CHARTER ONE

INTRODUCTION

This study entitled **Novice Teachers' Views on Classroom Observationfor Teacher Professional Development.** This part consists of 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.

1.1 Background of the Study

Classroom observation is defined as caring and supporting teachers as well as learners' activities by head teacher, experienced teacher, resource- person and school supervisor inside and outsidethe classroom.The term classroom observation was first introduced by Wringtone in 1920 and later on it was developed systematically by Anderson in 1939. Similarly, it was used in the classroom in 1979 respectively (1964, p. 69 as cited in Koirala, 2013). Observation is a way of visiting someone's classroom and gathering information about different aspects such as classroom management, lesson planning, materials, methods, interaction and teaching learning activities. Similarly, Richards andLokhart (1996, p.12) says "Observation involves visiting a class to observe different aspects of teaching. Observation is suggested as a way of gathering information about teaching rather than a way of evaluating teaching". Therefore, classroom observation refers to the caring about different teaching and learning activities of teachers for their professional development from the side of observer. According to Richards and Farrell (2008, p.90) classroom observation is important component of teaching practice. It plays a central role in practice teaching by the observation of our teaching by our co-operating teacher and supervisor as well as our own observation of our co-operating teacher's class.

Teachers are the fundamentals of teaching and learning process. Teaching is a vast and challenging work. Likewise, Richards and Farrell (2008, p. 91) mentioned that"teaching is a complex and dynamic activity, and during a lesson many things occur

simultaneously, so it is not possible to observe all of them." There are different kinds of teachers such as novice teacher, experienced teacher, and an expert teacher. Among them novice teacher is the one who has less than one year'steaching experience. They may be either student teacher orteacher in their first year of teaching. They have subject matter knowledge but less confidence in teaching profession.In this regard Harmer (2010, p. 101) argues that students are unlikely to follow their teacher unless they have confidence in their professional abilities. Students need to believe that they know what they are doing. In this study novice teachers are those who have less than one year's teaching experience. Similarly, SSRP (2009, p.37) categorized teachers as beginner/novice, experienced, master and expert.Novice teachers are worried about their work whether they can teach or not. In the beginning their main concern is surviving and try to adjust in the teaching environment.

All individuals are different and their needs and priorities are also different. The same thing is perceived and analyzed differently by different people. Similarly, the needs, and priorities of novice teachers are different than an experienced teachers. Novice teachers' attitude is different than experienced teachers' on classroom observation and teaching profession.So, without classroom observation, one cannot find the real problems of teacher and students that they face day to day. In the observation process, the observer makes a plan and enters the classroom with a lot ideas and provides constructive suggestions to the teacher. If newly appointed English language teachers apply those suggestions and constructive feedbacks provided by observer it will be very beneficial for their professional development.

1.2 Statement of the Problem

Classroom observation is the clear watch of the ongoing activities in the classroom between teachers and students. Observation takes place in and outside the classroom. Observation plays vital role in teaching and learning activities because it enhances the skill, ability, techniques and knowledge of the newly appointed as well as student

teachers.The purpose of observation may differ from person to person or it differs according to who are the participants as well as respondents of the classroom. In observation process if we are observing our colleague, our main concern is how he or she teaches, which methods or techniques he or she applies, how he or she creates peaceful environment for learning, what is about teachers as well as learners motivation, whether students are motivating or frustrating by his or her teaching style and so on. From our colleague, we can learn many things such as appropriate teaching method and techniques. Due to huge controversy in policy level about classroom observation, it becomes a great issue in the field of education. School management committee, head teacher, resource person, school supervisor all are the responsible people for the classroom observation. But, they are not punctual and responsible in their task. Therefore, teachers cannot get appropriate chance to improve their teaching style in time. Education Rule (2002, p. 77) mentions that school supervisor should visit at least once a month in a particular school and conduct discussion between head teacher and school management committee. But, this is impossible because there is large difference between school and supervisor ratio. That iswhy, this is one of the problem in the field of education.

1.3Objectives of the Study

The objectives of this study are as follows:

a)   To identify the novice teachers' views on classroom observation in terms of classroom management, clarity of explanations, delivery of instruction, student engagement, use of a second language and patterns of interaction.

b)   To find out the importance of classroom observation from the perspective of novice teachers' professional development.

c)   To list some pedagogical implications on the basis of findings of the study.

1.4Research Questions

Research questions are main tool for data collection for any study. They are based on the objectives of the study. This study was investigated answers of the following questions:

a)   What are the novice teachers'views on classroom observation?

b)   What is the importance of classroom observation for teacher professional development?

1.5 Significance of the Study

Teaching learning and classroom observation go side by side. Without classroomobservation we cannot expect effective teaching especially in case of newly appointed teacher. Observation is a way of visiting someone's class and receive information, identify real problems about different aspects of teaching such as lesson plan, classroom management, teaching materials. It is one of the best way of evaluating newly appointed English languageteachersthat provide support in professional development and builds confidence of them. The classroom may be observed by head teacher, resource person, school supervisor and subject expert. But, the reality is that no one visits in the particular classroom due to controversy in policy level. If we are in favour of policy regarding observation then we need to consider such questions: Are policy makers conscious about Nepalese education system? How novice teachers are benefited from observation? How might observation affect newly appointed teachers attitude and performance? Ihave addressed these questions in this study. That is why I suppose this study will provide teachers and teacher educators with a wider repertoire of responses to consider as they re-evaluate and reflect on their own teaching techniques and strategies. It will be equally important for policy makers, course designers, school administration and all other who are directly or indirectly involved in teacher professional development (TPD) including the researchers in the field of classroom observation.

1.6 Delimitations of the Study

The proposed study had the following delimitations:

a)   The study was limited to the novice teachers' views on classroom observation and its importance.

b)   The study was limited to the 30 novice English language teachers whose classroom has been observed at least two times in the first year of their teaching.

c)   Close and open ended questions were used to collect the teachers' view.

d)   This study was limited to the 30 privatesecondary (grade 9 to 10) schools of the Kathmandu district.

1.7Operational Definitions of the Key Terms

Novice Teachers: Novice teachers are those who have little teaching experience. They are beginner in the field of teaching. For this study noviceteachers are secondary level English language teachers who have less than one year's teaching experience.

Observation: In this study, observation means a way of providing support and feedback by head teacher, experienced teacher and school supervisor to the novice teachers' on the basis of observation of the ongoing activities in the classroom.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND

CONCEPTUAL FRAMEWORK

This part consists of the review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

Classroom observation refers to the activities of watching carefully the way something happens or teacher does something inside the classroom in order to learn more about it and to provide feedback and guidance to the teacher for further improvement in teaching. Review of literature refers to the intensive study of previous works which are related to the researcher's interest or a particular problem. Therefore, Nunan (2010, p.216) mentions that an essential step in any research project is the literature review. The function of the literature review is to provide background information on the research question and to identify what others have said or discovered about the study under investigation. The review of theoretical literature for the current study has been presented as follows:

2.1.1 Forms of Classroom Observation

It is very important for observer to understand the distinctions between the various forms of observation that are used in the classroom. Makean and Mills(1964, p.69 as cited in Koirala, 2013) mention three forms of classroom observation. They are as follows:

Declared

Incidental

Invited

In the declaredobservation the observer makes a pre plan. On the basis of pre plan the observer informs the teachers when he or she will come to a particular class of a particular school. It makes teachers ready for their lesson and helps for effective teaching and learning.

The main purpose of incidental observation is to visit different schools or classroom without informing the teachers tobe observed to find out the real condition of teaching and learning process. But, the observer as the source of fear in such type of observation. Therefore, the observer is requested to organize conference among supervisor, head teacher and all teachers before the observation which makes a comfortable environment for teachers.

Invited is the most popular one because in this type of observation the teacher invites the supervisor and they discuss about the particular problem which teachers face. In spite of its popularity it is rarely practiced in the context of Nepal. This is highly focused on the improvement of a particular problem. This is very useful form of classroom observation.

2.1.2 Need and Importanceof Classroom Observation

It is necessary that without observation we cannot recognize the actual problems of teaching and learning process. Similarly, this is equally important for teacher professional development. Teaching is profession it refers to the type of a job which needs special type of skill or knowledge such as, I. Ed., B. Ed. and M. Ed. In this regard Wallace (2010, p.5) argues that in 'profession' we have a kind of occupation which can only be practiced after long and rigorous academic study". She further says:

> Structured professional education should include two kinds of knowledge. They are received and experiential knowledge. Through these kinds of professional knowledge, they get chance to further improvement and develop career accordingly as cited in Wallace (ibid).

Through classroom observation, the observer can provide feedback, guidance, motivation and support to the teachers which is helpful for further improvement.In this way, Head and Taylor (1997, p.11) mention "Teacher development builds on past, because recognizing how past experiences have or have not been developmental helps to identify opportunities for change in the present and future. It is a self-reflective process."

A teacher is a person who teaches his students inside the classroom and change his students according to his objectives. Without teacher teaching cannot be possible. A teacher faces many problems and challenges in the classroom. To recognize problems and challenges which are faced by teachers we should observe the classroom. Without observation we cannot find actual problem of teaching and learning process.

Classroom observation is important for teacher professional development. In the same way, Maggioli (2004, p. 80) presents classroom observation is an integral component of coaching which focuses on specific teachers and learners behavior. Similarly, it focuses on the actual condition of the classroom. She further mentions that the teachers and learners classroom behavior in terms of

- Delivery of instructions
- Classroom management
- Student engagement
- Use of a second language (target language)
- Patterns of interaction
- Clarity of explanations

Classroom observation supports teacher for meaningful explanation of the content with supporting details. Similarly, it also helps for explanation of the content in front of the classroom observer according to plan. Likewise, it supports for presentation of lesson with high confidence. Observation helps in the classroom management in terms of furniture, teaching materials, management of students according to their level. In the same way, observation enhances task based learning, engagement of the students in preparing materials and working in a group. Classroom observation also supports for teaching English through English in the classroom. Similarly, observation supports in the patterns of interaction as teacher to student, student to student and vice versa.

The observation task consists of recording the presence or absence of these behaviors in the classroom. Therefore, classroom observation is equally important for observer to recognize the behavior of novice teachers.

2.1.3 Purpose of Classroom Observation

Generally, classroom observation is the means of evaluating teachers' and learners' task. The purpose of observation depends upon the person. If the observer is head teacher or subject expert his or her purpose is to find out the problems and challenges faced by teachers and provide constructive suggestions and feedback to improve the learning achievement of the school and whole education system. If the observer is researcher his or her purpose is meet the objective of his study.In this regard Dorneyi (2007, p. 187) argues that to organize the many different ways in which we can observe classrooms two dichotomies are usually offered: participant versus non participant and structured versus unstructured observation. The primary purpose of classroom observation is teachers' professional wroth and development. It allows teachers to receive feedback from an experienced teacher. Some purposes of classroom observation are as follows:

- Toidentify the novice teachers performance in the classroom.
- Recognizethe activities used in the classroom.
- Provide feedback to the novice teacher.
- Present the model lesson for novice teachers.

From the above points it can be concluded that the purpose of classroom observation is based on the nature and observers participated in the process.

2.1.4Classroom Observation and Feedback

Observation and feedback are related to each other. In the process of classroom observation, the observer sits back to the class and observes the different factors and situations of the classroom and provide suggestions for further improvement. Similarly,

'feedback' means providing suggestions' and guidelines for further improvement in a negative as well as positive way. That is why novice teachers are benefited from feedback. In the same way Adhikari (2016, p.174)says that feedback really "feeds us back" and lets us develop ourselves. In classroom observation the role of feedback especially corrective feedback Ellis (2009 as cited in Adhikari 2016) feels that the role of feedback has vital place in most second language learning and language pedagogy theory. Classroom observation does not mean observing the class to find out the weakness of the teacher's classroom activities and making them nervous in terms of delivery of instruction and use of a second language.It is a kind of technique or tool/way where the supervisor observes the real condition of the classroom and provides feedback in order to improve the teacher's professionalism. Emphasizing the importance of classroom observation Wajnryb (2010, p. 1) states classroom observation is a multi-faceted tool for learning which can be learned and can improve with practice. It is about being an observer in the language learning from the observation process of classroom processes. Thus, classroom observation is beneficial for both the observer and the teachers.

Classroom observation provides feedback to the teachers with comments and suggestions. Feedback really benefits teachers. It is an important modality in the teacher development process. Classroom observation and feedback are related with each other. In the absence of feedback classroom observation is incomplete. Therefore, feedback is the means of providing suggestions and detect the weaknesses of teachers in the classroom.

2.1.5 Stages of Classroom Observation

Classroom observation is the purposeful monitoring of different tasks such as classroom management, teaching materials, lesson plan and teaching learning activities in the classroom. It follows three stages: pre-observation, while observation and post observation stage. They are explained briefly as below:

2.1.5.1 Pre-observation Stage

In this stage observer meets to the teacher and share the purpose and way of observation. The observers share their ideas and support to the novice teacher for further improvement via observation. Furthermore, observer makes plan with the teacher and exchanged information, includes the purpose of observation, course information and classroom activities conducted in the day of the observation. It also includes the discussion on what the focus of observation will be. This stage is also known as preparation stage.

2.1.5.2 While Observation Stage

This is the original observation phase in which the observer observes the teacher's class and noted the activities done in the classroom. In this stage, observers involved in the actual classroom and noted the activities of teachers which are followed in the classroom. The way of data noted may be video, audio tape record, checklists, rating scale and narrative writing.

2.1.5.3 Post-observation Stage

This is also known as post teaching conference. After the completion of teaching and learning activities observer sits with teacher and discuss about the ongoing activities during the observation period. In this stage, observer shares teacher's strong and weak points and provide suggestions and feedback for further improvement.

2.1.6 Novice and Experienced Teachers

Novice teachers can be defined as newly appointed teachers who have less than one year of teaching experience. They are beginners in the field of teaching. In the first year of teaching; they have no prior teaching experience. In this regard Wajnryb (2010) states that the beginning phase of a teacher's career is similar to the silent period of a second language learner. The learner does not produce the language but listens, analyzes,

reflects. Similarly, a beginner teacher does not know what is good teaching consists of. They are less familiar with subject matters, methods, teaching strategies and classroom management. Similarly, Tsui (2003, p. 4) mentions "the term novice teacher is commonly used in the literature to describe teachers with little or no teaching experience. They are either student teacher in their first year of teaching". Therefore, novice teachers are those who have less teaching experience and knowledge in the particular field. Whereas, experienced teachers are those who have required knowledge in a particular field. "The identification of expert teacher is more problematic, it is much harder to identify an expert teacher. In all studies of novice and expert teachers, teaching experience is one of the criteria for selecting expert teacher" as cited in Tsui (ibid). There is huge difference between a novice teacher and an expert teacher in terms of content knowledge, classroom dynamics, lesson planning, methods, and techniques. The main concern of novice teacher is how to survive in the new teaching environment.Therefore, novice teachers are optimistic towards the students. In this regard Tsui (2003, p. 245) mentions the following differences between novice and an expert teachers:

- A richer and more elaborate knowledge base
- Ability to integrate and use different kinds of knowledge
- Ability to make sound intuitive judgments based on past experience
- A desire to investigate and solve a wide range of teaching problems.
- A deeper understanding of students and student learning.
- Awareness of instructional objectives to support teaching.
- Better understanding and use of language learning strategies.
- Greater awareness of the learning context.
- Greater fluidity and automaticity.

From the above points it can be said that novice teachers are less experienced and matured in the teaching field. On the other hand, experienced teachers approach their work differently for novices because they know what typical classroom activities and expected problems and solutions are (Berliner 1981 as cited in Richards and Farrell,

2005, p.8). Therefore, experienced teachers are those who have more than one year teaching experience in their respective field and well prepared about the subject matter.

2.1.7 Teacher Professional Development

Professional development is an ongoing, self-directed and autonomous activity for teachers to acquire knowledge and skills. Teachers continuously improve their skills and knowledge after initial training in their careers. So, teacher development is a lifelong process in which teachers keep themselves engaged in learning and strengthening their own expertise. Teachers play active role for their professional development. According to Head and Taylor (1997, p. 6) "teacher development means in terms of teachers own understanding of how they go on learning and becoming better at what they are doing". The successful teachers should be well prepared, active and flexibleand having multi-dimensional knowledge and skills in order to develop their career. Teachers develop their professionalism through different kinds of seminars, workshops, journals, peer observation, classroom observation and action research.

2.1.7.1 Teacher training

Teacher training is a process of making/changing a novice teacher into trained, perfect, experienced and competent in his/her field. In other words, it is a learning process which involves the acquisition of knowledge, developing the skills, concepts and changing the attitudes and behaviors to enhance the performance of employee. It involves basic concepts and principles as well as utilizes those theoretical concepts in real classroom performance. It is also a prerequisite phenomenon for handling any problems. It facilitates teaching skill or type of behavior through regular practice and instruction. Training provides the practical knowledge which emphasis on methods and techniques of classroom teaching and learning. In general, training can be understood as information gained process for a particular purpose. However, in broad sense training means to make/develop a person perfectly in his or her career in the sense that teaching discipline.

Therefore, training is a pre-requisite activity for teachers in order to accomplish instructional activities smoothly.

Bhatia (2005, p. 5) writes:

> Training is an act of increasing knowledge, skills and attitude of an employee for improving his performance on the job. Training is concerned with imparting specific skill for doing particular job. For example, a clerk on typing. It is a task oriented activity. It is for job related purpose and short term.

From the above ideas, it can be concluded that teachers' theoretical knowledge is not enough in the real field. In order to minimize the gap between theory and practice training is essential for teachers. Teachers are considered as an important part of a whole education system of a nation. Their performance plays pivotal role to change the existing situation of whole educational field. They can contribute a lot to reform teaching methods according to the time, place and circumstances being an active agent. Therefore, it is essential that in order to perform such educational issues there is need of trained teachers which is possible through the means of training. Through experience and study knowledge is gained but teachers cannot remain untouched from the fact that their professionalism is enhanced through training. Unless teachers are trained, it is believed that no quality education is imparted. Therefore, it is very useful to acquire practical knowledge in the education process. It is also consists with theoretical and practical aspects of teaching which helps teachers to solve the problems related with teaching and learning process.

2.1.7.2 Teacher Development

Teacher development is a way of improving knowledge of teaching and helps to develop confidence of the teacher. The term teacher development encompasses different kinds of skills to be acquired in order to be a critical teacher. In this process responsibility is a key component which plays pivotal role for the development of the teacher. Therefore,

teachers should not forget their responsibilities. It helps them to be critical, disciplined and well-mannered in their respective field. It is an ongoing process through which teachers keep growing with their own voluntary effort. It provides teachers with an important information about their services which can be useful for their professional life. It focuses on individual needs; it takes on different specific meaning and forms depending on where we are working and what our desired direction for development is.

Teacher development came into existence due to the demand of in service teachers in the field of education. In this regard, Head and Taylor (1997, p.9) mentions:

> Teacher development is the process of becoming the best kind of teacher. To the extent that teachers are regularly asking themselves how can I become a better teacher? How can I enjoy my teaching more? How can I feel that I am helping learning? They are thinking about ways of developing. They are acknowledging that it is possible to change the way they each and perhaps also.The preconceptions that they have about teaching and learning.

Above definition states that development starts from the very beginning. It is a way of improve one's knowledge of teaching and helps to develop confidence in the teacher. It often involves different dimensions of a teacher's activities.

2.1.8 Differences between Teacher Development and Teacher Training

Teacher development is a continuous process which is usually compared and contrasted with teacher training. Teacher development is a broad term whereasteacher training is a specific part of teacher education. Head and Tylor (1997) mention the differences between teacher development and teacher training in the following way:

Teacher Training	Teacher Development
1. Compulsory	Voluntary

2. Competency based	Holistic
3. Short term	Long term
4. Time bound	On going
5. Temporary	Continual
6. Fixed agenda	Flexible agenda
7. Top down	Bottom up
8. Productive certificate weight	Process weighted.
9. Skill technique and knowledge based	Based on personal growth and development.
10. Done with experts	Done with peers.
11. Means you can get job	Means interest in your job.
12. Related to needs of course.	Related to needs of the individuals

Teacher training and teacher development both contribute to the teacher's performance and improved teaching and learning process, however they are not the same in many respects.

2.1.9 Necessity of Teacher Professional Development

Teachers need to be well equipped with their subject matter, teaching methods and techniques to satisfy the students. Teacher development includes many elements from which students and teachers are benefited. Teacher development reveals changing

oneself, growing oneself and equipping oneself with teaching learning activities. Teacher needs to be professional for the perspective of students and teacher oneself as well. In this regard, Sparkes (1991) states

> Professional development plays vital role for the teacher for the improvement their performance. This means the observers must pay attention to the results of professional development on the job performance, organizational effectiveness and success of all students (as cited in Sultan 2004, p. 12)

Teacher development enables the teacher to handle any kinds of problems or issue occurring in the classroom. The world is changing day by day and its needs and priorities are also changing with its time. Similarly, in the teaching profession teacher should be changed with new paradigms. Therefore, teacher should keep them update with the time and situation in their profession. Khaniya (2006, p. 9) says:

> People who do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if changes are not kept abreast people working behind, for this purpose involved in it should be allowed to work if its development, advancement and continuous development.

If the teacher is professional in their profession, they feel enjoyment, passion, satisfaction with their profession. Thus, teachers are respected admired preferred from the each aspect of the society. Whereas, if a teacher cannot keep update with the changing needs of the society they are called lamed in the teaching profession. So, teacher development plays vital role to make the teacher self-aware, active, familiar with the new paradigm in teaching which can help to sustain in their profession.

2.1.10 Ways of Novice Teachers' Professional Development

Professional development includes different types of trainings, seminars, workshops for teacher development. Therefore, the perspective of novice teacher professional development we should find wide varieties of ways, ideas, procedure, methods and

options that are applied by the teacher on the basis of their need. We can find different programs like,teacher induction, mentoring programs, seminar, workshops, classroom observation and supervision.

The teachers can develop their proficiency through different way. If the teachers get proper opportunity they can develop themselves, in the case school also should provide an appropriate opportunities to them. Roberts (1998, p.224) suggests teachers develop themselves adopting various strategies like teaching, peer coaching, professional collaboration, innovations, research, helping others to learn courses, situations, self-study and language learning. The ways of novice teacher professionaldevelopments are explained in the following sub-titles:

2.1.10.1 Classroom observation

Classroom observation is a way of visiting teachers class and receiving information about teaching and learning activities. Throughobservation observers can modify teacher's behavior accordingly.It is for the evaluation of teachers' performance and their professional development and share ideas about teaching and learning activities. It follows three stages as pre-observation, observation and post-observation. In the first phase observer meets with the teacher inform them. Moreover, in the second phase the observer observed the class. Observation may be recorded or noted. In the post observation phase observer and teacher discuss about while being observed.

2.1.10.2 Teacher induction

Teacher induction is a formalized process to train, support and feedback providing to the novice teacher. The teaching profession needs to promote the professional development strategies for preparing, supporting and retaining teachers in the teaching field. Every organizations needs continuous training programmed. Teachers also want training. People from different professions need on the job training.Students' teachers are provided initial training before they enter into teaching profession. In their career, they are provided with different subsequent training which aim to enhance their long term

learning. In the professional development of the teachers we need a bridge that links the teachers' initial training entry into full time teaching and subsequent longer term learning. In the induction programs new teachers often want demonstration classes where they can see other teacher's model teaching. They also want collaboration among teachers. Induction is a comprehensive process of sustained training and support for new teachers. It is a multi-year process designed to train and acculturates new teachers in the academic fields. Through induction novice teacher gets chance to improve his/her weaknesses. In this regard, Tickle (2000, p. 2) mentions induction as:

> A process in which the capital already vested in new entrants by the time they become teachers can be extended by way of systematic and sensitive provision for their further professional development, in accord with the need for transformative and dynamic dispositions towards educating which they will need to share with more seasoned colleagues.

From the above definition it can be concluded that induction is the process of provided support and guidance to the novice teachers in the first stage of their careers. It is the tool of refined newly appointed teachers.They aim to strengthen teacher practice and improve student learning. They are the means to orient, assist and guide beginning teachers so they remain in the profession and grow into capable practitioners.

2.2Review of Related Empirical Literature

Some of the recently carried out research works in this field are as follows:
Chand (2013) carried out research entitled "Role of Classroom Observation Technique in Teachers' Development". The objectives of this study was to find out the roles of classroom observation technique in teachers' development and to compare the teaching capabilities of teacher before and after the class observation. The methodology of the study was survey research. He hasused nonrandom purposive sampling. The findings of the study showed that for the beginning teachers' regular classroom observation is essential to be improved from the existed weaknesses and observation is a process of

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psychological as it is helpful to avoid shyness, monotony, fear and nervousness from the mind of teachers.

Bhattarai (2013) conducted the research on "Perception and Practices of Peer Observation for English Teachers' Professional Development". Its purpose was to identify teachers' perception and practices of peer observation for their professional development and to identify the perceived benefits of peer observation for their teachers' professional development. The methodology of the study was survey research and her sample were 10 English teachers from Morang district. She used purposive sampling procedure. Her findings showed that peer observation is an effective tool to enhance professional development and selected informants had good perception and awareness on professional development and peer observation.

Rai (2013) carried out the research on "Role of Head Teachers in Professional Development of Newly Appointed English Teachers". The focus of this study was to explore head teachers role in professional development of newly appointed English teachers. The methodology of this study wassurvey and his population were 40 head teachers from 32 schools of Khotang district and sample procedure was non-random purposive sampling. His tools for data collection were questionnaire. The findings of this study was most of the head teachers had positive attitude towards newly appointed English teachers. They viewed that they supported new teachers in managing classroom. In the area of classroom management HTs viewed that they also supported them in developing rules and procedures, building positive climate and enhancing student's self-concept.

Acharya (2014) conducted a research on "Classroom Dynamics in Case of Novice Teachers". His objective was to find out the classroom dynamics in case of novice teachers in terms of classroom management, classroom interactions, teachers preparation, motivation and evaluation. The methodology of this study was survey research design. His population were 20 novice English teachers from 20 secondary schools and sampling procedure was non-random sampling procedure. His tool for data collection was checklist for the classroom observation. His main findings were classroom dynamics plays

important role to make classroom environment collaborative, interactive and fruitful by involving all students in communication. A great number of novice teachers were found poor in classroom dynamics.

Basnet (2016) carried out a research entitled "Views of English Teachers on Supervision and Follow-up of Teacher Training". The objectives of this study were to find out the views of English teachers on the role of supervision and follow up for implementing teacher training and to find out the current situation of supervision and follow up in public school. The methodology of the study was survey research. His population were 40 lower secondary and secondary teachers from Lamjung district. He applied nonrandom purposive sampling strategy to take the sample from the whole population.His tools for data collection were questionnaire. The findings of the study showed that the role of all teachers, student and supervisor to make training meaningful and they gave more focus on students. Similarly, it was found that 85% of the teacher did not get feedback in their problem of implementation of training. It means the system of follow up of training is miserable.

Poudel (2016) carried out a research on "Learning Strategies of English Language Teachers for Professional Development through Peer Observation". The objective of this study was to find out how the teachers learn from their friends' classroom observation. He used survey design and his population were 40 higher secondary teachers of Kathmandu valley. He has applied non-random purposive sampling strategy and his tool was questionnaire. The findings of the study showed that the teachers feel easy to learn classroom activities through peer observation if peer supports them and most of the teachers learn the motivation and presentation technique from the peer during peer observation.

2.3Implications of the Review for the Study

Review of the research provides theoretical and practical ideas for carrying out the research. The review of previous research provides different ideas about different topics to conduct this research in this form.From Chand (2013) I learnt about formation of research tools and methodology of the study. Similarly, Bhattarai (2013) helped me to

take knowledge about importance of peer observation for professional development. It helps to expand the ideas about observation. Likewise, Rai (2013) made me familiar with the sample size. Determining and reviewing the related literature is central and most important task for any research. Acharya (2014) provided me the definition of novice teachers'. Likewise, Basnet (2016) supported me to know about nonrandom purposive sampling strategy. From Poudel (2016) I learnt about how to write and conclude findings and implications of the study.

By reviewing and analyzing previously conducted research I can expand the areas of knowledge about my research problem. Therefore, reviewing literature helps me to bring ideas about research problems, methodology and contextualize findings. Although it is time consuming and frustrating process.Describing the importance of reviewing literature Kumar (2005, p.30) states the following implications:
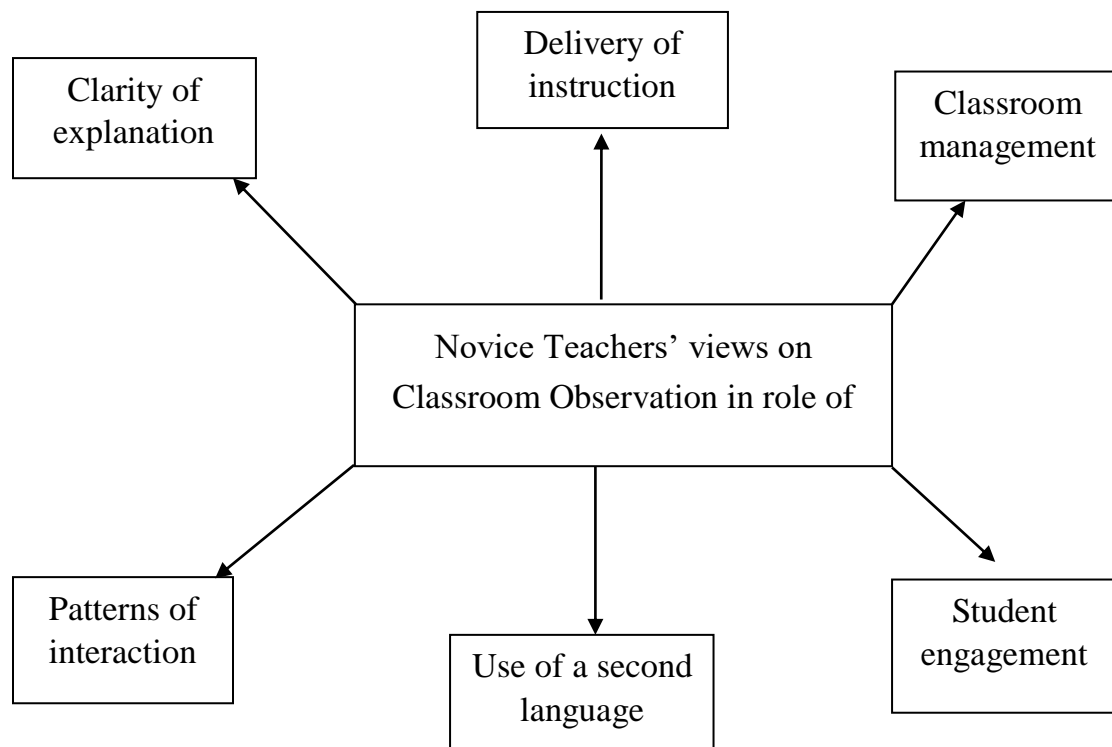
a. It provides a theoretical background to your study.
b. It helps to you refine your research methodology.
c. Through the literature review you're able to show how your findings have contributed to the existing body of knowledge in your profession.
d. It enables you to contextualize your finding.

Above mentioned points have clarified the importance of literature review. Not only theoretical but practical knowledgeis also taken from previously conducted research works. In this study I have reviewed altogether six researches which are conducted in the field of teacher's professional development in the central department of English education. Previously conducted researches are similar to this research in the sense that their works try to explore TPD.

2.4 Conceptual Framework

Conceptual framework is the representation of the understanding of theories by the researcher and his/her own conceptualization of the relationship between different

variables. While carried out this research I had consulted different theories related to this study. Thus, the present study was based on the following conceptual framework:

	Delivery of instruction	
Clarity of explanation		Classroom management

Novice Teachers' views on Classroom Observation in role of

Patterns of interaction	Use of a second language	Student engagement

The present study aimed to identify the novice teachers' views on classroom observation in terms of clarity of explanation, delivery of instruction, classroom management, student engagement, use of a second language and patterns of interaction. It also aimed to find out the importance of classroom observation from the perspective of novice teachers'

professional development. Here, importance of classroom observation was analyzed in general and novice teachers' views in particular.

CHAPTERTHREE
METHODS AND PROCEDURES OF THE STUDY

This chapter deals with researchmethodology which was adopted to carry out the study on **Novice Teachers' Views on Classroom Observation for Teacher Professional Development.** Design of the study, population, sample, sampling strategy, research tools, sources of data, data collection procedure, data analysis and interpretation procedure and ethical considerations are described below:

3.1 Design of the Study

This study was based on survey research design. According to Cohen and Manion(1985 as cited in Nunan 2010, p. 140) mentions:

> Surveys are the most commonly used descriptive method in educational research and may vary in scope from large-scale governmental investigations through to small-scale studies carried out by a single researcher. The purpose of a survey is generally to obtain a snapshot of conditions, attitudes or event at a single point in time.

The objectives of this study is almost similar to the above definitions. The objectives are to identify the novice teachers' views on classroom observation and its importance for

teachers' professional development.Nunan(2010, p.141) mentions the eight step procedure of survey research. All the stepswas applied during the completion of the study.

Step 1: Design objectives- What do we want to find out?

Step 2: Identify target population- Who do we want to know about?

Step 3: Literature review- What have others said/discovered about the issue?

Step 4: Determine sample- How many subjects should we survey, and who will identify these?

Step 5: Identify survey instrument- How will the data will be collected: questionnaire/interview?

Step 6: Design survey instrument- How will the data collection be actuallybe carried out?

Step 7: Identify analytical- How will the data be assembled and analyzed?

Step 8: Determine reporting procedure- How will be written up and presented?

The above steps entail that survey is one of the important research design used in educational investigations. It is mainly carried out to find out people's attitude, opinions and specified behavior on certain issues, phenomena, events or situations. The finding of survey is generalizable to the whole group. Above mentioned steps are required to learn the views of novice teachers on classroom observation and its importance for teachers' professional development. Therefore, survey design was adopted to conduct this research.

3.2Population, Sample and Sampling Strategy

A population is a group of people that consists of more common characteristics. In the same way, Best and Kahn (2012, p. 13)defined population as "A group of individuals with at least one common characteristics which distinguishes that group from other individuals".Therefore, the population of this study was the secondary level novice Englishlanguage teachers whose classroom has been observed at least two times in the first year of their teaching. Similarly, sample is small number of population that shows what it is like.As cited in Best and Kahn (ibid) definesample as "a sample is a small proportion of the population that is selected for observation and analysis". In this study, 30 novice English language teachers from 30 different private secondary schools of

Kathmandu district were selected using non-random judgmental sampling procedure for the sake of primary data collection.According to Kumar (2005, p. 179) non-random purposivesampling is the judgment of the researcher as who can provide the best information to achieve the objectives of the study.

3.3 Research Tools

For this study, a questionnaire wasused to collect the views of novice teachers' on classroom observation and its importance. Questionnaire was based on the components of observation such as classroom management, patterns of interaction, student engagement and use of a second language in the classroom. In this study both closed and open ended questions were used.

3.4 Sources of Data (Primary and Secondary)

The primary sources of data for this study was information obtained from 30 novice teachers of the selected secondary schools of the Kathmandu district. Similarly, I have consulted various books and dissertations related to the topic to facilitate the present study they are listed in the reference section.

3.5 Data Collection Procedures

Regarding data collection, Iprepared questionnaire including five open ended and 30 close ended questions that are included in appendix. I visited the selected schools with questionnaire, consulted the administration and ask for permission to involve their novice teachers.Then I met the teachers and established rapport with them. I distributed questionnaire to them, explained each questions to them and at last the questionnaire was collected from them.

3.6Data Analysis and Interpretation Procedures

The recorded datawas analyzed, interpreted and presented statistically and descriptively by using simple statistical tool as percentage.

3.7 Ethical Considerations

Ethical consideration refers to the values that a researcher has to follow during the research process. It is an essential part of any researches. For this study the data were collected honestly and carefully from the thirty novice teachers of the Kathmandu district. Collected data were used only for this research purpose.The respondents' identification was completely anonymous and no names were mentioned in the study. This is only used for research purpose.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This section is mainly concerned with the analysis and interpretation of the datacollected from the primary sources. The data obtained from the informants have been presented analytically and descriptively. Collected responses were converted into percentage and analyzed and interpreted descriptively.

The result of the study has been analyzed under the six sub headings. They are as follows:

- ➢ Classroom management
- ➢ Clarity of explanations
- ➢ Delivery of instruction
- ➢ Student engagement
- ➢ Use of a second language (target language)
- ➢ Patterns of interaction

4.1Analysis of Data and Interpretation of Results

The data have been presented, analyzed and interpreted under this topic. The data were collected with the use of questionnaire consisting of open ended and close ended questions under two sets. The data were collected from 30 novice teachers of different 30 secondary schools of Kathmandu district.

The participants were asked to read the statements and questions very carefully and answer in your own way. Similarly, they were provided two types of questions. The data collected from the questions have been presented with the help of tables. The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation has been done using percentage statistically.

4.1.1 Classroom Observation and its Supports in Classroom Management

The teachers were provided the close ended questions followed by five alternatives; 'strongly agree', 'agree', 'neutral', 'disagree' and 'strongly disagree'. In this section, I have been presented the data of five statements which are included under the elements of classroom observation as classroom management. On the basis of the novice teachers' views on classroom observation in terms of classroom management, I have been presented the data in the table below.

Table 1

Classroom observation and its supports in classroom management

Statements	Responses									
	S.A		A		N		D		S.D	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
1.	27	90	3	10	-	-	-	-	-	-
2.	8	26.7	22	73.3	-	-	-	-	-	-
3.	17	56.7	11	36.7	1	3.3	1	3.3	-	-
4.	10	33.3	20	66.7	-	-	-	-	-	-
5.	24	80	6	20	-	-	-	-	-	-

The above table shows that almost all the teachers (i.e. 90%)'strongly agreed' and a few teachers (i.e.10%)'agreed' in the first statement. Novice teachers viewed that classroom observation supports them for classroom management on the basis of levels of the students. Similarly,it is found that not a single teacher viewedon 'neutral', 'disagree' and 'strongly disagree' in the same statement i.e. in the first statement. Likewise, in the second statement,it is found that a significant number of teachers (i.e. 26.7%) 'stronglyagreed' and majority of the teachers (i.e. 73.3%)'agreed'. Whereas, not a single teacher responded on 'neutral', 'disagree' and 'strongly disagree' options in the second statement. It shows that classroom observation helps them to verify their methods of teaching, appropriateness of materials, classroom management and mastery over subject matter knowledge. In the same way, the data presented in the table 1 displays that majority of the teachers (i.e. 56.7%) 'strongly agreed' and a significant number of teachers(i.e.36.7%) 'agreed'. Likewise, a few teachers (i.e. 3.3%)opined on 'neutral' and'disagree'. Even a single teacher did not respond on 'strongly disagree' in the second statement. It shows that almost all the teachers were positive on classroom observation because it has helped them to manage classroom by addressing the multiple intelligences of the learners. In the same way, some of the teachers (i.e.33.3%)'strongly agreed' and majority of the teachers (i.e. 66.7%)'agreed' in the fourth statement. But, not a single teacher responded on 'neutral', 'disagree' and 'strongly disagree' in the third statement. It means classroom observation has helped them to create child friendly learning environment in the classroom. In the fifth statement, most of the teachers (i.e. 80%)'strongly agreed' and some of the teachers (i.e. 20%)'agreed'. Whereas, not a single teacher opined on 'neutral', 'disagree' and 'strongly disagree' in the fifth statement. Overall, almost all the teachers were positive towards classroom observation because it is necessary to the newly appointed English language teachers for their professional development from the side of an experienced teacher.

4.1.2 Classroom observation for clarity of explanations

Here, I have presented the data which are collected from the novice teachers of Kathmandu district. In this section, I have presented the views of novice teachers on classroom observation in terms of clarity of explanations. They responded differently on these five statements. I have included five statements under the elements of classroom observation as clarity of explanations. All five statements are described within a single table using percentile.

Table 2

Classroom observation for clarity of explanations

Statements	Responses									
	S.A		A		N		D		S.D	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
1.	26	86.7	4	13.3	-	-	-	-	-	-
2.	14	46.7	15	50	1	3.3	0	0	0	0
3.	15	50	15	50	-	-	-	-	-	-
4.	13	43.3	17	56.7	0	0	0	0	0	0
5.	6	20	4	13.3	-	-	16	53.3	4	13.3

The data presented in the table 2 displays that most of the teachers (i.e. 86.7%)'strongly agreed'and some of the teachers (i.e. 13.3%)'agreed' in the first statement; classroom observation has supported them for meaningful explanation of the content. However, even a single teacher did not view on'neutral', 'disagree' and 'strongly disagree' in the

first statement. It shows that novice teachers were positive towards classroom observation and it is beneficial for their professional development. Similarly, in the second statement, it is found that almost half of the teachers (i.e. 46.7%) 'strongly agreed' and half of the teachers (i.e. 50%) 'agreed'. Likewise, a few teachers (i.e. 3.3%) opined'neutral'. Whereas, not a single teacher viewed as 'disagree' and 'strongly disagree'. It shows that almost all the teachers (i.e. 96.7) were positive and benefited from classroom observation.In the sense that classroom observation helped them to give explanation of the contents according to the need and levels of the students. Likewise, in the third statement, above table displays that half of the teachers(i.e.50%)'strongly agreed' and half of the teachers (i.e. 50%)'agreed'. But, not a single teacher opined on 'neutral', 'disagree' and 'strongly disagree' in the third statement. It means almost all the teachers seemed positive on classroom observation because it has helped them in the presentation of lesson with high confidence. In the same way, almost half of the teachers (i.e.43.3%)'strongly agreed' and majority of the teachers (i.e.56.7%)'agreed'in the fourth statement. Even a single teacher did not respond on 'neutral', 'disagree' and 'strongly disagree' in the fourth statement. It shows that classroom observation has helped them tobe updated through the feedback from the observers. In the fifth statement, it is found that some of the teachers (i.e. 20%)'strongly agreed' and some of the teachers (i.e.13.3%) 'agreed'. Similarly, majority of the teachers (i.e. 53.3%) responded on 'disagree', and some of the teachers (i.e. 13.3%)'strongly disagreed' and not a single teacher responded on 'neutral'. It shows that majority of the teachers seemed positive towards classroom observation because it has not demotivated to the teachers. Therefore, it is necessary for the newly appointed English language teachers'professional development.

4.1.3 Classroom observation for delivery of instruction

In this section, I have presented the data which are collected from the primary sources. I have collected the views of novice teachers on classroom observation in terms of delivery of instruction. I included five statements under the delivery of instruction. All the five

statements have been described within a single table using percentile. Their responses are given in the following table:

Table 3

Classroom observation for delivery of instruction

Statements	Responses									
	S.A		A		N		D		S.D	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
1.	27	90	3	10	-	-	-	-	-	-
2.	14	46.7	16	53.3	0	0	0	0	0	0
3.	18	60	12	40	-	-	-	-	-	-
4.	13	43.3	16	53.3	0	0	0	0	1	3.3
5.	-	-	2	6.7	-	-	21	70	7	23.3

From the above table, it is found that almost all the teachers (i.e. 90%)'strongly agreed' and a few teachers (i.e. 10%)'agreed' in the first statement. It shows that classroom observation has supported them by providing different ideas about teaching learning activities. Whereas, not a single teacher opined'neutral', 'disagree' and 'strongly disagree' in the same statement. Similarly, in the second statement, it is found that almost half of the teachers (i.e. 46.7%)'strongly agreed' and majority of the teachers (i.e. 53.3%)'agreed'. Whereas, even a single teacher did not respond on 'neutral', 'disagree'

and 'strongly disagree'. It shows that, almost all the teachers were positive towards classroom observation. In the sense that classroom observation made them self-confident and autonomous. Likewise, in the third statement, it is found that majority of the teachers (i.e. 60%)'strongly agreed' and a significant number of the teachers (i.e.40%)'agreed'. But, not a single teacher opined on 'neutral', 'disagree' and 'strongly disagree' in the third statement. It shows that almost all the teachers seemed positive on classroom observation because it has helped them by avoiding shyness, fear and nervousness. In the same way, it is found that almost half of the teachers (i.e.43.3%)'strongly agreed' and majority of the teachers (i.e.53.3%)'agreed' in the fourth statement. Whereas, a few teachers (i.e. 3.3%) replied on 'strongly disagree' in the fourth statement.But, not a single teacher viewed on 'neutral' and 'disagree'. It shows that almost all of the teachers are in favor of classroom observation. Thus, classroom observation has helped them to make their language more suitable for instructional purposes. Furthermore, in the fifth statement, it is found that a few teachers (i.e. 6.7%)'agreed'. Whereas, majority of the teachers (i.e.70%)'disagreed' and some of the teachers (i.e. 23.3%)'strongly disagreed' and not a single teacher opined on 'neutral'. It shows that majority of the teachers were positive towards classroom observation because it has not insulted in front of the students. Therefore, it is important for teacher professional development.

4.1.4 Classroom observation facilitating student engagement

Under this topic, I have presented the data within a single table statically. Similarly, in this section, I have collected the views of novice teachers on classroom observation in terms of student engagement in the teaching and learning activities. I have included five statements under the student engagement which is one of the element of classroom observation. All five statements are described within a single paragraph descriptively and presented within a singletable using percentile. When the teachers were asked to respond their views on classroom observation, they answered differently. Their responses are given in the table four.

Table 4

Classroom observation facilitating student engagement

Statements	Responses									
	S.A		A		N		D		S.D	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
1.	27	90	3	10	0	0	0	0	0	0
2.	15	50	15	50	-	-	-	-	-	-
3.	18	60	12	40	0	0	0	0	0	0
4.	6	20	22	73.3	-	-	1	3.3	1	3.3
5.	1	3.3	1	3.3	1	3.3	19	63.3	8	26.7

The above table shows that almost all the teachers (i.e. 90%)'strongly agreed' and a few teachers (i.e. 10%)'agreed' in the first statement; classroom observation is important for psychological build-up of novice teachers on the basis of levels of the students. Moreover, not a single teacher opined'neutral', 'disagree' and'strongly disagree' in the

same statement. Similarly, in the second statement, it is found that half of the teachers (i.e.50%)'strongly agreed' and half of the teachers (i.e. 50%)'agreed'. Whereas, not a single teacher responded on 'neutral', 'disagree' and 'strongly disagree'. It shows that almost all of the teachers shared their views positive towards classroom observation because it has supported them to apply various techniques of involving students into different types of activities. Likewise, in the third statement, it is found that majority of the teachers (i.e. 60%)'strongly agreed'and a significant number of teachers (i.e.40%)'agreed'. But, not a singleteacher responded on 'neutral', 'disagree' and 'strongly disagree' in the third statement. It shows that almost all the teachers seemed positive on classroom observation because after the observation of their classroom in the first year of teaching, students engagement in the activities have been increased due to the way they ask questions in the classroom. In the same way, some of the teachers (i.e.20%)'strongly agreed' and majority of the teachers (i.e.73.3%)'agreed' in the fourth statement. Whereas, a few teachers (i.e.3.3%)'disagreed' and a few teachers (i.e. 3.3%)'strongly disagreed' in the fourth statement. Furthermore, not a single teacher responded on 'neutral' in the same statement i.e. fourth statement. It shows that almost all of the teachers were positive on the classroom observation. Likewise, in the fifth statement, it is found that a few teachers (i.e. 3.3%)'strongly agreed', a few teachers (i.e. 3.3%)'agreed' and a few teachers (i.e. 3.3%)'neutral' in the fifth statement. Whereas, majority of the teachers (i.e.63.3%)'disagreed' and a significant number of teachers (i.e. 26.7%) teachers'strongly disagreed'. It shows that almost all the teachers seemed positive towards classroom observation because it is necessary for the newly appointed English language teachers'professional development.

4.1.5 Classroom observation and use of a second language (TL)

The teachers were asked to express their views on classroom observation.Under this topic, I have categorized five close ended questions under the element of classroom

observation as use of target language. Similarly, the collected data has been analyzed within the same table and paragraph.

Table5

Classroom observation and use of a second language

Statements	Responses									
	S.A		A		N		D		S.D	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
1.	28	93.3	2	6.7	-	-	-	-	-	-
2.	17	56.7	13	43.3	0	0	0	0	0	0
3.	12	40	18	60	-	-	-	-	-	-
4.	17	56.7	13	43.3	0	0	0	0	0	0
5.	3	10	4	13.3	-	-	17	56.7	6	20

From the above table 5, it can be seen that almost all the teachers (i.e. 93.3%)'strongly agreed' and a few teachers (i.e.6.7%)'agreed' in the first statement; classroom observation has motivated them to teach English through English.Whereas, not a single

teacher respondedon 'neutral', 'disagree' and 'strongly disagree' in the same statement. Similarly, in the second statement, it is found that majority of the teachers (i.e.56.7%) 'strongly agreed' and almost half of the teachers (i.e. 43.3%)'agreed'. Whereas, not a single teacherhas been responded on 'neutral', 'disagree' and 'strongly disagree'. It shows that almost all the teachers seemed positive towards classroom observation because it has supported them to give comprehensive input in the target language. It is also helpful for various techniques of involving students into different types of activities. Likewise, in the third statement, table 5 shows that a significant number of teachers (i.e.40%)'strongly agreed' and majority of the teachers (i.e. 60%)'agreed'. Even a single teacher did not respond on 'neutral', 'disagree' and 'strongly disagree' in the third statement. It shows that almost all the teachers seemed positive on classroom observation because it has helped them to use various techniques of communication and interaction of the target language. In the same way, majority of the teachers (i.e. 56%)'strongly agreed' and almost half of the teachers (i.e.43.3%)'agreed' in the fourth statement. Whereas, not a single teacher responded on 'neutral', 'disagree' and 'strongly disagree'. It shows that almost all of the teachers benefited from classroom observation because it has helped them to imply various ways for error correction. In the fifth statement,a few teachers (i.e.10%)'strongly agreed' and some of the teachers (i.e.13.3%)'agreed'. Furthermore, majority of the teachers (i.e. 56.7%)'disagreed' and some of the teachers (i.e. 20%)'strongly disagreed' in the fifth statement.Whereas, not a single teacher responded on the option 'neutral'. It shows that majority of the teachers disagreed because observer prescribe top-down suggestions which become difficult to apply in the real context. Overall, majority of the teachers were in favor of classroom observation. Through classroom observation greater number of the novice teachers benefited in terms of use of a second language in the classroom.

4.1.6 Classroom observation for patterns of interaction

Under this topic, I have presented the data descriptively and statically within a single paragraph. Similarly, in this section, I have collected the views of novice teachers on classroom observation in terms of patterns of interaction in the teaching and learning activities. I have included five statements under the patterns of interaction which is one of the element of classroom observation. All five statements have been described within a single table using percentile.

Table 6

Classroom observation for patterns of interaction

Statements	Responses									
	S.A		A		N		D		S.D	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
1.	23	76.7	7	23.3	-	-	-	-	-	-
2.	17	56.7	13	43.3	-	-	-	-	-	-
3.	15	50	15	50	0	0	0	0	0	0
4.	18	60	12	40	-	-	-	-	-	-
5.	4	13.3	6	20	-	-	16	53.3	4	13.3

From the table 6, it is clear that most of the teachers (i.e. 76.7%)'strongly agreed' and some of the teachers (i.e. 23.3%)'agreed' in the first statement; classroom observation has helped them to make balance between teacher talking time and student talking time. Whereas, not a single teacher viewed on 'neutral', 'disagree' and 'strongly disagree' in the same statement. Similarly, in the second statement, it is found that majority of the teachers (i.e. 56.7%)'strongly agreed' and almost half of the teachers (i.e. 43.3%)'agreed'. Whereas, even a single teacher didnot responded on 'neutral', 'disagree' and 'strongly disagree' in the second statement. It shows that, almost all the teachers seemed positive towards classroom observation because it has supported them to motivate the less motivated students and involve them in the interaction. Likewise, table 6 shows that half of the teachers (i.e. 50%)

'strongly agreed' and half of the teachers (i.e.50%)'agreed' in the third statement. But, not a single teacher responded on 'neutral','disagree' and 'strongly disagree' in the third statement. It shows that almost all the teachers were positive on classroom observation because they have learned the importance of student to student interaction in the classroom through observation. In the same way, above table 6 reflects that majority of the teachers (i.e. 60%)'strongly agreed' and a significant number of teachers (i.e. 40%)'agreed' in the fourth statement. Whereas, not a single teacher opined on 'neutral', 'disagree' and 'strongly disagree'. It shows that almost all the teachers are positive towards classroom observation because it has helped them to encourage their students to ask questions. Moreover,in the fifth statement, it is found that some of the teachers (i.e. 13.3%)'strongly agreed' and some of the teachers (i.e. 20%)'agreed'. Furthermore, it is found that majority of the teachers (i.e. 53.3%)'disagreed' and some of the teachers (i.e. 13.3%)'strongly disagreed' in the fifth statement. Whereas, not a single teacher opined on the option 'neutral'. It shows that majority of the teachers were disagreed because observers focused on curricular activities. Thus, according to the teachers' views on classroom observation, it is necessary for their professional development because

majority of the teachers were in favor of classroom observation and they learned different types of techniques through classroom observation.

4.1.7 Interpretation of Open-ended Questions

This topic deals with the opinions collected from theopen ended questions. Thirty teachers were asked five open ended questions to collect the information about their views on classroom observation. Teachers responded in their own way regarding the questions employed. The responses of the teachers are presented as below:

i.Impact of classroom observation in teaching.
According to the teachers' responses, classroom observation creates positive impact because it helps to tackle problems which are coming in the field of teaching and learning. Moreover, it makes teachers aware towards pedagogy and encourages them to run classroom according to the lesson plan. In addition, they were replied as observer provided a lot of constructive suggestions which are beneficial for their career development.

ii. Classroom observation is helpful for novice teachers.
According to the participants, through classroom observation theygot chance to improve their weaknesses. It is also helpful to avoid hesitation and shyness. Furthermore, they were replied as novice teachers do not have sufficient knowledge about classroom management, teaching methods and materials so classroom observation is important for them. Therefore, they got ideas from the observer through classroom observation.So classroom observation is beneficial for novice teachers' professional development.

iii.Useful information about teaching could be gathered through observation.

On the basis of their views, they were gained useful information as how to motivate less motivated students, how to move in the classroom and how to use teaching learning materials in the classroom. Furthermore, they replied, some content based problems can be solved through classroom observation. Moreover, they got information about pre-teaching, while teaching and post teaching activities from the classroom observation.

iv. Experience regarding observation if someone observes theclass.

On the basis of their views, they have positive experience regarding classroom observation. Their class has been observed by head teacher and chair- person only. Sometimes it creates a little bit nervousness. According to them, it helped them to increase confident in the classroom.

v. Reflection on classroom observation.

According to the teachers', classroom observation is very much important for effective teaching and learning. Teachers got different ideas and develop confidence through it. It should be continue not only from head teacher and chair-person it should be also from subject expert, school supervisor and resource person as well.

Thus, it can be concluded that almost all the teachers are in favour of classroom observation. Majority of the teachers seemed positive towards classroom observation and they have positive experience regarding the observation. Moreover, almost all the teachers' benefited through classroom observation. Therefore, classroom observation is necessary for novice teachers' professional development.

CHAPTER FIVE

FINDINFS, CONCLUSION AND RECOMMENDATIONS

In this chapter I have presented findings, conclusion and recommendations of the study on the basis of presentation, analysis and interpretation of the data. The following findings, conclusion and recommendations have been drawn on the basis of analyzed data:

5.1 Findings

It deals with the summary of findings of the study.On the basis of the presentation, analysis and interpretation of the data, major findings of the study have been summarized as below:

A. Findings related to the first objective

- Almost all the teachers (i.e. 93.4%)seemed positive towards classroom observation in terms of classroom management. Only a few teachers (i.e. 6.6%)were found negative.

- Moreover, majority of the teachers (i.e. 66.7%) were satisfied and motivated through classroom observation in terms of clarity of explanations.So, they are in favour of classroom observation.

- Majority of the teachers(i.e. 66.7%) seemed positive to classroom observation in terms of delivery of instruction.

- Almost all the teachers(i.e. 93.3%) viewed that classroom observation was good in terms of the student engagement on the different activities in the classroom. Whereas, a few teachers (i.e. 6.6%) felt inferior to other teachers due to the classroom observation.

- In addition, most of the teachers (i.e. 76.7%)were positive on classroom observation. However, some of the teachers (i.e. 23.3%) replied observers prescribed top-down suggestions only which are difficult to apply in the real context.

- In the case of patterns of interaction, majority of the teachers (i.e. 66.7%)were found positive on classroom observation. Moreover, a significant number of teachers (i.e. 33.3%) were found negative on classroom observation because observers only focused on curricular activities which are not beneficial for all round development of the student.

B. Findings related to the second objective

- Almost all the teachers (i.e. 93.3%) perspective, classroom observation is important because it has supported them for classroom management on the basis of levels of the students. Furthermore, it has helped them to create child friendly learning environment.

- From the majority of the teachers (i.e. 66.7%) perspective it was found that classroom observation is important for their professional development because it has helped the novice teachers' for meaningful explanations of the contents according to the need and levels of the students. Moreover, it has provided support

for presentation of lesson with confidence and updated by getting feedback from the observers.

- Almost all the teachers (i.e. 96.7%) perspective classroom observation is important for their professionaldevelopment because it has helped them in the delivery of subject matter knowledge.

- Moreover, almost all the teachers (i.e. 93.3% novice teachers') professional development,it is very important because it has helped to apply various techniques of involving students in the different types of activities in the classroom.

- From most of the teachers (i.e. 76.7%) perspective classroom observation has helped to teach English through English so it is very important for novice teacher's professional development.

- Furthermore, majority of the teachers (i.e. 66.7%) perspective it has supported in the patterns of interaction such as, to make balance between teacher talking time and student talking time. Therefore, classroom observation is important for novice teachers' professional development.

5.2 Conclusion

This study was mainly concerned with novice teachers' views on classroom observation and its importance for their professional development. Thirty novice teachers' were taken as sample for this study. On the basis of information collected through the questionnaire from the sample population, I have concluded this study.

Classroom observation plays pivotal role for the professional development of novice teachers. It provides an opportunity to improve novice teachers with high confidence and motivation. It obviously helps them to improve fluency and accuracy of a target language. Furthermore, it also helps them for effective classroom management on the basis of levels of the students. It has helped them to create child friendly learning environment. Almost all the teachers (i.e. 93.6% novice teachers) seemed positive and they were benefited from the classroom observation. Similarly, almost all the teachers

(i.e. 93.3%) benefited from observation to conduct the child friendly learning environment to make teaching and learning process lively. In the same way, almost all the teachers (i.e. 96.7%) have benefited in terms of student engagement and delivery of instruction.Moreover, most of the teachers viewed that they were benefited from the classroom observation in terms of classroom management, delivery of instruction, clarity of explanations, student engagement, use of a second language and patterns of interaction.

Thus, classroom observation is essential tool for teacher professional development. Observers have to be active, cooperative and creative in the observation and teaching process. So, teachers benefited in terms of classroom management, English speaking environment, teaching learning activities and clarity of explanations. However, teachers showed their positive belief towards classroom observation. They were benefited from classroom observation in the perspective of their professional development.

5.3 Recommendations

On the basis of findings and conclusion mentioned above, the major recommendations or implications of this study are explored. The implications of this study can be applicable/implemented in policy level, practice level and further research area. I have made the following pedagogical implications.

5.3.1 Policy Related

Policy makers need to be aware of the need and importance of classroom observation. The implications of this study at this level are as follows:

- Classroom observation is an emerging issue in the field of TPD.So, classroom observation should be done by experienced teacher and subject expert.
- MOE should make the clear policy regarding classroom observation.

- There should not be ambiguity in the function of observer and the person who observed the classroom.
- Observation should be confined within subject expert.
- At least six classes of a year should be observed.
- Along with classroom observation teaching material should be provided.

5.3.2 Practice Related

- Priority should be given to the continuous/regular classroom observation.
- The observers have to make their novice teachers more active and laborious and should not be insulted in front of the students.
- The observer should encourage to the novice teachers to teach without any hesitation as presenting themselves as a cooperator and facilitator.
- Head teachershould be created equal environment forall the teachers whether they are novice or experienced one.
- School supervisor should visit appointed schools at least two days in a month.
- Suggestions should be applicable and useful in the real context of the classroom.
- Observer should be given priority on extra-curricular activities for the students all round development.

5.3 Further Research Related

The following recommendations have been suggested for further research on the basis of findings and conclusions of the study.

a) The researchers who are interested in this area can study about the different policies related to school inspection, supervision, classroom observation and its implementation in the secondary education.

b) The researcher can study about experienced teachers' views on novice teacher's performance.

c) The researcher can study on the practices of classroom observation in the secondary level schools.

d) The researcher can study about the effectiveness of classroom observation in the case of novice teachers' professional development.

e) The researcher can study about the practices of classroom observation by school supervisor.

f) The researchers can study on female teachers' views on classroom observation for their professional development.

g) The researchers can study about the policies and provisions regarding classroom observation from the side of subject expert.

h) The researchers can study about the improvement of student learning achievement after the classroom observation.

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APPENDIX I

Questionnaire

Dear Participants,

I am working on a research entitled **Novice Teachers' Views on Classroom Observation for Teacher Professional Development.**For this study I need to collect some information about the views of novice teachers towards classroom observation. Without your participation this study cannot be completed. Therefore, your participation as well as unbiased and accurate response will be very important and a great contribution to achieve the intended objectives of the study. So, I would be grateful to you if you could spare some time and answer the questions which are included in set 'A' and set 'B'. Special instructions are given for each set. Before answer the questions, please have a glance on the instructions.

There is no right or wrong answer. I am simply interested on your views regarding classroom observation. If you think your identity should not be disclosed that will be completely anonymous and used only for research purpose. If you have any queries regarding the questionnaire, please do not hesitate to contact or talk to me on 9868727567 or joshidhana66@gmail.com.

Researcher

KumariDhanaJoshi

Set 'A'

Name of the teacher (optional): ………………………………………..

Name of the school (optional): ………………………………………..

Teaching experience: ……………………………

Level: ……………

Has your class been observed? …………………………..

How many times? …………………

Dear participants go through the statements and tell me your views on classroom observation. Please read the following instructions and statements very carefully and tick (√)

Note: Under SA if you: Strongly agree, underA if you: Agree, underN if you: Neutral, under D if you: Disagree, underSD if you: StronglyDisagree

	Statements	SA	A	N	D	SD
	Classroom management					
1.	Classroom observation supports me for classroom management on the basis of the levels of students.					
2.	Classroom observation helps us to verify our methods of teaching, appropriateness of materials, classroom management and mastery over subject matter knowledge.					
3.	Classroom observation has helped me to manage classroom by addressing the multiple intelligences of learners.					
4.	It (classroom observation) has helped me to create child friendly learning environment.					
5.	Classroom observation is necessary for the newly appointed English language teachers for their professional development from the side of an experienced teacher.					
	Clarity of explanations					
1.	Observation has supported me for meaningful explanation of the content.					
2.	It helped me to give explanation of the contents					

	according to the need and levels of the students.					
3.	It has provided support for presentation of lesson with high confidence.					
4.	It has helped us to be updated by getting the feedback from the observers.					
5.	It has demotivated me as observer suggests some impractical activities.					
	Delivery of instruction					
1.	It has supported me by giving different ideas about teaching learning activities.					
2.	It has made me self-confident and autonomous.					
3.	It has helped me by avoiding shyness, fear and nervousness.					
4.	It has helped me to make my language more suitable for instructional purposes.					
5.	It has insulted me at the presence of students.					
	Student engagement					
1.	Classroom observation is important for psychological build-up of novice teachers on the basis of student's level.					
2.	It has supported me to apply various techniques of involving students in different types of activities.					
3.	After the observation students engagement in the activities has increased due to the way we ask questions in the classroom.					
4.	Students learning achievement has been improved after the observation of my class.					
5.	It has made me think as I am inferior to other teacher.					

	Use of a second language (target language)					
1.	It has motivated me to teach English through English.					
2.	It has helped me to give comprehensive input in target language					
3.	It has helped me to use various techniques of communication and interaction of target language.					
4.	It has helped me to imply various ways for error correction.					
5.	They prescribe top-down suggestions only which become difficult to apply in real context so observation is not necessary.					
	Patterns of interaction					
1.	It has helped me to make balance between teacher talking time and student talking time.					
2.	It has helped to motivate the less motivated students and involve them in interaction.					
3.	I have learned the importance of student to student interaction in the classroom through observation.					
4.	It has helped me to encourage my students to ask questions.					
5.	It has underestimated only curricular activities which is not beneficial for all round development of learners.					

Set 'B'

Dear participants, you are requested to answer the following questions. Please, read the following questions very carefully and answer in your own way.

1. What is the impact of classroom observation in your teaching?

   ……..............…………………………………………………………………
   …………………………………………………………………………………
   …………………………………..

2. Is classroom observation helpful for novice teachers? How?

   ……..............……………………………………………………………
   ……..............…………………………………………………………………
   …………………………………………………………

3. What kinds of useful information about teaching could be gathered through observation?

   ……..............……………………………………………………………
   ……..............…………………………………………………………………
   …………………………………………………………

4. What is your experience regarding observation if someone observe your class? Was it a positive or negative experience? Why?

   ……..............……………………………………………………………
   ……..............…………………………………………………………………
   ………………………………………………

5. What is your reflection on classroom observation?

   ……..............…………………………………………………………………
   …………………………………………………………………………………
   …………………………………………………….

Thank you for your participation and cooperation!!!

APPENDIX VII

List of Selected Schools

S.N	Name of schools
1.	Arun Jyoti Secondary School
2.	Bal Gitanjali English School
3.	Bidhya Sagar Secondary School
4.	British Gorkha Academy
5.	Charls Darwin Academy
6.	Children Herald Academy
7.	Diwya Shree Academy
8.	Emperiyal World School
9.	Feriland English School
10.	Green Village Secondary School
11.	Herald Secondary School
12.	Jubilant Secondary School
13.	Jeevan Tara Academy
14.	Khageshwori Vidyamandir Secondary School
15.	Living World Academy
16.	Mini Land Secondary School
17.	Morgan International School
18.	Mount Glori Secondary School
19.	Nepal Police Secondary School
20.	North Star Boarding School
21.	Peace Nepal Academy
22.	Panga Secondary School
23.	Rajan Memorial International School
24.	Richmand Higher Secondary School
25.	Sairiyash English School

26.	Salvenia Academy
27.	Sangrila Public School
28.	South Valley English Secondary School
29.	Subhakamana Academy
30.	United Scholars Academy