observe my role play techniques in the classroom.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
17. The observers observe my speaking skill in the classroom.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
18. The observers encourage me to use audiovisual materials in the communicative classroom.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree

19. The way the observers introduce new concepts to support my teaching.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
20. The observers give me ideas of making teaching materials after they observed class.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
21. The observers encourage me to make pair work and group work in the communicative classroom.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
22. The observers give me ideas of assigning students homework.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
23. Classroom observation helps to improve my lesson presentation in the class.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
24. Classroom observation helps to maintain the discipline in my class.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree

25. Classroom observation helps teachers in engaging in problem solving that occur in their classroom and then applying the new ideas.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
26. Classroom observation is necessary for improving the teaching learning activities.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
27. After classroom observation I improve my students speaking skill.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
28. Many benefits can be derived from classroom observation
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
29. After classroom observation I'm able to develop my communicative competence.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree
30. Classroom observation helps to improve my way of using visual materials in the classroom.
- a. Strongly agree
 - b. Agree
 - c. Partially agree
 - d. Disagree
 - e. Strongly disagree

Thank You

APPENDIX-II

List of the name of the schools included in this research study

S.N.	Name of School
1.	Janaki Secondary School, Mahakali-Nuwakot
2.	Ksehtrapal H.S. School, Chaughada-Nuwakot
3.	Gramsewa H.S. School, Samari- Nuwakot
4.	Narayan Devi H.S. School, Khanigaun-Nuwakot
5.	Bhimsen Secondary School, Battar-Nuwakot
6.	Shantikunja Academy, Chaughada-Nuwakot
7.	Saya Englsih Boarding Schoo, Thansing-Nuwakot
8.	Pritivi Secondary school, Bidur-Nuwakot
9.	Souvenir Boarding scho, Battar-Nuwakot
10.	Global vidhya Mandir, Bidur-Nuwakot
11.	Public Vision Academy Khaniguan-Nuwakot
12.	Oasis Englsih Academy Khaniguan-Nuwakot
13.	Jyotikunja Academ Thansing-Nuwakot
14.	Bhairabi H.S.S. Nuwakot
15.	Nuwakotglori English School. Ganeshsthan-Nuwakot
16.	Orchid Academy Batttar-Nuwkot
17.	Shree Krishna H.S.S. Taruka Ganeshthan-Nuwakot
18.	Amarjrtri H.S.S. Kharanitar-Nuwakot
19.	Janagyan H.S, School -Nuwakot
20.	Nawa Prakesh Secondary School, Suryamati-Nuwakot
21.	Northstar Englsih Boarding School, Khaniguan-Nuwakot
22.	Himalyan Academy Battar-Nuwakot
23.	Chandrjoti Secondary School, Pipalta-Nuwakot
24.	Sibalaya Secondary School-Nuwakot
25.	Mahendra H.S. School, Thansing-Nuwakot
26.	Bhawani Secondary School, Nuwakot

27.	Ranbhuwaneshwar H.S. School, Devidhat-Nuwakot
28.	Malika Secondary School, Kuipipal-Nuwakot
29.	Bhairabi Academy, Bageswari-Nuwakot
30.	Suryamati Secondary School, Madanpur-Nuwakot

