

**NOVICE TEACHERS' VIEWS TOWARDS
CLASSROOMOBSERVATION FORTEACHER PROFESSIONAL
DEVELOPMENT**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment of the Master of Education in English**

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

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ABSTRACT

This study entitled “Novice Teachers’ Views on Classroom Observation for Teacher Professional Development” aimed to identify novice teachers’ views on classroom observation in terms of classroom management, clarity of explanations, student engagement, patterns of interaction, use of a second language and delivery of instruction. Secondly, it had aimed to find out the importance of classroom observation from the perspective of novice teachers’ professional development. Keeping the objectives in consideration 30 novice English language teachers were selected from thirty different private secondary schools of Kathmandu district through non-random purposive sampling procedure. I used questionnaire as the research tool including 30 close ended questions and five open ended questions. After analysis and interpretation of the data, it was found that majority of the novice teachers of Kathmandu district seemed positive towards classroom observation in terms of different aspects of teaching and learning activities in the classroom. Furthermore, novice teachers opined that through classroom observation they could improve their skills and knowledge of different teaching and learning activities in terms of classroom management, delivery of instruction, pattern of interaction, clarity of explanation, use of a second language and student engagement from the perspective of their professional development.

This study consists of five chapters. The first chapter deals with background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with the review of theoretical and empirical literature, implications of the study and conceptual framework of the study. Likewise, the third chapter deals with the methodology adopted for the study in which, design of the study, population, sample and sampling strategy of the study, research tools sources of data, data collection procedure and data analysis and interpretation procedure of the study are discussed. The fourth

chapter deals with the analysis and interpretation of the collected data descriptively and using simple statistical tool i.e. percentage. Similarly, the fifth chapter deals with the findings based on the analysis and interpretation of the data, conclusion derived from the findings and recommendations. This chapter is followed by reference and appendices.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>x</i>
<i>List of Tables</i>	<i>xiii</i>
<i>List of Abbreviations and Symbols</i>	<i>xiv</i>
CHAPTER ONE: INTRODUCTION	1-5
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	5
1.7 Operational Definitions of Key Terms	5
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	6-24
2.1 Review of Related Theoretical Literature	6
2.1.1 Forms of Classroom Observation	6
2.1.2 Need and Importance of Classroom Observation	7
2.1.3 Purpose of Classroom Observation	9
2.1.4 Classroom Observation and Feedback	10

2.1.5 Stages of Classroom Observation	11
2.1.5.1 Pre-observation Stage	11
2.1.5.2 While Observation Stage	11
2.1.5.3 Post-observation Stage	11
2.1.6 Novice and Experienced Teachers	12
2.1.7 Teacher Professional Development	132.1.7.1
Teacher training	13
2.1.7.2 Teacher Development	15
2.1.8 Differences between Teacher Development and Teacher Training	16
2.1.9 Necessity of Teacher Professional Development	17
2.1.10 Ways of Novice Teachers' Professional Development	18
2.1.10.1 Classroom observation	18
2.1.10.2 Teacher induction	19
2.2 Review of Related Empirical Literature	20
2.3 Implications of the Study	22
2.4 Conceptual Framework	23

CHAPTER THREE: METHODS AND PROCEDURES OF

THE STUDY	25-27
3.1 Design of the Study	25
3.2 Population, Sample and Sampling Strategy	26
3.3 Research Tools	27
3.4 Sources of Data (Primary and Secondary)	27
3.5 Data Collection Procedures	27
3.6 Data Analysis and Interpretation Procedures	27
3.7 Ethical Considerations	27

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA 29-43

4.1 Analysis of Data and Interpretation of Results 294.1.1

Classroom Observation and its supports in Classroom Management

30

4.1.2 Classroom observation for clarity of explanations 314.1.3

Classroom observation for delivery of instruction 33

4.1.4 Classroom observation facilitating student engagement 354.1.5 Classroom

observation helps in the use of second language (TL)374.1.6 Classroom

observation for patterns of interaction 394.1.7 Interpretation of Open-ended

Questions41

CHAPTER 5:FINDINGS, CONCLUSION AND RECOMMENDATIONS

44-48

5.1 Findings 44

5.2 Conclusion 46

5.3 Recommendations 47

5.3.1 Policy Related 47

5.3.2 Practice Related 47

5.3 Further Research Related 48

REFERENCES

APPENDICES

LIST OF TABLES

Page No.

Table 1 : Classroom observation and its supports in classroom management	30
Table 2 : Classroom observation for clarity of explanations	32
Table 3 : Classroom observation for delivery of instruction	34
Table 4 : Classroom observation facilitating student engagement	36
Table 5 : Classroom observation and use of a second language	38
Table 6 : Classroom observation for patterns of interaction	40

LIST OF FIGURE

Page No.Figure 1: Conceptual Framework

24

LIST OF ABBREVIATIONS AND SYMBOLS

%	-	Percentage
CUP	-	Cambridge University Press
e.g.	-	For example
Ed.	-	Edition
ELT	-	English Language Teaching
et al.	-	And other People
Fre.	-	Frequency
ibid	-	In the Same Place
i.e.	-	That is to say
NELTA	-	Nepal English Language Teacher Association
No.	-	Number
MOE	-	Ministry of Education
M.Ed	-	Master in Education
OUP	-	Oxford University Press
P.	-	Page
PhD	-	Doctor of Philosophy
Prof.	-	Professor

Pvt. Ltd. - Private Limited
TL - Target Language
TPD - Teacher Professional Development
T.U - Tribhuvan University