

English Teachers' Views on Diary Writing and Incidental Records

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

**Submitted by
Jayanti Pathak**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2022**

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Declaration

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

Date: 28 / 11/ 2022

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Jayanti Pathak

Recommendation for Acceptance

This is to certify that **Ms. Jayanti Pathak** has prepared this thesis entitled “**English Teachers’ Views on Diary Writing and Incidental Records**” under my guidance and supervision. I recommend this thesis for acceptance.

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Dedication

Dedicated

To

My parents for their advice, patience, love, support and faith on me.

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November, 2022

Jayanti Pathak

Abstract

The present research work entitled **English Teachers' Views on Diary Writing and Incidental Records**, was an attempt to explore the English teachers' views of diary writing and incidental records and analyze the impact on classroom pedagogical delivery while using diary writing and incidental records. A narrative inquiry through qualitative research design was followed to complete this study. Primary data was collected from the five English language teachers teaching at two basic and three secondary public schools in the Kavrepalnchowk district. The respondents for this research were selected using a purposive non-random sampling procedure. An in-depth interview was the main tool for data collection. The collected data were analyzed and interpreted using thematic approach. The major finding of this study was that teachers upgrade themselves by finding lapses in their teaching methods and improving themselves through intrinsic motivation. Motivated teachers are more likely to display higher levels of effort, teach more effectively, and develop professionally. Likewise, diary writing and incidental recording help create a student-centered environment. Student-centered environments help to be more confident, better able to articulate their thoughts and opinions, and find joy in educating themselves.

This thesis contains five chapters. The first chapter deals with the background of the study, the statement of the problem, the objectives of the study, the research questions, the significance of the study, the delimitation of the study, and the operational definition of the key terms. Chapter two comprises a review of the theoretical and empirical literature, the implication of the study, and the conceptual framework. Likewise, chapter three covers the design and method of the study, population, sample, and sampling strategies, research tools and sources of data, data collection tools and techniques, data analysis and interpretation procedures, and ethical considerations. Chapter four includes an analysis of the data and an interpretation of the results. Similarly, the fifth chapter focuses on the conclusions and recommendations of the study. Finally, the references and appendices have been included in the last part of the study. This research reveals that individual teachers who routinely keep track of their lives by keeping incidental records and the diary

writings of their students begin to plan for better teaching strategies, which helps them play an idol in the teaching profession as well as in their students' lives too.

Table of Contents

<i>Declaration</i>	i
<i>Recommendation for Acceptance</i>	ii
<i>Recommendation for Evaluation</i>	iii
<i>Evaluation and Approval</i>	iv
<i>Dedication</i>	v
<i>Acknowledgements</i>	vi
<i>Abstract</i>	vii
<i>Table of Contents</i>	ix
<i>List of Abbreviation</i>	xi
Chapter -I : Introduction	1
Background of the Study	1
Statement of the Problem	7
Objectives of the Study	8
Research Questions	8
Significance of the Study	8
Delimitations of the Study	9
Operational Definitions of the Key Terms	9
Chapter -II : Review of Related Literature and Conceptual Framework	10
Review of the Related Theoretical Literature	10
Behaviorism	13
Cognitivism	14
Review of Empirical Literature	18
Implications of the Review for the Study	20
Conceptual Framework	21
Chapter -III :Methods and Procedures of the Study	22
The Research Paradigm	22
Population, Sample, and Sampling Strategy	25
Research Tools	25
Sources of Data	26
Data Collection Procedures	26
Data Analysis Procedures	26
Ethical Considerations	26

Chapter – IV :Analysis and Interpretation of Results	28
Analysis of Data and Interpretation of the Results	28
Chapter – IV : Findings, Conclusions and Recommendations	36
Findings	36
Impact	37
Conclusions	38
Recommendations	40
Policy Related	40
Further Research Related	41
References	42
Appendix- I	48
Appendix - II	49
Appendix- III	51

List of Abbreviations

PD: Professional Development

TPD: Teachers Professional Development

SARP: Students Achievement Raising Plan

EFL: English as a Foreign Language

MOE: Ministry of Education

Chapter -I

Introduction

Background of the Study

There are many professions that human beings have adopted according to their knowledge and ability. A person can adopt any profession or business. It depends upon their aptitudes and mental capability. All profession is equally important for human development. But teaching is the profession that has led the high way of progress and prosperity. No development had been possible if there had been no teacher. All the sciences, all the arts and crafts, and all the civilizations and cultures are teachers. Here, the Teaching profession could be described as “a professional occupational group of the education sector possessing social, cultural, economic, scientific and technological dimensions” (Acemoglu, 1997; as cited in Erden, 2007).

Professional development is usually used in a broad sense, frequently encompassing ‘all types of learning undertaken by teachers beyond the point of their initial training (Craft, 2000, p. 9). Teaching is a noble profession, let it call teaching a prophetic profession because invariably all prophets are teachers. They taught and preached the message of God. Teaching as a profession requires great courage and moral strength because it is not sound so far as the financial side is concerned. But as regards the side of honor and dignity, teaching is considered a noble and respected profession. In the east, people always had awe and respect for this profession. Teacher professional development is deeply rooted in educational reforms. Bredson and Johansson (2006) state teacher professional development is vitally important for educational reforms among educational policymakers, researchers, and practitioners. This is because teacher professional development and educational reforms are intricately interwoven and the reform and their relationship can be kept intact by motivating the teachers.

Bhandari (2011) states that “Teacher development is a professional growth a teacher achieves as a result of gaining increased experience and knowledge.” The continuous development of professional teachers will continue to be an important requirement in this age. Teaching has a certain nature and in its wide sense, it is a process that enhances learning. Teaching is a profession that specializes in the use of

skills, knowledge, and attributes developed to offer specific services to realize the educational necessities of a person and the society at large. To realize the objectives of teaching, then there must be professionals given the mandate of directing the potential of learners. The application of specialized skills is a multifaceted thing. It is not only focused on the acquisition of certain knowledge but also on how this is done.

In in-service training, they need to acquire the ability to ‘review and evaluate their teaching skills and to take on new teaching assignments according to changing needs of learners and institutions’ (Richards and Farrell, 2010: ix; Bhandari, 2011), and activities that help develop teacher’s professionalism, and standardize the institution and ultimately contribute the discipline. Training on the ways of putting this in the most holistic approach is therefore inevitable. We can’t do without a teaching profession. We learn from one another and to make this learning perfect, it is important to have people who know maybe how to teach others effective manner.

Teaching is a profession it focuses on the development of guides and values for students in their respective social relationships. Teachers use practices that establish positive self-concept in learners. The work of teachers occurs in the setting of a classroom. However, the one-on-one interaction between students and teachers is the main element in the process of teaching. To be a perfect teacher they can add many more activities to their profession. They can continue their profession through diary writing as well as incidental records too. Here, this research is important to analyze whether diary writing and incidental records are supportive aids in teaching fields. Is it used in a public school in the context of Nepal? How do teachers analyze its use, benefit, and the way they keep it?

Diaries allow teachers to self-reflection and a better understanding of teaching can be gained through this critical reflection (Richards and Lockhart, 1996). Learning to assess one’s teaching methods and outcomes is a valuable tool in professional development. Diaries allow reflection or introspection in a way that is unique to any other form of teaching and learning research (Hubbs and Brand, 2005; McDonough and McDonough, 1997; Richards and Lockhart, 1996).

The work of a teacher is rich in interactions, especially in the process of primary education, because the beginning teacher is in the position of a class teacher.

He/she is in constant contact with students, teaches them, educates them, listens to family stories, monitors the situation in the group of children, deals with ordinary conflicts in the group, and oversees the safety of children. Teachers can process their opinions in a diary. These are often more authentic in this form. After some time, the teacher can come back to the given situation. He/she can then better analyze what happened, and how he/she responded and managed to deal with the given situation. It helps them review their activities and support them to have a bond relationship with students.

I am inspired by one of the secondary-level English teacher who is generating change step by step by using diary writing and incidental record in classroom teaching. He told me how these will affect me or, even better, how they will benefit me.

I used to maintain a private diary mentioning daily activities. Keeping a diary and incidental records, as I experienced in my teaching profession it's so fruitful for both teachers and students. Such activities help me to move forward based on the previous activities performed inside the classroom.

For academic purposes, I There are many professions that human beings have adopted according to their knowledge and ability. A person can adopt any profession or business. It depends upon their aptitudes and mental capability. All profession is equally important for human development. But teaching is the profession that has led the high way of progress and prosperity. No development had been possible if there had been no teacher. All the sciences, all the arts and crafts, and all the civilizations and cultures are teachers. Here, the Teaching profession could be described as “a professional occupational group of the education sector possessing social, cultural, economic, scientific and technological dimensions” (Acemoglu, 1997; as cited in Erden, 2007).

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For academic purposes, I maintained a daily lesson plan as a routine. Side by side I used the SARP form to keep a daily diary and incidental records too. I designed

SARP myself to fill students' achievements. Here SARP means Students Achievement Raising Plan. SARP is a form developed to evaluate a student's achievement before admission in the new academic year and after each terminal examination too. These helped me to evaluate the academic and educational achievement of students. The lesson plan helped me to go through the runway and SARP helped me to have an overview and feedback as well as self-evaluation of my teaching-learning activities. Daily dairies help me to play a crucial role to provide feedback for students individually and in the group. Because of written commitment teachers need to have better classes and better results with good achievement than before and this is the same for parents and students too. It gave me self-satisfaction and I was able to raise students' achievement and was established as a good teacher in our periphery. It helps me to make a portfolio of the students. Because of covid-19, these types of activities are halted since last year and I am very sad because I am unable to meet my students physically in classrooms. We have had only some online alternative classes. I hope we may regain our situation better and will continue our lessons as usual.

Statement of the Problem

Professional development is important because education is an ever-growing, ever-changing field. This means that teachers must be lifelong learners to teach each new group of students. Professional development not only allows teachers to learn new teaching styles, techniques, and tips but also interacts with educators from other areas to improve their teaching.

A professional development course, weekend, or single session on assessment and evaluation will offer educators and administrators new and innovative ways to assess students in a variety of content areas. Not all assessment needs to be on a paper-and-pencil base. There are a variety of assessments from performance tasks to informal and formal. Moreover, teachers need to keep daily diary writing and incidental records of their student's achievements records.

Here, this research is important to analyze whether diary writing and incidental records are supportive aids in teaching fields. Is it used in a public school in the context of Nepal? How do teachers analyze its use, benefit, and its way of

keeping? Is it fruitful for classroom pedagogical delivery? But in the context of Nepal, most of the teachers did not keep it very efficiently as their student's achievements. In teachers' training, most of the trainers suggest trainees keep daily records and incidental records of students which help for their professional development too but its implementation is the only training session. Various studies show that teachers did not keep daily records as well as incidental records of students. In this regard, for professional development teachers should be habituated to keeping records of students. It is needed that teachers should be implied in their classrooms too.

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records of students. It is needed that teachers should be implied in their classroomstoo.

Objectives of the Study

Objectives are mandatory while conducting any research. So, this research study has the following objectives:

1. To explore English teachers' views on diary writing and incidental record.
2. To analyze the diary writing and incidental record keeping on classroom pedagogical delivery.
3. To suggest some pedagogical implications.

Research Questions

This study will be oriented to find out the answers to the following research questions:

1. What are the English teacher's views towards using diary writing and incidental records?
2. What are the positive and negative impacts on classroom pedagogical delivery while using diary writing and incidental record?
3. What is the pedagogical implication for English teachers while using incidental records and diary writing?

Significance of the Study

Since the primary objective of the study is to find out the **English Teachers' Views on Diary Writing and Incidental records**, this study will provide insight to teachers and learners to grasp how the level of professional development can be boosted by using a diary and keeping the incidental record in the language classes. Especially, it is expected that much benefit will be gained by the grass-root stakeholder novice teachers who will be professionals in their teaching field. I am interested to find out whether teachers use diary writing and incidental records in their classes or not, and what are the advantages, disadvantages, and challenges of using diary writing and incidental records in their classes. Likewise, I would like to focus on using diary writing and incidental records in public school.

Thus, this research will be beneficial for the learners and teachers to develop their profession by using diary writing and incidental records in their language classes.

Delimitations of the Study

The delimitations of the proposed study was as follows:

1. The study was limited only to the English language teachers in public schools' perceptions of using diary writing and incidental records.
2. The study was limited only to the lower secondary and secondary level English language teachers.
3. The study was only involved 5 English language teachers from different five public schools in Kavrepalanchowk District.
4. The study uses in-depth interviews as research tools for data collection.
5. The sample population was selected purposively and I used unstructured in-depth interviews and informal conversations as the tools for collecting data and information.
6. The collected data and information was analyzed by using thematic analysis.

Operational Definitions of the Key Terms

Views: In my research, perception refers to the opinions, vision, or feelings of the teachers about a given topic.

Diary writing: In my research, diary writing refers to a datebook or journal where recorded events, emotions, thoughts, or feelings are kept: here is the diary writing by lower secondary and secondary level English teachers in Kavrepalanchowk and Kathmandu districts.

Incidental records: In my research, incidental records refer to that records being something more important, casual, or fortuitous for teachers.

Chapter-II

Review of Related Literature and Conceptual Framework

This chapter consists of four parts. They are a review of theoretical literature, a review of the empirical literature, implications of the review of the study, and a conceptual framework.

Review of the Related Theoretical Literature

This sub-chapter is helpful to research teachers' perceptions of professional development: by using diary writing and incidental records in English language teaching and learning. The theoretical review of the related literature is mentioned below:

Professional Development: In a fast-changing world, successful professional needs to keep learning and developing their professional skills to keep up. That's where professional development comes in. Many skills can help us succeed at work, so 'professional development' might cover leadership, communication, planning, and critical thinking. Professional development can also include accredited sector-specific skills that are unique to our industry. So "professional development, in the broad sense, refers to the development of a person in his or her professional role". (Eleonora, 2003)

Education does not finish after getting a diploma or degree or professional license. A professional need to polish his/her skills throughout their career. Professional development is an art and understanding obtained for both personal development and occupational advancement. It comprises all types of coaching, technical training, seminars, workshops, conferences, and other learning opportunities. It is a process of improving and increasing the capabilities of staff through access to educational and training opportunities through the outside organization or through watching others perform in jobs. It helps to build and maintain the morale of staff members to attract higher quality staff and organization. It is also called staff development.

Professional development is the key to developing the capacity to reach the goal of comprehensive school reform. Fullan(1995) mention that "professional development is the total of formal and informal pursued and the experienced by the

teacher in a compelling learning environment under conditions of complexities and dynamic change” (p.265). PD includes formal experiences such as attending workshops and professional meetings and mentoring and informal experiences such as reading professional publications and watching television documentaries related to an academic discipline. This conception of PD is, therefore, broader than career development which is defined as the growth that occurs as the teacher moves through the professional career cycle (Glatthorn, 1995), and broader than staff development which is the provision of organized in-service programs designed to foster the growth of groups of teachers.

Moreover, PD is conceptualized as “a learning process, resulting from the meaningful interaction between the teacher and their professional context, both in time and space” (Kelchtermans, 2004, p.220).

Similarly, PD may look and be very different in diverse settings, and even within a single setting, it can have a variety of dimensions (Scribner, 1999). There is not one form or model of professional development better than all others which can be implemented in any institution, area, or context. Schools and educators must evaluate their needs, cultural beliefs, and practices to decide which professional development model would be most beneficial to their particular situation. It is clear in the literature that different factors within a workplace (one significant variable of ‘the context’), such as school structure and school culture, can influence the teachers’ sense of efficacy and professional motivation (Scribner, 1999).

Teachers’ Professional Development (TPD): Professional development, in a broad sense, refers to the development of a person in his or her professional role. More specifically, “Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” (Glatthorn, 1995, p. 41). Professional development includes formal experiences (such as attending workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etc.) (Ganser, 2000).

Teachers’ professional development concerns the growth and development of teachers in their professional roles so that they can perform at their best. In other words, the process of making teachers competent at applying the knowledge and skills

they have acquired in the classroom practice is teacher professional development (TPD). The professional development of a teacher is an ongoing and comprehensive process that starts with pre-service education; pieces of training etc. and continues until retirement.

TPD is the demand of the day which is inevitable for quality education. PD is a process of updating knowledge and skills in a related field which is the process of reviewing, renewing, and extending knowledge and skill in their respective fields. As cited Joshi (2017) has defined teachers' professional development as any professional development activities engaged in by teachers, which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children.

Although the teacher is competent, s/he will continuously have pedagogical problems while teaching. There are teachers with different levels of knowledge, skills, and experience in any school. Mutual sharing of knowledge and experience with each other may help them to acquire professional knowledge and solve problems. Teaching professional development is a personal journey in which the teacher involves actively himself or herself to update his/or her professional knowledge since knowledge about language and learning is always in a tentative and incomplete state.

TPD at present is different from TPD in the past. TPD now is said to be the new image of teacher learning, a new model of teacher education, and a new paradigm of professional development. This means TPD has changed with time.

Village- Reimers (2003) has discussed some of the characteristics of (teacher) professional development. PD is perceived as a long-term process as it acknowledges the fact that teachers learn over time. As a result, a series of related experiences rather than one-off presentations are seen to be the most effective as it allows teachers to relate knowledge to new experiences. It is perceived as a process that takes place within a particular context. Many identify this process as one that is intimately linked to school reform as PD is a process of culture building and not of mere skill training which is affected by the coherence of the school performance. In this case, teachers are empowered as professionals, and therefore should receive the same treatment that they are expected to give their students. A TPD program that is not supported by the school or curricular reform is not effective. A teacher is conceived of as a reflective practitioner. Someone who enters the profession with a certain knowledge base, and who will acquire new knowledge and experiences based on that prior knowledge. In

doing so, the role of PD is to aid teachers in building new pedagogical theories and practices and to help them develop their expertise in the field. PD is conceived of as a collaborative process. PD may look and be very different in diverse settings, and even within a single setting, it can have a variety of dimensions (Scribner, 1999).

Becoming a teacher is not as easy as many people think. Being a teacher means not only understanding the subjects to teach but also the willingness to improve your overall abilities overall and to update the materials and materials used in that education. A way to reflect on the best way to teach over and over and then analyze it and expand the knowledge students learned. The majority of the time spent in classes is sufficient to meet the administrative requirements of course planning, preparation of teaching materials, student assignment, and exam review, and all the organizations we cooperate with it is not something.

Theories of Professional Development

Despite the fact there are so many educational theorists, there are three labels that they all fall under. They are Behaviorism, Cognitivism, and Constructivism. I describe here behaviorism and cognitivism on the based upon TPD.

Behaviorism: Behaviorism was born from research done by Ivan Pavlov in the late 19th and early 20th centuries. Pavlov's research into animal digestion led to the recognition that the animals that were being studied would salivate when the lab assistant assigned to feed them entered the room, whether food was being handled or not.

According to behaviorism, learning is equivalent to changes in the kind or frequency of observable performance. When a suitable reaction to a particular environmental stimulus is shown after its exposure, learning has taken place. For instance, when given a math flashcard with the equation " $2 + 4 = ?$," the learner responds with "6." The equation is the stimulus, and the proper reaction is the one that goes along with it. The stimulus, the response, and their relationship are the essential components. The formation, strengthening, and maintenance of the link between the stimulus and reaction are of essential importance. No attempt is made to determine the structure of a student's knowledge nor to assess which mental processes it is necessary for them to use (Winn, 1990).

The focus of behaviorism is on the significance of the outcomes of those actions, and it holds that actions that are rewarded are more likely to be repeated in the future. The learner is defined as being reactive to environmental conditions rather than taking an active role in discovering the environment.

Although behaviorists value both learner and environmental factors, environmental conditions are given the most weight. Behaviorists assess students to determine when to begin instruction and which reinforces is most effective for a particular student. The arrangement of stimuli and consequences within the environment, on the other hand, is the most critical factor.

In my study behaviorism helps the teacher to understand their level while keeping a diary and incidental records. Firstly, students and teachers are habitual with incidental records and diary writing. Secondly, teachers realize how my teaching is and what I have to improve for betterment.

According to behavioral scientists, classroom conditioning plays an important role in the development of parenting behaviors. For example, students who perform well are praised (positive conditioning), and students who perform poorly are scolded or punished (negative conditioning). This stimulation improves student performance and conditioning evolves into stimulus response. Another way to apply behaviorism in the classroom is mastery learning. In this way, students learn and practice specific material until they reach a minimum level of expertise. If that happens, they deserve promotion to a higher standard. The act of promotion is a positive conditioning exercise. This is totally related with my study.

Cognitivism: In the late 1950s, learning theory began to shift away from behavioral models and toward learning theories and models derived from the cognitive sciences. Psychologists and educators began to de-emphasize a concern with overt, observable behavior and stressed instead more complex cognitive processes such as thinking, problem solving, language, concept formation and information processing (Snelbecker, 1983).

Cognitive theories stress the acquisition of knowledge and internal mental structures and, as such, are closer to the rationalist end of the epistemology continuum (Bower & Hilgard, 1981). Learning is associated with discrete changes in knowledge

rather than changes in response probability. Cognitive theories are concerned with the conceptualization of students' learning processes and how information is received, organized, stored, and retrieved by the mind. Learning is concerned not so much with what learners do but with what they know and how they come to acquire it (Jonassen, 1991b). Knowledge acquisition is described as a mental activity that entails internal coding and structuring by the learner. The learner is viewed as a very active participant in the learning process.

Cognitivism is created in the classroom through interactive activities that stimulate students' potential thinking. For example, when a student is asked a thought-provoking question, the student's brain is induced to dig deeper into the current knowledge to find solutions. Activities that involve reflection and memorization also help students improve their learning ability. Having students demonstrate concepts, recite and memorize poems, give them hands-on problems, and engage in interactive discussions is one way to facilitate cognitive learning in the classroom.

Incidental Record: An incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning. Incident analysis in teaching involves the documentation and analysis of teaching incidents to learn from them and improve practice. It prompted the teacher to stop and reflect on the meaning of the event and perhaps consider its longer-term implications. Documenting and reflecting on incidents of this kind can serve as an important part of the process by which teachers learn more about their teaching, their learners, and themselves?

An event becomes a critical incident depending on the way it is considered and the effects it has on one's understanding of teaching. It is the interpretation and meaning attributed to an incident that makes it "critical". The majority of critical incidents that happen in classrooms are commonplace events that are critical in the sense that they reveal underlying beliefs or motives within the classroom. At first glance, these incidents may appear insignificant rather than critical, but they may become critical when they are subject to review and analysis.

Critical incidents can be both positive and negative classroom events. They can be identified by reflecting on a "teaching high" or a "teaching low" (Thiel, 1999).

Positive Effects

Teaching high in a speaking class might be a spontaneous intervention or change in the lesson plan (i.e., an interactive decision) that had a positive effect on the lesson by increasing student participation.

Negative Effects

A teaching low might be a specific classroom incident that was immediately problematic and perplexing, such as reflecting on one student who suddenly stopped talking in a conversation activity for no apparent reason.

Purpose and Benefits of Incidental Records

Incidental records play a crucial role to serve as a form of reflective inquiry and identify good practices. It can help identify and resolve problems which give teachers a heightened sense of professional awareness. It can prompt an evaluation of established routines and procedures. It can encourage teachers to pose critical questions about teaching. It brings beliefs to the level of awareness. It can create opportunities for action research too which is fruitful for building a community of critical practitioners.

Collaborative discussion of incidental reports allows for sharing of expertise, builds collegiality, and can help identify solutions to problems that may affect the institution.

Dairy Writing

According to Pring (1999), research involves the objective and systematic gathering of information. A diary as a research tool is purposeful in that it records personal or professional progress while providing insights and discoveries through self-reflection. Diaries, also called journals, logs (Day, 1993; McDonough and McDonough, 1997), or field notes (Diaz-Maggioli, 2004) are personal accounts of events, usually written in a narrative manner. Diaries allow for teacher self-reflection and a better understanding of teaching can be gained through this critical reflection (Richards and Lockhart, 1996). Learning to assess one's teaching methods and outcomes is a valuable tool in professional development. Diaries allow reflection or

introspection in a way that is unique to any other form of teaching and learning research (Hubbs and Brand, 2005; McDonough and McDonough, 1997; Richards and Lockhart, 1996).

Diary Writing is a Reflective Tool

Experience does not guarantee to learn. Rather this experience must be explored, tweaked, and questioned to transform into knowledge (Dyke, 2006). Experience lacks the reflection needed to reach personal insight. Some critics claim the concept of ‘reflection’ is loosely used and too often regarded as ‘just thinking’ (Knight, 2002). A diary becomes a learning tool when reread and scrutinized for patterns (Jeffrey and Hadley, 2002). Dyke (2006) further claims that learning is achieved when working with those patterns to re-evaluate the recorded experience. Whereas keeping a diary is a way of recording experiences, it is a reflection on action that leads to deeper understanding and change (Dyke, 2006; Pring, 1999).

McDonough and McDonough (1997) point out the value of introspective research for teachers as an appropriate research method. Diaries are a means to better understand teaching and learning behaviors and practices. According to Proff (1975), “experiences that would otherwise be intangible and therefore too elusive to grasp thus become accessible to us so that we can work with them” (cited in McDonough and McDonough, 1997, p.135). These authors argue that writing down subjective experiences makes them tangible.

Teachers can keep personal diaries of events in a class to later reflect on them. Diaries can be multi-functional; documenting events for future reflection, or analyzing thoughts and decisions (Burton, 2005). Personal diaries are insightful, personal professional development. As already noted, diaries provide for reflection on the events recorded, however, Day (1993, p.88) argues that “reflection is a necessary but not sufficient condition for learning.” Day (1993) also claims confrontation by self [or others] is needed to challenge and enhance professional development. In this sense, diaries allow for reflection that can lead to a questioning of teaching methods and behaviors which ultimately are vital to positive change.

Diaries can be a component of collective research such as collaboration or action research. A diary shared by two or more colleagues allows collaboration through this shared medium (Gebhard and Nagamine, 2005). There is an appeal for

collaborative critical analysis with capabilities beyond the individual. Gebhard and Nagamine (2005) elaborate, noting that it creates a relationship with teachers who have similar sensitivities and this relationship helps our development as teachers. Additionally, diaries in action research are crucial when accompanied by observations and peer dialogue. Action research is a practical research approach encompassing specific inquiry in a cyclical process (Burns, 1999; Díaz-Maggioli, 2004; Richards and Farrell, 2005). Broadly, it enhances reflective practice and professional development.

Review of Empirical Literature

The review of empirical literature for the current study has been presented below:

Thakur (2016) conducted research entitled, “Strategies used by secondary level English teachers for their professional development”. The main objective of this study was to identify the strategies used by secondary-level English language teachers for their professional development. He selected forty secondary-level English teachers for their professional development from the Mahottari district through a purposive non-random sampling procedure. Both open-ended and close-ended questionnaires were used as the main tools for data collection. His research study shows that strategies used by teachers are self-monitoring, teaching portfolio, action research, peer coaching, peer observation, team teaching, case analysis, work-shop, and teachers support groups, keeping teaching journals, and analyzing critical incidents. Likewise, the new strategies they adopted helped the teacher to make their presentation effective. Moreover, while using strategies teachers faced challenges such as class management, time management, and resource management.

Khadka (2017) carried out research on, “Teachers’ perceptions on the use of portfolio as a tool for teachers’ professional development”. The presented research aimed to find out teachers’ perceptions on the use of portfolios for professional development and analyze the role of the portfolio in developing teachers’ professionalism. He selected thirty English teachers of secondary level from the Kathmandu district through a purposive non-random sampling procedure. Open-ended and close-ended questionnaires were used as the main tool for data collection. His research study shows that most teachers are aware of teaching portfolios and

professionalism. Most of the teachers viewed that, professionalism could be well developed when they adopted teaching portfolios for their learning and the portfolio provides extra teaching spirit and confidence to the teachers.

Acharya (2017) conducted research entitled, “Teaching perceptions on factors that affect teaching profession”. The major objectives of this study were to find out the expectations of secondary-level English teachers for their professional development. Thirty secondary-level English teachers from different fifteen secondary schools located in the Pyuthan district were selected through a purposive random sampling procedure. The open and close-ended questionnaire was used to collect the data for this study. He concluded that societies in which teachers live and the schools where they work affect the teaching profession. Similarly, school work culture influences teachers’ cognition and learning activities as 21(70%) of teachers agreed. moreover, it was found that activities like workshops, and conferences help the professional development of teachers, and content-wise development, rewards, and incentives are very important to enhance the teaching profession.

Dhakal(2018) carried out research entitled “Self-Strategies used by English language teachers for their professional development”. The study’s main objective was to find corrected learning for teachers’ professionalism. Forty English language teachers teaching at a secondary level of Kathmandu valley were selected as samples for a purposive non-random sampling procedure. She used an exploratory study following the open-ended and close-ended questionnaire as the design of the study. From her research, she finds out that almost all English language teachers had positive strategies that help teachers develop their teaching and learning skills.

Karki (2019) researched,” Role of In-Service teacher training for secondary level teacher’s professional development: A Narrative Inquiry”. The study’s main objective was to explore the role of in-service teacher training and find out the benefits of in-service teacher training for secondary-level teachers’ professional development. Five secondary-level in-service trained teachers were selected as the sample by using a purposive non-random sampling strategy. The tool for data collection was a semi-structured interview and open-ended questions on a cell phone as a recording device to record the interview. From her study, according to respondents' experiences, it was

found that in-service teacher training is beneficial and has several benefits and the positive role such as: enhancing different kinds of content knowledge, pedagogical knowledge, skills, how to reduce students through knowledge of classroom management develop confidence, to build a sense of co-operation, to use teaching materials related to content and most importantly to develop a positive attitude towards teaching profession.

Pokharel (2019) researcheson,the “Relevance of teacher education for professional development”. The main aim of the presented research was to examine the relevance of teacher education for teachers’ professional development and to explore the challenges and prospects of teachers who are involved in teaching after having their M.Ed.or B.Ed. degrees. She adopted narrative inquiry as to the research design. Four teachers teaching at 9-12 in different government secondary level schools in Kathmandu valley were selected through purposive random sampling. She selects in-depth open-ended interviews and formal and informal conversation as the research tools for data collection. Finally, her study found that pre-service teacher education is relevant for classroom teaching as it enhanced their confidence, pedagogical skills, and content knowledge however it is quite challenging in the implementation of a real classroom setting: and teachers faced challenges due to geographical locations, diversified students and unavailability of teaching aids. Further, the findings also showed that ELT teachers faced challenges, dilemmas, and tensions due to gaps in teachers’ education theories and students’ courses.

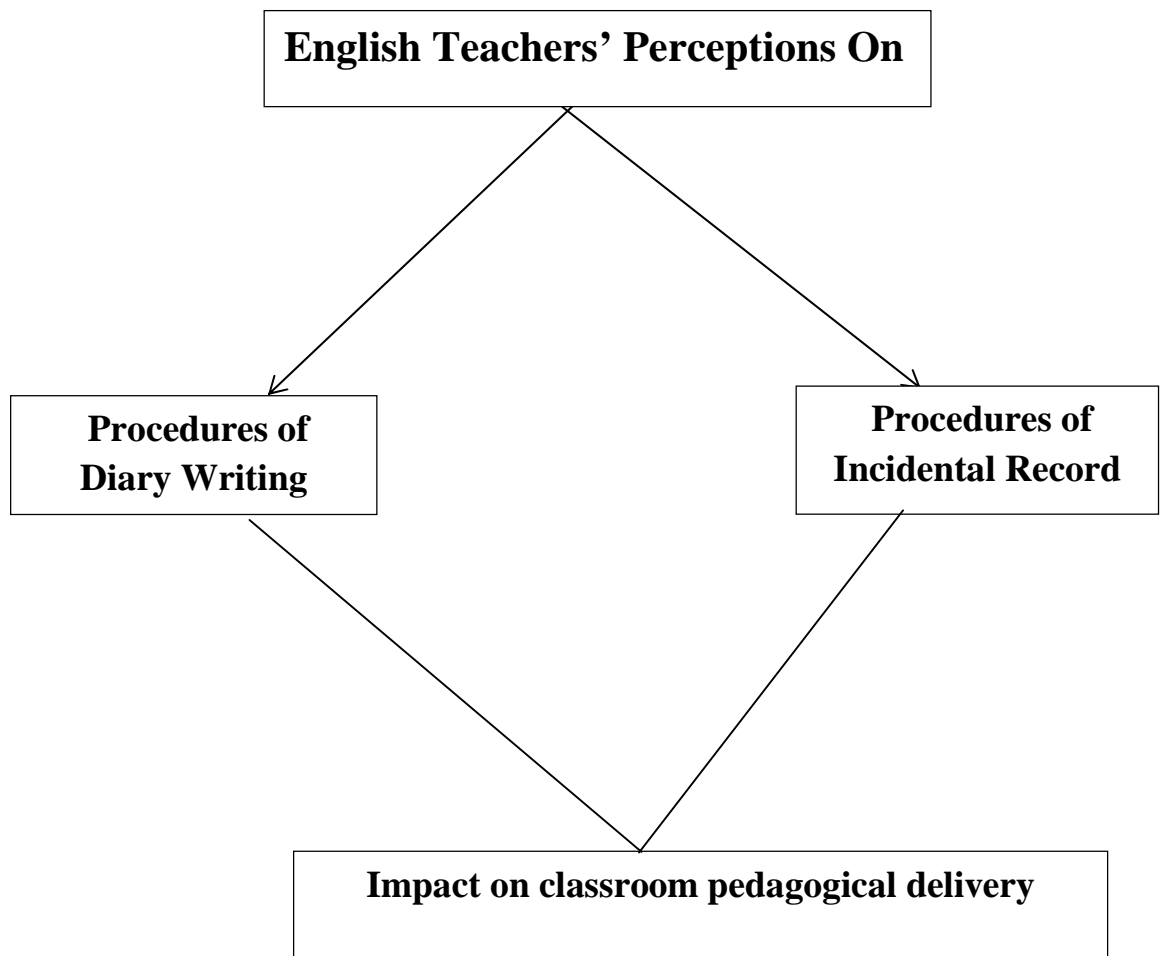
Implications of the Review for the Study

A review of theoretical and empirical literature provides insight into the area of the researcher in which he/she is going to conduct the study. A comprehensive study and review of the existing literature under the researcher are the prerequisite to validating and justifyingthe researchers' study. The theoretical and empirical reviews are significant to have clear information in a particular area. A literature review has invaluable implications from theselection of the topic to deriving the findings. To select the researchable new topic in teacher professional development, I reviewed some research works which were already been carried out. These works recommended some possible researchable topics which helped me know the gap

between what has already been found out and what has not been found out yet. It shows that any researchable topic gets background knowledge from the literature review because all the problems may not be research topics.

Conceptual Framework

A conceptual framework is the visual representation of the task. The main purpose of the conceptual framework is to show the relationship among the various concepts and variables of the study. In this context, Miles and Huberman (1994, p.18) define a “conceptual framework as a written or visual representation that explains either graphically or in narrative forms.” While carrying out this research I consulted different documents related to the study and literature review. Based on all the reviewed documents I developed the following conceptual framework to process this study ahead.



Chapter -III

Methods and Procedures of the Study

This chapter deals with a methodology that was adopted in the study. This chapter consists of the paradigm, philosophical orientation, design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations.

The Research Paradigm

The term “paradigm” was coined by Thomas Kuhn(1922- 1966) to denote a conceptual framework shared by a community of scientists which provides them with a convenient model for examining problems and finding the solution. The term paradigm now occurs frequently in every kind of discourse, usually to mean something like "way of thinking" or "approach to a problem." Typically, a paradigm is first established by the publication of a ground-breaking book that sets out problems and solutions, and then others adopt the aims and methods of the original, thus establishing a period of normal science. Contrary to the traditional view that science was founded in Renaissance Europe by "the scientific revolution," Kuhn sees multiple revolutions in the history of science, that is, multiple cases of the overthrow of one scientific paradigm by another. Guba and Lincoln (1994) define a paradigm as the basic belief system or worldview that guides the investigation. In this sense, a paradigm is a worldview that states the nature of the "world", the individual's place in it, and the range of possible relationships to that world and its parts. A paradigm can also be understood as the collective set of attitudes, values, beliefs, procedures, and techniques that create a framework for understanding through which theoretical explanations are formed (Trochim and Donnelly, 2006). In my point of view, the paradigm is a guideline for the researcher to analyze the different issues in technical and advanced forms.

A research paradigm is a model or approach to research that is considered the standard by a substantial number of researchers in the field based on having been both verified and practiced for a long period. This research paradigm pre-structures perceptions, concepts, and understanding. Research paradigms, there are three major

paradigms. They are positivism, interpretivism, and critical theory. This research is based upon only Critical Theory.

Critical Theory :Critical theory originates from the works of a group of twentieth-century authors who were affiliated with the Institute of Social Research at the University of Frankfurt, hence the name ‘the Frankfurt School. They include Herbert Marcuse, Theodor Adorno, Max Horkheimer, Erich Fromm and later Jürgen Habermas. The aim of critical educational research is not merely to explain or understand society but to change it (Patton, 2002). It is critical of both interpretive and positivist approaches to research because they are regarded to be “enmeshed in dominant ideology... neither has an interest in changing the world, and neither has an emancipatory goal” (Scott & Usher, 2000, p. 35).

In critical research, mostly qualitative data is generated, although quantitative data could also be used. The research method is the same as what we use in interpretive research. This approach is suitable for my study where the methodology is matched and used to understand teachers changing behavior using diary writing and incidental records. It finalizes the pedagogical impact on professional development while teaching.

Design and Method of the Study

Research is a kind of inquiry to find out the truth or evidence. It is a way of collecting accurate, sound, and reliable information. Kumar (2014, p. 3) states, “Research is an integral part of good professional practice in many professions and has been responsible for greatly influencing the practice procedures and outcomes in these professions.” Similarly, based on Nunan (1992), research is a systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis; (2) data; and (3) analysis and interpretation of data. Likewise, Kothari (2002) views, “Research is an art of scientific investigation.” Thus, research is an effort to search for new facts, knowledge, and principles scientifically.

A research design is a structure, blueprint, or detailed plan of the research study to be completed. It is a plan actually, followed by the researchers while carrying out any research study which makes the study systematic and fruitful. According to Kumar (2014, p. 121), “A research design is a road map that you decide to follow

during your research journey to find answers to your research as validity, objectively, accurately, and economically as possible.” Thus, the research design is a detailed plan for how the research plan is to be completed.

To make this study systematic and attain the objectives of the study, I adopted qualitative methods research design.

Qualitative research design has often been a “block box” to researchers familiar with quantitative research design. Over the past several decades, however, the craft of qualitative research has advanced significantly as researchers and methodologists have articulated the techniques and procedures used to move from the research question to the results. “Qualitative researchers seek to make sense of personal stories and how they intersect” (Glesne&Peshkin, 1992).

Qualitative studies are ideal for practicing professionals such as doctors, teachers, and social workers because the knowledge gained from this form of research is content-specific, interpersonal, and practical (Krathwohl, 2009). As the main instrument of data collection, the researcher can learn multiple interpretations of a situation as experienced by the different people involved; such is the privilege of being close to the source of the data and the theories that inform the approach (Creswell, 2013). The study intends to understand the decision-making process of the teachers incorporating blended learning practices and also to learn how the student feedback on assessment of learning based on teacher instruction leads to enhanced learning outcomes.

Qualitative research is a strategy for exploring how groups or individuals make sense of human problems (Creswell, 2013b). It emphasizes the use of words as data for analysis (Bryman, 2004). As qualitative researchers explore a phenomenon in-depth, questions emerge and theories to explain the answers to those questions are achieved inductively. Qualitative research is ideal for studying a phenomenon in its natural setting and for understanding the complex human interactions that numbers cannot convey (Krathwohl, 2009).

The most common activities associated with qualitative research are: conducting interviews, observing participants in natural settings, recording field notes, collecting various forms of data including verbal transcripts and other textual artifacts, analyzing the data for themes, and reporting interpretations of the analysis (usually arriving at inductive theories/hypotheses). The range of qualitative research methods is varied because there are many ways to gather information on a natural phenomenon

and multiple approaches to consider before making judgments about the data. Especially there are six types of qualitative research design. They are the phenomenological model, the ethnographic model, the grounded theory, the case study, the historical model, and the narrative model. Among them, I used the narrative inquiry model for my research paper.

Narrative inquiry is a ubiquitous practice in that; Human beings have lived out and told stories about that living for as long as we could talk. And then we have talked about the stories we tell for almost as long. These lived and told stories and the talk about the stories are one of the ways that we fill our world with meaning and enlist one another's assistance in building lives and communities. What feels new is the emergence of narrative methodologies in the field of social science research (Clandinin&Rosiek, 2007, p. 35).

Narrative inquiry is a way of understanding and inquiring into experience through "collaboration between researcher and participants, over time, in a place or series of places, and social interaction with milieu" (Clandinin& Connelly, 2000, p. 20). Three commonplaces of narrative inquiry, temporality, sociality, and place, specify the dimensions of an inquiry and serve as a conceptual framework.

Population, Sample, and Sampling Strategy

The population of this study was based on the and basic secondary-level English language teachers of the Kavrepalanchowk district. The sample of the study included 5 English language teachers from five different public schools. I administered the questionnaire to the five teachers and conducted in-depth interviews with them. The sample of the study was selected through purposive non-random sampling procedures.

Research Tools

For the fulfillment of the objectives of this study, I used semi-structured interviews and informal conversations as the research tools to collect the data. For this study, I was administered narrative inquiry too. Audio recorders and diary notes were useful for the collection of the data.

Sources of Data

Primary data was collected from the 5 English language teachers teaching at basic and secondary level public schools of the Kavrepalnchowkdistrict. The primary data were obtained from the questionnaire for a semi-structured interview with the teachers. Also, different printed and electronic materials like books, articles, journals, and documents related to the study. I consulted different books including Scribner (1999), Ganser(2000), Burton (2005), Jeffrey and Hadley (2002), Dyke (2006), and so on. Furthermore, I consulted the thesis under the Department of English Education, T.U. including Thakur (2016), Khadka (2017), Dhakal (2018), Pokhrel (2019), and Karki (2019).

Data Collection Procedures

To collect the required data for research work first, I visited the five different public schools inthe Kavrepalanchowkdistrict and I meet the headteachers. After that, I inform my purpose to headteachers. Then, I requested the headteachers to allow me to meet English language teachers. After that, I established a rapport with selective participants from different schools along with the purpose of this study. I took in-depth interviews based on the questions related to my study. Then, I transcribe the recorded data if necessary. Finally, I thanked all the concerned people for their kind cooperation in my research.

Data Analysis Procedures

After the collecting required data, the obtained data were analyzed and interpreted by usingthematic analysis. In this procedure, I begin a detailed analysis with a coding process. Likewise, I developed themes by incorporating data directly addressing my researchquestions, and also, I developed sub-themes and sub-themes that were also analyzed and interpreted quantitatively through narrative inquiry.

Ethical Considerations

Ethical consideration is an important matter in the research. Every respondent has the right to privacy. They should be informed of the purpose of the study and the value of their participation in it. They should be sure that there is no harm to their

career and intuitional reputation and so can provide sufficient data. That's why to get reliable and authentic data ethical consideration is highly required.

In the process of data collection, I informed my purpose and my respondents. I rely on them not to use the data for other purposes. Likewise, I make them know that their presence in my study would be voluntary but appreciated. Similarly, the findings of this study have not harmed the respondents. They were assured all identifiable personal information was strictly kept confidential and no names were being mentioned in the thesis as well as in any publications.

Chapter- IV

Analysis and Interpretation of Results

This section contains an analysis and interpretation of the collected qualitative Data. The data carried out through the narratives were coded with the themes and sub-themes and analyzed descriptively on the basis of my research questions.

Analysis of Data and Interpretation of the Results

I commenced collecting information from my respondent teachers through their narratives that included the factors of professional development of English teachers by using diary writing and incidental records. The background information of each respondent elicited from their hands-ones has been presented in appendices.

So as to elicit the intended hands-on data, I established a good rapport with the selected teachers. I used to meet and have whole talks with the teachers on a regular basis because all the teachers whom I selected were my good friends and good colleagues. So, it was easier for me to elicit in-depth data because they also felt free and fair to express their lived experiences. In this chapter, I present the details of the teachers' lived experiences regarding incidental records and diary writing as aid of the English teacher's professional development.

For this purpose, I collected the data via in- in-depth interviewers/ teachers' narratives by selecting 5 teachers through a purposive sampling procedure. The selected teachers were the ones who were teaching the English language at the secondary and basic level at different institutional schools in the Kavrepalanchowk district. The data was collected for the serenity of the first and second objectives.

The data obtained from the teachers' narratives were transcribed by using the conventional 'listen and note' technique. Then data were coded and, on that basis, themes were erected and further the specific themes were generated. Accordingly, I have presented the general and specific themes in the analysis below. The headings are followed by examples of the data and their analysis and interpretation. This has been done in order to critically analyze and interpret how incidental records and diary writing aid in professional development. The data are analyzed and interpreted under the two broader headings as follows:

Teacher's views

The teacher's perspective always plays an important role in academic research. Keeping a diary and additional notes is a support tool for further professional development in the teaching profession. In connection with this study, teachers examine causes involving specific academy members. Therefore, in this section, I have created some themes for this category based on the responses of five secondary school English teachers. These are analyzed and thematically interpreted as follows:

Incidental records

This theme stems from a teacher's story that gives a government English teacher's view on incidental records. Regarding this, teacher A said:

Yes, we are often practicing incidental records in the teaching profession.and it's very useful as well as students and parents. If we keep an incidental record, it will be very fruitful for making decisions for the student. Besides that, it is useful for us to show their parents their progress.

From this excerpt of Teacher A's response, she appears to state that she is aware of the accompanying notes in the interview. She uses it at work too. She explained that it helps her make decisions about her students and that she can show the records to her parents. In a similar vein, teacher B stated:

Yes.....I have been practicing incidental records in my teaching-learning activities. I am doing this one to find out the strength and weaknesses of my students and for planning for how can we improve them and how can we improve and how can we assist them in teaching-learning activities.

From teacher B's response as well, it is further clear that he also knows about the incidental record. He applies incidental records in daily classroom teaching to find out the strength/ and weaknesses- of the students. By helping with the incidental record, he tries to assist his students. From this, it can be interpreted that he used effectively incidental records. Furthermore, teacher C regarding the same factor articulated:

Yes... I have practiced it... to study the behavior of students in different situations, to save from the accidental possibility, and share experiences roadmap Maintain discipline.....and so on.

I found teacher C's response very pathetic. He said that despite the fact that he applies incidental records in his teaching activities. He also tried to

Moreover, I also talked to another teacher in a matter of the same thing who stated:

Yes..... I used incidental records in my classroom because it helps keep all the records of active participation and learning from all students.

I discovered that teacher D also kept incidental records on his students. He believed that incidental records help to keep students engaged and comfortable in the learning platform. We can easily conclude from his that he believed incidental records would make his students more active and passionate. Supporting this, another teacher E articulates his view in this way;

I have been practicing it since last year.....I found it's a friendly method to cope with the problem that was seen in a pedagogical context. It is a way of solution by negotiating with students if they are in a problem. I found it's a handy method.

From teacher E's response as well, it is further clear that he also knows about the incidental record. He applies incidental records since last year. He found it was a friendly method in a pedagogical context.

From the discussion above, it is true to say that all the teachers participating in the interview were found to be completely involved in incidental records. They kept incidental records as a supportive aid of the teaching pedagogical sector.

Diary Writing

Diaries are documents created by individuals who have maintained a regular, personal and contemporaneous record, and thus have a number of features that make them particularly suitable. All the participant's responses are positive towards incidental records. Regarding this, teacher A said:

Diary writing is not for only teachers it's important for students too. good friends for us..... can write daily classroom problems which we have faced..... important to feel relief after the tired someday work.

This excerpt shows that teacher A was found to be positive on diary writing. She claims that it is a good friend of teachers, where we (teachers) can express problems, progress, decisions of regarding students, and so on. In a similar vein, teacher B stated:

I write it to share my feelings, and find my daily teaching activities..... Which helps me improve my teaching strategies, finding lapses and strengths of mine as well as students.

From teacher B's response, it is clear that he was found to be diary writing a supportive aid for teachers for professional development. Where the teacher can find the strengths and weaknesses as well as it is a better way to improve them. In a similar vein, teacher C commented:

Yes..... I have chosen diary writing while teaching because..... it identifies the weakness and positivism of students, makes the teacher creative and punctual, discipline as well as helps the students to study themselves.

Teacher C also expresses the similarity that diary writing is beneficial for the professional journey, where students and teachers can be creative, positive, punctual, and well-disciplined. He adds that students are very serious about their academic performance while writing a diary. In this regard, teacher D also shared:

It is a form of autobiographical writing about teachers' daily activities.... I use diary writing to keep my daily record and reflect on it.....from diary writing I suggest to my students and improve myself too.

From teacher D's narrative above, it can be said that he is also well-known for diary writing and he uses it in his teaching profession. He thinks that it is autobiographical writing where he writes his own reflection too.

In my experience, It helps every teacher review the past activities that they have done in their classroom.....also helps the future planning of teachers.

This narrative above deals with the fact that teacher E was also found to be habitual to use diary writing in her academic journey. She also claims the same voice that teacher A, B, C, and D already claims. It helps to make teaching-learning activities easier for teachers as well as students.

To conclude the narratives of all the teachers above coincide in that the teachers teaching institutional academics were found they are users of daily diaries, which they use for their professional development. Writing a personal diary in teaching-learning activities has always proved to be a wonderful activity because teachers can store and recollect every sweet and bitter moment of their teaching professional life. Furthermore, teachers can upgrade themselves to find out lapses in their teaching method and improve themselves as an intrinsic motivation.

Intrinsic Motivation: Motivated students are more likely to engage in learning – and there is evidence to suggest that student motivation can be improved if they are learning within an education system of motivated individuals. Motivated teachers are more likely to display higher levels of effort, teach more effectively and develop professionally – and indicative results suggest that this could be a potentially useful pathway to improving student outcomes. Motivated officials engage in behaviors that support, encourage and enhance others in the education system working with them – and evidence suggests that this has the potential for crucial impact. From above interpretation we can say that teachers are intrinsic motivated from incidental record and diary writing.

Learner's Reaction

In the higher education context, and possibly in any other level of education, it is understood that keeping incidental records on daily basis can be not an easy task both for teachers and students. Both teacher and the students are busy and have their responsibilities of finishing their tasks. However, if planned and conducted very well, diary writing not only can become a learning tool but also can help both teachers and students make sense of the learning process. So, I found different teachers from five different schools. There are variations in learners' reactions when they are well-known about keeping incidental records and diary writing of their every activity. Regarding this, teacher A said:

Yeah.... I have faced learners' different reactions..... some of those good students respond positively toward me but some bad students are also alert. Little bit they changed themselves. They thought that we are 24 hrs. observed by our teachers in whatever we have done in the classroom. even in the future, they are not going to forget I am going to be recorded. When we show their records to their parents that alerts them even our parents are also well-known about us. They thought if we do some destructive activities in our classroom they feel very bad..... which is one of the best remedies for them to get good academic achievement.

Teacher A's story above reveals the fact that she has mixed experiences regarding learners' reactions. Some students are happy with her and some others are angry with her. But those records help to improve students' academic achievement as well as brings changes in their behavior. They feel they are observed in school every time as well as at home too. Moreover, their parents are also excited to listen to their children's progress from daily records. Regarding this, teacher B said,

I have faced different types of experiences while keeping incidental records and diary writing..... In the beginning, students became sad and angry with me when they know about incidental records and diary writing. They feel is that it a tool of punishment. Which was very tuff for me to tackle with them..... After some time, when they know about those records than they are positive towards me. Sometimes they remind keep kept incidental records when I forget to keep..... They started to meet with me individually and share their problems and suggestions to face those problems.

From teacher B's narrative it is similar with teacher A. He has also mixed experience, students became angry at first but when they know well about diary writing and incidental records, they started to meet him individually and share their problems to him along with they started to ask solution from those problems. Which provides positive result in their behavior with their friends and teachers. Likewise, teacher C also in the same regards stated:

Umm..... I have different experience regarding recorded them.Some students are happy and some of them are angry with me. But after sometimes of applying those records in my teaching learning activities, I have found that students

who feel shy in classroom they started to speak along with they started participate in creative activities which was held in school.

From teacher C's utterance, she has also same experience likewise teacher A and B. From her view she found after recorded them her students have drastic positive change in their behavior. Shy students start to interact with her. They start to participate in extracurricular activities and academic programs. They are created and their performance also better than others, which help to improve their academic achievement. In the similar vein, teacher D also commented:

In case of learner's reaction, they become more hurried at first. For example..... Most of the Students from grade six started less pay attention than grade five..... after that I started to record them.I asked them why are getting low attention in classroom? HumThen their answers are they are not interested to involve in any activities, they become shy to participate. When I motivate and praise them to show your creativity..... Slowly and slowly, they started attached with teachers. Even introvert students start to being extrovert.

From teacher D's story, it is noticed that he was found students are motivating by keeping incidental records and diary writing. They started showing their creativity themselves. Introvert students start extrovert. They started in participate in classroom regularly.

To wrap up, based on the narratives of the teachers above, it can be said that most of the learners are angry with the teachers in the initial phase. After knowing the benefits of diary writing and incidental records they started to friendly with teachers. They started raise questions and eager to learn new things. Which helps students to change their overall behavior. According to above view we can say that diary writing and incidental record help to create student centered environment.

Create Student Centered Environment:In a student-centered learning environment, students collaborate with their instructors, who take the students' thoughts, opinions, and learning style into consideration while teaching. This leads to a number of benefits for students. Student-centered educational philosophy, with pillars such as flexibility and interdisciplinary learning, is that students make decisions when it comes to their education. Student-centered environments are more confident, better

able to articulate their thoughts and opinion and find joy through educating themselves. From above narratives we can say that learners are enjoying to learn from student centered method, which help teachers to create friendly environment.

Impact

Education has become a necessity in today's working environment. People look for ways to further their education from elementary to post-secondary institutions. Beyond using new strategies students and teachers both can learn new things. In academic sector, the by recorded of the study recorded can find out almost positive outcomes from their record. They think that using diary writing and incidental records automatically proves the quality of education. Supporting this, one of the teachers articulate in this way:

Yes... it has positive impact in classroom. It has maintained discipline among the students... not only students, teachers are also more responsible in their duty and responsibility... it has create the healthy competition among the students to be a capable, disciplined and punctual.can help to create healthy environment in the classroom. It's a key to find out problem and solution.

Similarly, the teachers must keep one thing in mind they should focus their activities to develop creativity rather than imposing. They motivate their students and it helps them to create child-friendly teachers who are happy to practice incidental records and diary writing in their classroom. They got support from their school administration too. They got fast changing in the change sets overall behavior. It is more effective to the teachers for which help them to be responsible for their students as well as institute.

Chapter -V

Findings, Conclusions and Recommendations

This chapter sums up the study that I have drawn from a chapter I to chapter IV. This is an overall account of my research study. Based on the analysis of data and interpretation of results, the findings of the study have been derived. The findings of the study direct to some conclusions and recommendations based on the study. Thus, this chapter contains findings, conclusions, and recommendations which I have presented along with my reflections as follows:

Findings

I found the lived experiences of the English teachers of government schools regarding views on Diary Writing and Incidental records truly significant which addressed the objectives and research questions of my research study. Their stories gave me lots of insights while analyzing and interpreting the data that in turn helped me derive the findings of this study. Some of these notable findings based on the analysis and interpretation of results are mentioned to the points, under two categories, as follows:

Teachers Views

The English teachers of government narratives showed the fact that they were well-known for incidental records and diary writing. They use incidental records and diary writing in their daily classroom. Some teachers kept records for up to date of students' changing behavior, professional development, upgraded classes, academic achievement, and students' creative performance. Based on the research results, I have mentioned the major points as the findings of this study in the following ways:

1. The EFL institutional teachers were found to be known of incidental records and Diary writing. They kept a record to get actual information about students. All the teachers expressed that they recorded their students for their student's academic progress, which helps them to find out their changing teaching strategy.
2. The EFL teachers teaching at institutional academics were found to be motivated and they found their own lapses in the teaching field, which is the biggest opportunity for them to change their teaching style.

3. The data showed that all the teachers were found to be motivated due to students' and parents' positive responses.
4. The data further showed that the institutional teachers were found to be happier in teaching because they build their self-confidence as well as students' confidence too.
5. It was found that the institutional teachers were found to be motivated because of students' friendly and honored behaviors.
6. The data also exposed that teachers teaching at institutional academics were found to be motivated.

Impact

Based on the analysis and interpretation of data, it is revealed that all the institutional EFL teachers were found to be motivated due to students' academic creative activity, responsibility for jobs, caring, and friendly behavior. On the basis of the research results, I have mentioned some of the major points as the findings of my study as follows:

1. The data showed that the EFL institutional teachers were found to be motivated and responsible due to positive responses from students and parents.
2. Similarly, the data showed that many teachers got positive responses for recording students and therefore they were found to be motivated to teach and in middle were found to be responsible for their job.
3. It was also found that the EFL institutional teachers were appreciated due to the trends of caring for students as their own children.

Pedagogical implication related

1. For effective implication of diary writing and incidental records, there must be cooperation between students- students, students- teachers, teachers – administration and teachers. Without collaboration it is not working.
2. To get better result students' participants in discussion must be decrease.

3. There must be clear plan and vision to implement diary writing and incidental records in public schools.
4. By analyzing the collected data, it was found that there is practicing of incidental record and diary writing but not effectively for better outcome.
5. Teacher should create clear autonomy in the classroom to encourage students to apply incidental records and diary writing effectively in English classroom.
6. Teacher must focus their students for their creativity rather than imposing.

Conclusions

The findings revealed in this study that EFL institutional teachers are motivated both intrinsically and extrinsically in Nepal in general and Kavrepalanchowk district in particular. It is very clear that there are many factors that motivate teachers. These factors are, teachers' views regarding diary writing, incidental records, learners' reactions, and positive impact in the academic sector.

It is seen that the topics covered by the English language teacher candidates in their diary writing and incidental records are about their education-teaching activities, experiences, feelings, thoughts, relatives, nature, important days, diary writing, problems, personal development, and writing skills. Participants mainly wrote about educational activities and daily life while keeping their student's diaries and incidental records. The style of addressing their diaries, the way they talked with them, and missing the diary are the signs that they have imposed various meanings on their diaries. The diary keeping and incidental record made the participants realize it has an essential role in personal growth in many ways. By diary keeping and incidental records, some of the participants realized that they were wasting their days, some of them felt relaxed when writing, and some felt it is therapy or a friend to whom they express their thoughts, helping them put their lives in order.

As Yıldız and colleagues (2008) have described, the benefits of writing on psychology, social behaviors, pedagogy, and language development cannot be denied. A person can overcome his psychological problems by writing and find peace of mind in expressing himself/herself. The fact that the participants decided to continue diary keeping and to write it daily, getting used to writing it and feeling Journal of

Education and Training Studies happy for that and continue to write in various genres is an indication of how important effects it has to keep a diary on writing education.

The themes that emerged in the interviews regarding the diaries kept and incidental records by the participants were related to daily problems, personal development, and writing skills. Almost participant teachers described that incidental records and diary keeping have been meaningful as they shared a lot of things that cannot be told to others, sharing a connection with oneself in a comfortable and reliable environment, chatting with it as a friend, writing a secret onto it, diary as a secret friend, a reminder of the past, putting the person's past into chronological order, and so on.

As the participants noted in their diaries, the most important problems they experienced were the inability to find something new to write about because their days were very ordinary and the fear of being read by others. Similar to what Johnson (2006) has described, diaries also made it possible for the person to self-observe and improve their relationship with themselves. Under the personal development theme, just as in the diary expressions such as relieving a person, being like a therapist, knowing oneself and making corrections for the future, developing a stable posture, making one feel like one have an idea, and making someone better express themselves were used.

According to Hiemstra (2001), diary benefits include personal development, intuition and self-expression, problem-solving, stress reduction, health benefits, reflection, and critical thinking. The fact that incidental record and diary-keeping have some more enjoyable with time, the increase in the curiosity for writing, learning how to be happy by writing, writing like a nice and fun experience, being an important contribution to writing habit, becoming aware of the development of their writing skills with diary keeping, its positive effects on writing in a certain composition style and so on. They are all indicators of the importance of diary keeping.

Barjesteh, Vaseghi, and Gholami (2011) pointed out that keeping a learning diary can affect students' that are learning English as a foreign language affects and their attitudes significantly toward writing. This research can be interpreted as the participating EFL candidates getting a chance to write a diary as they expressed that

they have developed a positive attitude towards keeping incidental records and diary writing increased their self-efficacy.

As Wallace (1977) described, a certain amount of writing every day affects the writings of the writers, and the ability of self-denomination develops at this point. It can be said that the participants became aware of their lives and had been accustomed to day-to-day writing and keeping the diary has improved their self-regulation skills.

This research reveals that individual teachers who routinely keep track of their lives by keeping incidental records and diary writing of their students begin to plan for better teaching strategies, which helps them play a role in the teaching profession as well as in students' life too.

Recommendations

Based on the findings and conclusion of my research, the following recommendations have been made to be applicable at the policy level and practice levels.

Policy Related

On the basis of research findings and conclusion, I have made some recommendations that will support the policy and make policymakers the things that they need to consider to motivate the demotivated EFL institutional teachers in Nepal. These recommendations to be applicable at the policy level are mentioned to the points as follows:

1. The Ministry of Education in Nepal (MoE) should advocate that all should be taught a set of analytical skills that could be applied to a range of situations, beyond the curriculum, and believed them as diary writing and the incidental record is part of daily academic duty.
2. The MoE should clearly mention applying diary writing incidental records in every school to learn about students from their different perspectives.
3. The government should establish some training regarding how to keep diaries of students and incidental records of the students.

4. The MoE should carry out research on teacher research in coordination with research centers all across the country to explore and understand the effectiveness of diary writing and incidental records.
5. The government should take the initiative of erecting different English language Teachers' Associations that will conduct different professional development events, contributing to the professional development of the EFL teachers.

Further Research Related

I believe that no work is final and no research is complete enough in itself. This study also could not cover all the areas of research. I confess that there might have been some limitations as well. While carrying out this thesis, I came across several insights and possible topics to be further explored. In this section, I have mentioned some of the most relevant topics that can be studied by prospective researchers. They mentioned the points follow:

1. This study was delimited to 5 EFL government basic and secondary level school teachers who were the ones teaching at Kavrepalanchowk district at different schools. So, it would be rather remarkable for the prospective researchers to carry out research regarding the factors motivating community teachers.
2. Likewise, another possible area for the further study could be the methodological section. This research is underpinned by narrative inquiry followed by in-depth interviews. And therefore, the prospective researchers can employ other methods, like diary writing, observation, written narratives, and so on to explore further intended insights.
3. This study does not talk about the reasons behind choosing teaching as a career choice. So, this could be a possible research topic for future researchers.

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Appendix- I

Teacher Narrative Guidelines

Dear sir/ madam,

These teacher narrative guidelines have been prepared to draw data or information for the research work entitled **“English Teachers’ Views on Diary Writing and Incidental Records”** under the supervision of **Prof. Dr. BalMukunda Bhandari**, an Associate Professor at the Central Department of English Education, Faculty of Education, T.U. Kirtipur. This research study attempts to explore the English teachers’ views of diary writing and incidental record, to analyze the impact on classroom pedagogical delivery while using diary writing and incidental record, and to suggest some pedagogical implications.

Therefore, your kind co-operation in responding to all the questions will be extremely valuable to fulfilling the objectives and addressing the research questions of the study. Please feel free to express yourselves. I assure you that any information that you provide will be kept a top confidential.

Thank you for your valuable time!

Researcher,

Jayanti Pathak

M.Ed. Fourth Sem, T.U, Kirtipur

Appendix - II

Teacher Narrative Guidelines

Objectives of the study

- i. To explore the English teachers' views of diary writing and incidental record,
- ii. To analyze the impact on classroom pedagogical delivery while using diary writing and incidental record,
- iii. To suggest some pedagogical implications.

Research Questions

- i. What are the English teacher's views towards using diary writing and incidental records?
- ii. What are the positive and negative impacts on classroom pedagogical delivery while using diary writing and incidental record?
- iii. What is the pedagogical implication for English teachers while using incidental records and diary writing?

The following questions/ teacher guidelines had been asked based on the above objectives and research questions of the study:

1. Have you practiced incidental records in your teaching profession? If yes, why are you applying?
2. Then, how about diary writing? Why did you choose this strategy?
3. How did you keep incidental records of students while teaching? In which condition do you think that incidental record is necessary to keep?
4. How do you link the task diary writing and incidental record with your professional development?
5. What types of obstacles/issues/challenges are you facing while keeping incidental records and writing your diary? (Personal as well as institutional)
6. What is your further plan in terms of practicing incidental record and diary writing in your teaching journey?
7. Are diary writing and incidental records supporting in pedagogical process in the classroom? How?

8. Have you ever realized the positive impact of incidental record and diary writing on the analysis of learners' achievement? Can you give a few examples?
9. What is the learners' reaction to keeping their incidental records/writing diary about their performances?
10. Are these (keeping incidental records and writing diary) supportive aids for classroom delivery (psychological aspects, classroom environment, and presentation)?
11. What impacts are you getting on learners' results, self-confidence, and overall improvement after applying incidental records and diary writing in your teaching journey?

Appendix- III

Interview Transcripts

Researcher: Hello! I am Jayanti Pathak, a thesis student at the Central Department of English Education, T.U. I have come to you for the purpose of my research study. I am carrying out a research study on **“English Teachers’ Views on Diary Writing and Incidental Records”**. The objectives of the study are: to explore the English teachers’ views of diary writing and incidental record, to analyze the impact on classroom pedagogical delivery while using diary writing and incidental record, and to suggest some pedagogical implications and the research questions are:

Teacher 1

Have you practiced incidental records in your teaching profession? If yes, why are you applying?

Humm.... Thank You for your question. Yes, we often do secondary recordings in our teaching profession, which is very helpful for students and parents alike. If we keep a random record of our students, it will help us to make good decisions for them.

..... Additionally, it may be helpful to show parents that not all relevant issues are left up to the student. Allow parents to report this. As parents go to school, we can make important decisions about our students.

.....Additionally, in the teaching profession, it is always important to keep incidental records.

Then, how about diary writing? Why did you choose this strategy?

Humm.....Diary writing practice is one of the strategies in teaching writing. I apply diary writing in teaching writing recount text. Likewise, the incidental record. I think they are reflective technology that is particularly used in teaching-learning activities.

How did you keep incidental records of students while teaching? In which condition do you think that incidental record is necessary to keep?

I think it should be kept in an indirect way that the students don't know about it.

How do you link the task diary writing and incidental record with your professional development?

.....*Diary writing and keeping incidental records is not just for institutional records. It's also a way of relief from stress. Sometimes the students are involved in an important decision. In this state, I choose diary writing and incidental to analyze their behavior. Actually..... I keep incidental records and diary writing to choose for motivate other students..... It can be used to write books, write stories, and motivate others. I thought diary writing and incidental records are always used for those purposes.*

What types of obstacles/issues/challenges are you facing while keeping incidental records and writing your diary? (Personal as well as institutional)

Sure, it's not an easy task to implement diary writing and keeping incidental records in a government school for English teachers. As an English teacher, I faced various difficulties. Some of these are always beneficial for good students, even including those for bad students. It warns them so little that we want to change them.

What is your further plan in terms of practicing incidental record and diary writing in your teaching journey?

I've only used incidental record and diary writing in a few classes and plan to use it in almost every class I've taught. I have found that it is too important to make important decisions related to students, such as improving classes, reporting to parents, and so on. So, I plan to use it in almost every class in this school.

Are diary writing and incidental records supporting in pedagogical process in the classroom? How?

Of course, diary writing and keeping incidental records are supporting teaching tools. Both are useful for students' promotion. For eg in Nepal, we almost conduct a paper-pencil test, if students can't sit the exam, students won't have good grades. The good grades of the students are based on the written exam. In addition, based on students' records and the good deeds they have done in their classrooms, we can do double class promotions for them. For this process, their grades should not be determined by paper and pencil tests. Therefore, it is always important for both

students and institutions. If changes in learners' performance meant we kept their records, they would change their behavior. If they have the habit of engaging in disruptive activities that they control. If we keep such reports and show them to their parents it will warn them, even if they thought our parents should know about us. They notice when we engage in disruptive activities in our classroom and at school. Even when we are in school, we are controlled by our parents and teachers. They would feel that way and could focus on their studies. So, it would even be helpful for the academic performance of the students.

Have you ever realized the positive impact of incidental records and diary writing on the analysis of learners' achievement? Can you give a few examples?

If changes in learners' performance meant we kept their records, they would change their behavior. If they have the habit of engaging in disruptive activities that they control. If we keep such reports and show them to their parents it will warn them, even if they thought our parents should know about us. They notice when we engage in disruptive activities in our classroom and at school. Even when we are in school, we are controlled by our parents and teachers. They would feel that way and could focus on their studies. So, it would even be helpful for the academic performance of the students.

What is the learners' reaction to keeping their incidental records/writing diary about their performances?

I have different kinds of feelings/experiences in this case. In the beginning, when we keep records of them, they become very sad and unhappy. Some of them are angry with me. They believe that this will be a punishment for them. Again, we explain how to keep diary records and incidental records. Then they were happy because they understood that we are not doing anything bad. But we intended to do something better for their performance. Therefore, they learned it little by little, which helps us to observe them directly. In the beginning, it was too hard and difficult. First, they hate me. Now it was easy for me because you know this observation well. Sometimes when I forgot to keep records, they corrected me. They consult with me about their issues and problems, which helps me create another better improvement plan for them.

Are these (keeping incidental records and writing diary) supportive aids for classroom delivery (psychological aspects, classroom environment, and presentation)?

Yeah..... They are supportive aids..... some of those good students respond positively toward me but some bad students are also alert. Little bit they changed themselves. They thought that we are 24 hrs observed by our teachers in whatever we have done in the classroom. even in the future, they are not going to forget I am going to be recorded. ...When we show their records to their parents that alerts them even our parents are also well-known about us. They thought if we do some destructive activities in our classroom, they feel very bad.....which is one of the best remedies for them to get good academic achievement.

What impacts are you getting on learners' results, self-confidence, and overall improvement after applying incidental records and diary writing in your teaching journey?

Yeha, I got my students to be very active and they are curious about classroom activities. After applying incidental records and diary writing in my teaching journey, I felt students develop their presentation skills.Challenges their behaviors and they build their confidence level too.

Thank You!

Teacher -2

Have you practiced incidental records in your teaching profession? If yes, why are you applying?

Yes, I have practiced incidental records in my teaching-learning activities. I'm the one who finds out students' strengths and weaknesses and plans for how we can improve them and support them in teaching-learning activities through incidental record.

Then, how about diary writing? Why did you choose this strategy?

Humm..... When I start writing dairies of students, I record students' activities and behaviors in daily classroom activities and I have used this strategy to find the changes in students' activities, I feel I mean Teaching-learning activities can improve and it will be easy to find mistakes and find the strengths for me and the students. In addition, I use my daily diary in which I have mentioned some important events that will be useful for me in teaching-learning activities, as well as to find the problem or behavior of students and discipline as other useful activities too.

How did you keep incidental records of students while teaching? In which condition do you think that incidental record is necessary to keep?

At the institutional level, it is important to keep incidental records. We often lead, but sometimes we forget to keep the records due to overwork. For diary writing, we sometimes feel very tired again. Although we know that it is very important to keep a diary writing, sometimes we just don't want to do it, we just ignore it. Also, we don't have a big problem with keeping incidental records and diary writing.

How do you link the task diary writing and incidental record with your professional development?

When I start to keep incidental records and diary writing....., I was managing the types of activities I should do in my classroom and..... started follow them outside of the classroom..... while having free time I used to discuss with their parents and to pass the message on to us staff or other students. That's why we link them together. Otherwise, and dairies do not go together. So, we need to look at both

carefully and then look at what the obstacles and problems are and what we need to do and how to create a plan for our better career development.

What types of obstacles/issues/challenges are you facing while keeping incidental records and writing your diary? (Personal as well as institutional)

Hum..... Yes, another name for life is also an obstacle and full of challenges. When we discuss our teaching and learning activities in our country, it is one of the most difficult tasks. First, we need to run as many new courses for change in the educational sector. But we mixed those new courses tendencies into traditional courses. The government has made some rules and regulations for continuous assessment systems and formative assessment systems. But again, due to the limitation or congested hour period we don't do that. This means that teachers don't follow it, few of them follow it in some classes. That's why we have difficult situations over there. While keeping incidental records and diary writing needs to be changed in a timely manner during this period, we need to manage other plans and activities. Just writing diaries or keeping these items in our side records is nothing. In order to do this, we can improve the performance level of these students. That's why we have these kinds of problems in the practice sessions and most teachers don't want that because they have to schedule extra time for not just compulsory school time. Before or after the period of service, they also have to manage their home. But in our environment and in the situations of our country, Nepalese teachers do not participate. That's why there are so many other practical problems.

What is your further plan in terms of practicing incidental record and diary writing in your teaching journey?

We have prepared a SARP form. In the SARP form, we keep records of the students, the result of the previous exam and the goal of the parents, and the goal of the teacher. By setting the goal that we all follow the activities, we all prepare the activities, what teachers should do and what students should do and what parents should and shouldn't do. We plan and we follow it.

Are diary writing and incidental records supporting in pedagogical process in the classroom? How?

Obviously, they are very fruitful and useful. Especially when we enter our classroom, we plan. When we go through these tools? (random diary writing and incidental records) then we can plan what types of activities we need to do there, what types of students there are, and what their learning ability is. What is your pre-learning? To make it very easy, the class activities will be effective and fruitful. If we use them as a source before entering the classroom and before making any plans for the lesson. I feel that this incident can help me not only grasp the status, situation, or environment of students but also sometimes it is very useful for me to know the level of students' learning ability.

Have you ever realized the positive impact of incidental records and diary wiring on the analysis of learners' achievement? Can you give a few examples?

Suppose I have a problem with conducting classes during this time. I need to change some pedagogical methods and I can use different activities like games, rhymes, or group work and assignments, project-based assignments, and others that can be done there. We get such good feedback from them that we implement this form in every classroom. So, I plan to develop a format myself. There will be a table that I'll try to make a bit shorter, time with a point, with dates, with a single student, with individual cases. So, I think it's better if I do this table in this format, but until now I haven't prepared, but I think from the next session I will.

What is the learners' reaction to keeping their incidental records/writing diary about their performance?

Students react differently when they know their record has been preserved. First, they may not be involved in such activities. They thought it might affect our future. When the teacher starts observing through incidental records and diary writing. They feel they are being watched 24 hours a day and thought that the teacher will not forget them and they thought they were being recorded. So that it would be a supporting aid for me.

Are these (keeping incidental records and writing diary) supportive aids for classroom delivery (psychological aspects, classroom environment, and presentation)?

Of course, ... They are supporting aids. If I have a problem with conducting classes in that time, I need to change some pedagogical methods and I can use different activities like games, rhymes, or group work and assignments, project-based assignments, and others that can be done there. We get such good feedback from them that we implement this form in every classroom. So, I plan to develop a format myself. There will be a table that I'll try to make a bit shorter, time with a point, with dates, with a single student, with individual cases. So, I think it's better if I do this table in this format, but until now I haven't prepared, but I think from the next session I will.

What impacts are you getting on learners' results, self-confidence, and overall improvement after applying incidental records and diary writing in your teaching journey?

Both are useful and helpful for me to change student outcomes. They are attentive in class. They stop bothering others and they always feel watched and registered. That's why I often find them paying attention in class. Paying attention in class changes their academic results. As their score changed, that brought confidence in their life. They notice an improvement in their results. This helps them to think positively about everything. In this way, we bring about a general change in the teaching profession.

Thank You!

Teacher -3

Have you practiced incidental records in your teaching profession? If yes, why are you applying?

Yes, I used incidental records in my classroom because it helps keep all the records of active participation and learning from all students.

Then, how about diary writing? Why did you choose this strategy?

Yes, I use this method of diary writing in my classes. It helps any team feel the past and it also helps plan for the future of teaching and learning.

How did you keep incidental records of students while teaching? In which condition do you think that incidental record is necessary to keep?

I keep incidental notes and also write a diary. But I think again if there is a new format used in our country. Whereas other countries can also use it. But I am unable to find out. In the teaching-learning field, we must be aware of our profession and if our students perform well and if their style, activities, and learning environment are better, then our professional development will be successful.

How do you link the task diary writing and incidental record with your professional development?

Yes of course..... When I start to apply incidental records and diary writing at that time, I managed the types of activities I should be doing in my classroom and what I should be doing outside of the classroom while having free time to discuss with their parents or to get the message across forwarding our staff or other students. That's why we link them together. Otherwise, incidental records and diaries do not go together. So, we need to look at them both carefully and then deal with both what are the obstacles the problems and what we need to do and how to make the plan for our better career development.

What types of obstacles/issues/challenges are you facing while keeping incidental records and writing your diary? (Personal as well as institutional)

There are various obstacles to completing the diary writing and the incidental records. Lack of proper help and cooperation from administration, school environment, lack of materials, lack of punctuality, lack of proper evaluation from administration and teachers.

What is your further plan in terms of practicing incidental record and diary writing in your teaching journey?

My further plan for incidental record and diary writing is to incorporate and analyze it into daily classes.

Are diary writing and incidental records supporting in pedagogical process in the classroom? How?

Yes, they are supporting helpers in the pedagogical process. It has maintained discipline and made students and teachers more accountable for their duty and responsibilities. It has created healthy competition among students to be able, scholarly, and punctual. It has created a collaborative environment in the classroom. It's the key to finding the problem and solutions.

Have you ever realized the positive impact of incidental records and diary wiring on the analysis of learners' achievement? Can you give a few examples?

Yes... it has positive impact in the classroom. It has maintained discipline among the students..... not only students, teachers are also more responsible in their duty and responsibility.....it has created the healthy competition among the students to be a capable, disciplined and punctual.can help to create healthy environment in the classroom. It's a key to find out problem and solution.

What is the learners' reaction to keeping their incidental records/writing diary about their performances?

In the early stages, it was a burden for the students because they felt uncomfortable sharing with us. Especially shy and careless students wanted to escape from sharing.

Slowly and gradually, it became a normal situation because they thought it could help both their studies and extracurricular activities.

Are these (keeping incidental records and writing a diary) supportive aids for classroom delivery (psychological aspects, classroom environment, and presentation)?

These are very useful for us. The students are also prepared in psychological terms. We know their problem and we can give them ideas/solutions and treat them that will be fruitful for them. That's why the students are satisfied, not only the students but also the teachers when their class finishes on time. Therefore, from a psychological point of view, it was very fruitful and useful, and the teaching environment will be comfortable and very interesting.

What impacts are you getting on learners' results, self-confidence, and overall improvement after applying incidental records and diary writing in your teaching journey?

Sure.... I my point of view I feel a positive impact and I am fully motivated. Especially in language classes, they can speak easily, they do different types of activities where they can share their ideas, and the class activities are very interactive, fun, and fruitful. But sometimes we teachers find it too loud. It's also very useful for presentations. Teachers can make plans for what strategy he/she should use, and what strategy he/she should follow in the classroom. This kind of psychological advice shares nice tricks and ideas with them. Sometimes I'm not a mentor, but they remind me. I have a lot of experience and knowledge ideas to guide the classes. I would like to suggest to all teachers to keep side notes and journals.

Thank You!

Teacher -4

Have you practiced incidental records in your teaching profession? If yes, why are you applying?

Yes, I have also practiced incidental records in my teaching practice to examine student behavior in different situations. In particular, I keep the incidental record in my classroom for a student's self-assessment and to maintain discipline, to know the

habits of the students, to identify student interests, and to make the students aware of the accident.

Then, how about diary writing? Why did you choose this strategy?

Yes, I choose the strategy of diary writing while teaching because it reveals a student's weaknesses and good points. It makes students punctual and disciplined. It turns students into creative planners and perfect learners. It helps students to study by themselves and students to work in an orderly manner.

How did you keep incidental records of students while teaching? In which condition do you think that incidental record is necessary to keep?

I think it's a must to keep an incidental record when they're skipped. The teacher of the other class knows this way and it helps to act accordingly. Especially I write notes in a diary about students' important incidents and I computerize it too.

How do you link the task diary writing and incidental record with your professional development?

Both diary writing and incidental records are essential ingredients for the advancement of the teaching profession. I already told you that they are interrelated.

What types of obstacles/issues/challenges are you facing while keeping incidental records and writing your diary? (Personal as well as institutional)

There are too many obstacles when it comes to keeping student records like writing diaries and keeping incidental records. Sometimes for lack of time and sometimes for lack of interest, lack of technical problems. Nowadays we also digitize the student files and try to communicate with the parents accordingly. But lack of misunderstanding with parents, teachers or teachers-students, we had faced different kinds of problems.

What is your further plan in terms of practicing incidental record and diary writing in your teaching journey?

Now we are using a hard copy of the recording computer so I can share it with my colleagues and students at my school. Yes, they support pedagogical courses because I can easily deal with them when entering the class.

Are diary writing and incidental records supporting in pedagogical process in the classroom? How?

Yes... these are supporting in the pedagogical process. It has maintained discipline..... has made the teacher and students more responsible in their duty and responsibility.....it has created healthy competition among the students to be a capable, disciplined and punctual.....has created a cooperative environment in the classroom. has key to find problem and solution.

Have you ever realized the positive impact of incidental record and diary wiring on the analysis of learners' achievement? Can you give a few examples?

Yes, these record-keeping ways have a positive impact. It helps students as well as teachers to motivate in classroom.

What is the learners' reaction to keeping their incidental records/writing diary about their performances?

Students react differently to me at first. Having understood the value of diary writing and incidental records, they are positive towards me.

Are these (keeping incidental records and writing diary) supportive aids for classroom delivery (psychological aspects, classroom environment, and presentation)?

Diary writing and incidental record have a positive impact. It helps build an understanding of themselves and their behavior, their interest in me. Although it helps me make decisions and my students too. I can analyze my own teaching strategy for my students.

What impacts are you getting on learners' results, self-confidence, and overall improvement after applying incidental records and diary writing in your teaching journey?

In fact, this observation helps in providing appropriate guidance as well as providing appropriate materials and adapting appropriate teaching strategies for improvement. By observing the incidental records and diary writing of a particular student, the teacher gets a clear idea about the student. It also helps the student to analyze and monitor their progress for further improvement of their studies.

Thank You!

Teacher-5

Have you practiced incidental records in your teaching profession? If yes, why are you applying?

I have been practicing it since last year.....I found it's a friendly method to cope with the problem that was seen in a pedagogical context. It is a way of solution by negotiating with students if they are in a problem. I found it's a handy method.

Then, how about diary writing? Why did you choose this strategy?

It is a form of autobiographical writing about teachers' daily activities.... I use diary writing to keep my daily record and reflect on it.....from diary writing I suggest to my students and improve myself too.

How did you keep incidental records of students while teaching? In which condition do you think that incidental record is necessary to keep?

During my classroom activities, I usually separate a bit space on white board wherever If I found some incident, I used to mark in white board and ask their problem when they are in classroom. I generally listen their responses. And after the completion of the class, I normally write diary.

How do you link the task diary writing and incidental record with your professional development?

Generally, both are helpful for the development of the teacher carrier. For these things it improves our writing skill while writing diary. Its reliefs our stress as well while keeping incidental records and diary writing. On the other hand, it is act of self-reflection. It shows our creativity too.

What types of obstacles/issues/challenges are you facing while keeping incidental records and writing your diary? (Personal as well as institutional)

Yes of course from the teachers' sideall events won't possible to write.....while writing a diary sometimes events are repeated which teachers knowingly ignored it. But in the cases of students, they become alert when they know they were recorded.

What is your further plan in terms of practicing incidental record and diary writing in your teaching journey?

Generally, we try to make it more effective. I think we need to concern more about recording students and discussed in groups about it. We have planned to script a diary with its solution in the same incident and try to apply it.

Are diary writing and incidental records supporting in pedagogical process in the classroom? How?

Yes, in fact there is a solution that are oriented in the reflective task. Which is done as a teacher. Sometimes times while writing a diary we need to recorded the changing scenario of the incident and apply it. We need to set targeted objectives of the classroom performance of students and teachers. It is a part of reflective action so it is more effectives in pedagogical activities.

Are these (keeping incidental records and writing a diary) supportive aids for classroom delivery (psychological aspects, classroom environment, and presentation)?

Yes..... these are the best keys to better classroom performances. Students and teachers both are concerned about their performances to bring positive changes and motivated the students.

What impacts are you getting on learners' results, self-confidence, and overall improvement after applying incidental records and diary writing in your teaching journey?

I feel that this incident can help me not only grasp the status, situation, or environment of students but also sometimes very useful for me to know the level of students' learning ability.

Have you ever realized the positive impact of incidental record and diary wiring on the analysis of learners' achievement? Can you give a few examples?

For example..... Most of the Students from grade six started less pay attention than grade five..... after that I started to record them.I asked them why are getting low attention in classroom? HumThen their answers are they are not

interested to involve in any activities, they become shy to participate. When I motivate and praise them to show their creativity..... Slowly they started to attach with teachers. Even introverted students start to be extroverts.

What is the learners' reaction to keeping their incidental records/writing diary about their performances?

In the case of learners' reactions, they become more hurried at first. Yes, these are supporting factors for the holistic development of the students. I get positive about learners.

Thank You!