

CHAPTER ONE

INTRODUCTION

The topic of investigation is 'Reflection on Critical Incidents for Teacher Professional Development: A Narrative Inquiry.' This section of the study consists of background of study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Teacher professional development (TPD) refers to a learning process resulting from meaningful interaction between teachers and their professional context. To be a professional, it requires prolonged and rigorous study. In this reference, Wallace (2010,p.5) writes "A profession consists of a basis of scientific knowledge; a period of rigorous study which is formally assessed ; a sense of public service; high standards of professional conducts; and the ability to perform specific demanding and socially useful task in a demonstrably competent manner." It is a loaded term in the sense that it requires high level of competence and rigorous contribution. A person who has engaged in any profession/occupation having above mentioned qualities is considered as a professional and a place of working is called a profession. For example, the medical field is a profession and a doctor who operates there is considered a professional because of his/her expertise in the related field.

Teaching, similarly, is considered as a profession in the sense that it requires rigorous study, it has sense of public service, and it needs updating our knowledge and expertise; teachers are professional if they are devoted to their profession. It does not mean that all the teachers are professional but they should be.

In a similar vein, Bolam (1993) states

Teacher professional development refers to 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 the children, with a view to improve the quality of the teaching and learning processes, (as cited in Joshi, 2012, p.9)

Similarly, Day (1999 as cited in Joshi *ibid*, p.10) writes:

Professional development is a process by which, alone and with others, teachers review, renew and extend their commitment as change agent to the normal purpose of teaching; and by which they acquire and practice with children, young peoples and colleagues through each phase of their teaching lives.

On the basis of above mentioned literature, it can be concluded that TPD is a continuous and voluntary process of updating knowledge and skills of teaching field. TPD can be developed personally or cooperatively with other colleagues and concerned authorities. In a general sense, TPD represents the development of teachers' subject-matter knowledge, pedagogical expertise, ability to understand learners and bring new innovations in the classroom. Thus, TPD includes both personal and institutional development.

As change agents, teachers can develop their professional development through various strategies. It can be through being involved in various workshops, seminars, and conferences, documenting different kinds of teaching practices, reflective analysis of teaching practices, examining belief, values and principles, developing critical groups, collaborating with peers and seniors,

reading new innovation in the field of teaching, writing journal, conducting action research, inviting seniors to observe own classes, co-teaching and co-planning the lessons and the like. In the similar case, Richards and Farrell (2010, p.14) highlight that there are different activities for teacher professional development including self-monitoring, peer-coaching, workshops, journal, conducting action research, inviting seniors to observe their classes, co-teaching and co-planning the lessons. Concludingly, teacher professional development is a long-term and rigorous process which is possible through observation, reflection and reading.

Critical Incident is an unplanned and unexpected event that occurs during the lesson and that serves to trigger knowledge and skills about some aspects of teaching and learning. According to Richards and Farrell (2010), "A critical incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspects of teaching and learning." To specify, the critical incident are those unexpected events that happen and occur from the both sides: students and the teachers themselves, and that assist or oblige the teachers to change or develop their instruction in a different ways contextually. For example, a student may stand in class and may say 'Sir, I am not your student.' Then, the teacher thinks and reflects on his own activities and may perceive that he could not maintain equality in the classroom. Because of that incident, he can improve his uneven attitude in the classroom.

Critical incident analysis in teaching involves the documentation of incidents and analysis of those incidents in order to learn from them and improve teaching practices. Documenting and reflecting on incidents of this kind can serve as an important instrument of the teacher professional development process by which teachers learn more about their teaching, their students, and themselves.

In this study, the critical incidents are different from the incidents that occur in the classroom. An event that occurs during the lesson with no meaning is an

incident. In contrast, an event that occurs in the classroom and that motivates the teachers to think and reflect about their teaching practices is known as a critical incident. To support this statement, Richard and Farrell (ibid, p.114) highlight "An event may become critical when it is subject to review and analysis." In the classroom such incidents might happen from the side of teachers and students. The teachers can develop their professional career by analysing such events that occur in the classroom. The teachers need to review those incidents and analysis of those incidents may help them to be a professional. Analysis of critical incidents provides the teachers with content knowledge, knowledge of the students' psychology, the insight of their objectives and behaviour. It makes the teachers think and reflect of their own practices. On the basis of analysing their practices and activities, no doubt, their professional development will grow up. In addition, reflection on the critical incidents enhances the teachers' personal, pedagogical, and institutional upliftment.

1.2 Statement of the Problem

The study entitled 'Reflection on Critical Incidents for TPD: A Narrative Inquiry.' It is relevant and novel since it serves to trigger TPD. Analysing critical incidents in teaching consists of collecting data and reviewing those collected data for their TPD. It is a self-initiated learning strategy for the TPD, which improves their teaching practices. It is not only beneficial for the teachers' personal growth but also for the institutional growth and enhancement.

The topic of the study is selected because of various benefits that impact on TPD. To be specific, it can create a greater level of self-awareness, encourage teachers to pose critical questions about teaching, provide them with an opportunity for action research, and build a community of critical practitioner. Similarly, analysis of critical incidents is significant in the sense that it enhances understanding of the students, classroom context, insights of

humanistic approach to language teaching, and it is equally important for enhancing the quality of education,

Although critical incident analysis has a significant role for TPD, less research works have been done in this strategy of TPD as far as I consulted. In this context, I reviewed various research available in the Central Department of English Education by Nepalese researchers. However, no research was found to have been conducted on the topic critical incidents for TPD. Therefore, this study was conducted on the role of critical incidents that occur in the classroom and their effect on TPD. It is significant and practical in terms of classroom practices and for evolving need-based and humanistic approach to language teaching. Furthermore, the title of the study is new in the sense that the previous studies conducted on teacher professional development investigated the practices of the TPD, strategies of TPD, role of mentoring and journal writing for TPD and the like. Additionally, this study is feasible in terms of time, financial consideration and administrative perspective. Moreover, I have selected this topic on the basis of my knowledge, interest, and enthusiasm in the related field.

1.3 Objectives of the Study

As we cannot move ahead without a problem to be investigated, objectives of the study are significantly important. The objectives of the study are guidelines, platform, roadmap, blueprint, and overall directions.

The main objectives of the study were as follows:

-) To find out the nature of critical incidents that occur in the classroom.
-) To identify the role of the critical incidents for teacher professional development.
-) To suggest some pedagogical implications.

1.4 Research Questions

Research questions are posing statements to be answered. Research questions specify the objectives and are helpful for constructing tools. In addition, they are helpful to accomplish the study. This study was oriented to find out answers to the following questions:

- (1) What are the critical incidents that occur in the classroom?
- (2) What is the role of critical incidents for teacher professional development?

1.5 Significance of the Study

The topic selected 'Reflection on Critical Incidents for TPD: A Narrative Inquiry ' will provide insights to teaching practitioners to reflect on their own classroom practices. Similarly, the findings will be helpful for the teacher, in general, and language teacher, in particular, to enhance their professional career through reflecting on critical incidents in the classroom. Furthermore, it will provide considerable insight to different aspects like what, why, and how to deal with the students regarding diversity. Additionally, English language teaching practitioner and curriculum designer will get humanistic feeling. This concept triggers them to develop the learner-centered and the need-based curriculum. Moreover, this study will provide some guidelines to future researchers to investigate on classroom reality. Thus, this study will be beneficial for teachers, learners and curriculum designers.

1.6 Delimitations of the Study

The delimitations of the present study were as follows:

The population of this study was college level English teachers of Kathmandu district. Among them, six college level English teachers were selected as the sample by using purposive non-random sampling strategy. I used semi-structured interview as a tool for collecting data and information. The collected data and information were analysed by using narrative and content analysis.

1.7 Operational Definition of the Key Terms

The term 'Operational definition' corresponds with working definition of the words which is different from the dictionary meaning. The specific words used in this research study are defined as follows:

Collaborative Learning : The term collaborative-learning used in this study represents those learning processes, in which more than two teachers cooperate with each other to gain knowledge and skill . For example, workshop, seminar and inviting others for constructive feedback.

Critical Incident : The term critical incident used in this study refers to an unplanned and unexpected event that occurs in the classroom and serves to trigger the teachers professional development.

Job-embedded Person : The term job-embedded person used in this study refers to the person who is professionally engaged in teaching profession.

Novice-stage teacher : The term novice -stage teacher used in this study refers to a newly appointed teacher in the college, not working as a teacher more than one year.

Reflection : The term reflection used in this study refers to careful thought and consideration on classroom event for their TPD.

Self learning Strategies : The term self-learning-strategies used in this research refers to those learning strategies in which an individual is engaged himself or herself for his/her professional development without others help.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the review of the theoretical literature, the empirical literature, the implication of the review of the study and the conceptual framework.

2.1 Review of Theoretical Literature

This section of the study deals with teaching as a profession, strategies of teacher professional development, effects of professional development strategies, an introduction of critical incidents, benefits of critical incidents analysis for teacher professional development.

2.1.1 Teaching as a Profession

The term 'profession' has become a buzz word (Wallace, 2010, p.6). It is used in various disciplines including science, technology, engineering, journalism and the like. So, education cannot remain its exception. A person who engages in the teaching is called teaching professional and teaching itself is a profession. Because of sense of public service and need of rigorous study, it becomes a profession. To support this idea, Wallace (2010, p.6) highlights important features that are needed for a profession:

A basis of scientific knowledge; a period of rigorous study which formally assessed; a sense of public service; high standards of professional conducts; an ability to perform useful task in a demonstrably competent manner and personal dedication.

Thus, teaching has above mentioned qualities so that it is a profession and teacher is a professional. It does not mean that a novice teacher who has recently entered in the teaching field is a professional. The term profession is very respected and honoured because of the difficulty in attaining it.

2.1.2 Teacher Professional Development: An Introduction

Teacher professional development (TPD) is a learning process, resulting from meaningful interaction between the teacher and the professional context.

Teacher professional development is a continuous and endless process through which the teachers grow up with the span of time.

In this regard, Head and Taylor (1997, p.1) state:

Teacher development, as we understand it, draws on the teacher's own inner resource for change. It is centred on personal awareness of the possibilities for change, and of what influences the change process. It builds on the past, because recognizing how past experiences have been helped to identify opportunities for change in the present and future.

It means to say that professional development is an ongoing, voluntary, long-term and continuous process to acquire new knowledge, skill, and expertise in their professional career. It can be possible through getting experience from past to make future better. In this long journey, the teachers need to develop their personal skills, social skills, and pedagogical skills. They must keep them up to date with the new innovations in the field of teaching. A professional teacher has different standards (National centre for Educational Development, 2015 as cited in Koirala, 2016, p. 31), content knowledge, pedagogical knowledge, understanding of learners, skills of learning environment and classroom management, communication and collaboration, continuous learning

and professional development, legal bases and professional conducts, and knowledge of information and communication technology.

In this way, a professional teacher should have content knowledge, pedagogical knowledge, knowledge of their learners, and knowledge of information and communication technology. To achieve these qualities, teachers should devote themselves in their profession. Teacher professional development focuses not only on a specific job, but also on long-term goal and enhancement. It is not only possible through training and education, but also through self-analysis and reflection. It should come out from the inner heart of the teachers. To develop their career, teachers can read and use innovation, get suggestion and feedback from the students and the colleagues, reflect their own practices and the like.

To sum up, teacher professional development is an ongoing, continuous, voluntary, and long-term learning process for the enhancement of their skills, knowledge, attitude and expertise.

2.1.3 Effect of Professional Development Strategies

Professional development is the process by which, alone and with others, teacher review their commitment as change agent to the normal purpose of teaching; and by which they acquire and develop their criticality of knowledge, skills, planning and practice with children, young people and through each phase of their teaching lives. It means to say that teacher development can be enhanced by personal effort and by collaborating with others. The main purpose of the teacher professional development is to enable them to handle the classroom effectively and successfully according to the demand of time.

Teacher professional development consists of both personal growth and institutional development. In this reference, Richard and Farrell (2010, p. 9) argue, "Achieving personal growth and improving departmental performance can go hand in hand. Most school strive for a mix of both." Thus, effect of TPD activities can be seen from two perspectives: individual perspectives and institutional perspectives.

(1) The individual perspective

Analysis of critical incidents develops teachers individual knowledge and skills related to English language teaching. A teacher who has content knowledge, understanding of the learners, professional passion, knowledge of ICT, and skills of managing classroom heterogeneity is a personally professional teacher. To make it explicit, Richard and Farrell (2010, pp. 9-10) include different areas of the teacher professional development: subject-matter knowledge, pedagogical expertise, self-awareness, understanding of learners, understanding of curriculum and materials, and career advancement.

(2) The institutional perspective

Professional development of a teacher not only enhances the personal and social skills of the teacher but also develops the institution where they engage in. Improvement of the performance of the school as a whole is considered institutional development. If this is so, it makes school successful, expands its prestige, attracts more students, and achieves better outcomes. To specify, Richards and Farrell argue that professional development activities are intended to improve the performance of the teacher and provide benefit to the school as a whole. To enhance school's performance, action research activities play significant role. For this, school should provide an opportunity to the teachers and colleagues individually or collaboratively. Action research of the school enhances whole school's performance. For example, understanding of students, improving classroom strategies, improving curriculum timely, conducting child-friendly evaluation procedures are few to mention here. According to Joyce (1991 as cited in Richard & Farrell, 2010), identifies four dimensions of the institutional improvement that teacher professional development activities can contribute to. They are collegiality, research, curriculum initiatives and institutional initiatives. Teacher development activities develop collegiality among staff for the betterment of the institution; they can help to research for the improvement of in-house, that is, school

development; TPD activities not only engage themselves in the action but also other colleagues. Similarly, TPD activities can contribute to introduce change in curriculum and school activities according to the demand of time.

In conclusion, TPD activities have significant positive impact on both individuals' enhancement and institutions' career development.

2.1.4 Strategies of Continual Professional Development

The term Continual Professional Development (CPD) represents the continuous practice activities for teacher professional development. It deals with how professional development of the teacher takes place continuously. It, similarly, deals with what are the various strategies adopted by the teachers for their professional enhancement.

As professional development is rigorous, ongoing, research-oriented, collaborative, personally voluntary, and communal learning process, language teachers can use various strategies for their job-embedded career. A study conducted by Awad and Brunet (2010) found different strategies for CPD of the teachers such as listening and talking to colleagues at recess or lunch time, inviting teachers to observe their lessons, and co-teaching and co-planning classes. Teacher can create new ideas by making notes at the end of the lesson each day, reading articles by other professionals, writing articles about own experiences, taking part in ELT events and workshops and keeping up to date with regular language courses.

In a similar vein, Richards and Farrell (2010, p.14) list various activities for TPD with their benefits and procedures. They include self-monitoring, journal writing, case studies, analysis of the critical incidents, teaching portfolio, teacher support groups, action research, peer coaching, peer observation, critical friendship, team teaching and the like are few to mention here.

On the basis of above mentioned discussion, it can be concluded that there are various ways of CPD. They can be done both individually and collaboratively.

Strategies for TPD involve documenting different kinds of lived experiences, collaborating with colleagues, self-reflection, self-initiated activities, reading and writing articles and journals, building critical collegiality and the like.

Finally, I came to conclusion that there are two types of teacher professional development strategies. They are:

- a. Self-learning strategies: Self-learning strategies are those professional development activities, in which a teacher individually participates without others support. For example, self observation and reflection, critical incidents analysis, keeping journal and the like are various strategies for TPD.
- b. Collaborative-learning strategies: collaborative learning strategies, on the other hand, are those professional development activities, in which an individual cannot improve their teaching practices alone but needs others' support. To specify, collaborative-learning strategies are those activities in which two or more than two teachers are needed for professional enhancement. For example, workshop participation, inviting seniors for constructive feedback, co-planning and co-teaching, collaborative action research and the like are few of them.

2.1.5 Stages of Teacher Professional Development

A teacher is made, not born. It means to say that a successful teacher is made through education and training. However, it is not accepted by all. Some claim that successful teachers have inquisitive mind and they do not depend on the training for their professional development. Instead they are directed by their own inborn faculty, that is, personal capacity for their TPD. In other words, it can be stated that a person engaged in teaching profession having high level of inquisitive mind needs short period of training, and education to establish themselves as an efficient teacher though it takes long time to be a professional.

There is no uniformity among ELT experts about the teacher career stages.

According to Dickinson (1987), teacher career is divided into five stages:

-) Career entry(1-3 years)
-) Stabilization(4-6 years)
-) Divergent period(7-18 years)
-) Second divergent(19-30years)
-) Disengagement(30-50years)

Similarly, Gickman (2000) have identified heuristic model including five stages of teacher career development: novice teacher, advanced beginner, competent teacher, proficient teacher, and expert teacher. In the similar vein, School Sector Reform Programme of Nepal (2009-2015) includes the four stages of teacher career development: beginner, experienced, master, expert.

In conclusion, the teacher career has been divided into various stages by the various ELT experts based on teachers' engagement period in this profession and their experiences. On the basis of above mentioned theoretical literature, the present study was designed to identify various critical incidents faced by different English language teachers and their effect on their future career.

2.1.6 Critical Incident: An Introduction

Critical incidents that occur in the classroom trigger the teachers' insight about teaching. According to Richard and Farrell (2010, p.122), "Critical incidents are unplanned and unanticipated events that occur during teaching and that serve to trigger insights about teaching." These critical incidents make the teacher to think about their profession and process of handling teaching practices. In teaching classes, incidents might have occurred from both sides: the teachers and the students. These might be related with initiating a lesson, managing classroom, handling activities and assessment procedure. To specify, critical incidents that occur in the classroom make the teacher think of their teaching to improve. To develop professional skills more focus is needed to those incidents that occur from the side of the learners in the classroom. The concept of critical incident is presented in Figure 1.

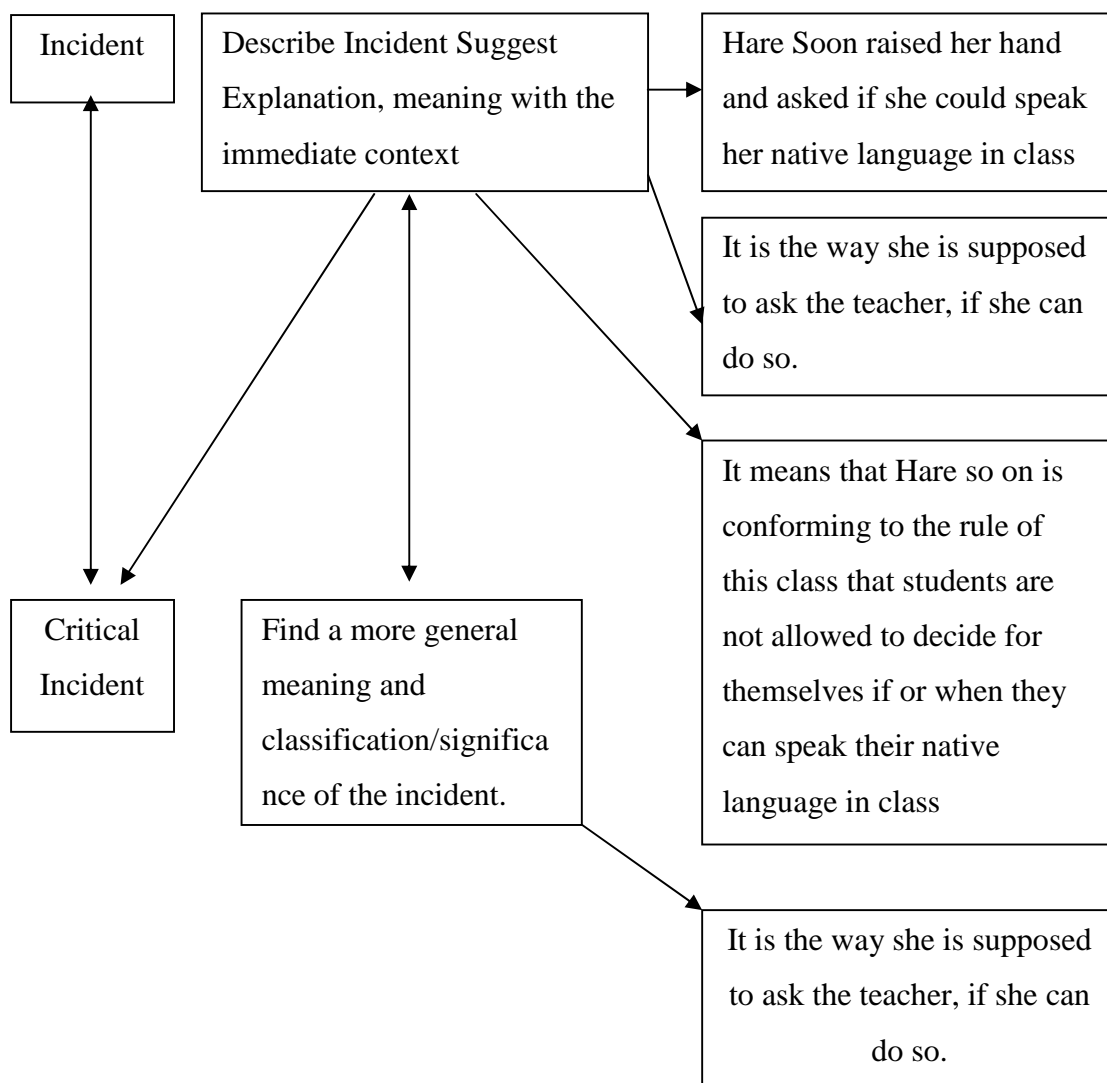


Figure 1: Understanding a Critical Incident (adapted from Richard & Farrell, 2010, p. 18)

2.1.7 Purpose and Benefits of Analyzing Critical Incidents

Critical incidents in teaching means any vividly remembered events which is unplanned and unexpected. Farrell (2005) has suggested that by reflecting these incidents in a formal or informal manner, the language teachers can uncover new understanding of taken for granted perception of teaching. Although analyzing critical incidents is a well established activity in general education programme, less empirical studies are found in ELT literature.

Exploring critical incidents can have a numbers of benefits. It can serve as a form of reflective inquiry, help to identify and resolve problem, serve to identify good practices; and give teacher a high lightened sense of professional awareness. In a similar vein, Richards and Farrell (2010) highlight that critical incidents analysis facilitate TPD as it can create a greater level of self-awareness, promote an evaluation of established routines and procedures, encourage teachers to pose critical question about teaching, create an opportunity for action research, build of a community of critical practitioners, and provide a resource for teacher.

Including the ideas of the above researchers, critical incidents analysis enhances various dimensions of TPD. That is to say, understanding of learners, skills of classroom management, strategies of developing rapport, develop collegiality, and make self-awareness of teaching and learning activities are few to mention here. Similarly, it alters teachers attitude and belief towards teaching profession.

2.1.8 Process of Analyzing Critical Incidents

Critical incidents' analysis is a professional development activity, in which teacher documents an incident that occurred in the classroom, describes it and self-monitors that incident for the betterment of teaching. Although there is no ultimate way of developing professional skill through analysing critical incidents, the teachers are suggested to adopt different procedures (Richard & Farrell, 2010, pp. 119-121).

Self-observation: The first stage in the analysis of a critical incidents can be accomplished by identifying significant events that occur in the classroom. The teacher can document those incidents by keeping a teaching journal, by making an audio, video recording or by preparing a lesson report.

Describe what happened: The second stage in reporting critical incidents involves writing a detailed description of what happened.

Self-awareness: The third step in reporting a critical incidents can be accomplished by analyzing why the incidents happened. It is necessary to look at the picture of the classroom, the lesson objectives, teaching activities and evaluation procedures.

Self-evaluation: The final step in reporting critical incidents is probably the most difficult (Richard and Farrell, *ibid*, p.120).At this step, the teacher considers how the incident itself led to a change in their understanding of teaching.

Critical incidents' analysis is an experiential learning. Experiential learning is the process of learning through experience. More specially, it is defined as "learning through doing"(Kolb, 1964 as cited in Joshi, 2012). In the same way, reporting critical incidents is self-initiated experiential learning activity for TPD. It can be linked with Kolb's experiential learning cycle as shown in Figure 2.

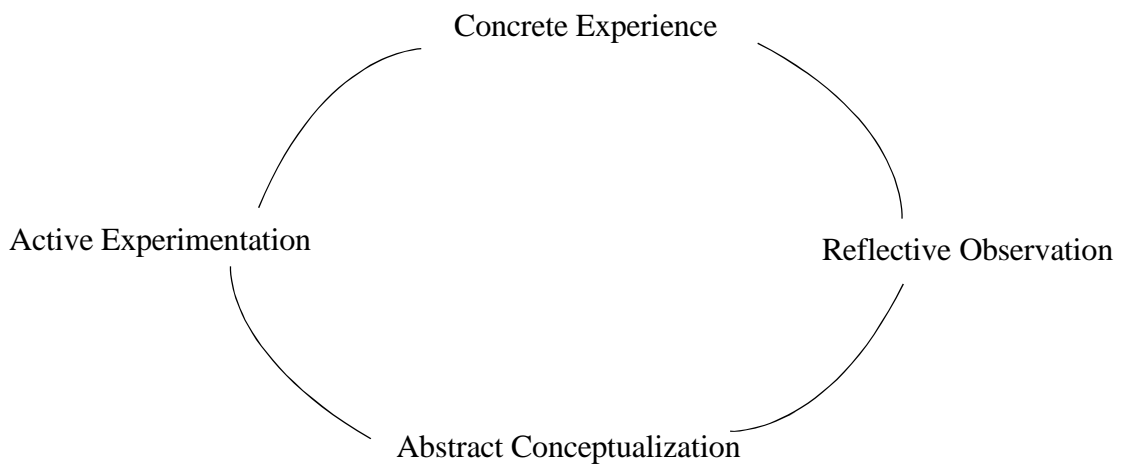


Figure 2: Experiential Learning

As it is shown in the Figure 2, firstly teachers document critical incidents from their real classroom. Then, they describe those incidents based on the wh-questions: what and why did they occur. Thirdly, they report the occurred incidents in detail and make an understanding about possible solution. Finally, they experiment what they have planned to improve in the real classroom. The

process may continue through reflective practices. Reporting critical incidents has a number of benefits for TPD. However, the situation is different in the sense that less research has been done formally as far as I am concerned in our Nepalese context. Therefore, this study was designed to document various critical incidents that occur in the classroom and their effect on TPD.

2.2 Review of Related Empirical Literature

Review of related literature corresponds to analysis, description, and getting vast treasure of knowledge from previously accomplished studies by the various researchers related to the topic. Similarly, I analysed the methodology and the findings of the previous studies to find out and educate myself whether the chosen subject is new or not. In this regard, Cohen, Manion and Murrison (2009) state that if previously examined theory is appropriate or well-managed, there is no need of consulting and researching the same topic. Thus, I reviewed some empirical research related to his topic as follows:

Richard, Golombek and Bailey (2001) conducted a research on 'Exploring Teachers Beliefs and Process of Change.' Their major objectives were to find out core beliefs to language teachers hold about the process about teaching and learning. In order to investigate this problem they administered questionnaires to 112 English as second language teachers. The majority of them were from Southern Asian continent. They found that most of the core beliefs centered on the role of grammar in language teaching and the related issue of how grammar should be taught.

Similarly, Khatiwada (2010) carried out a research on 'Transfer of Training in Teaching Classroom.' The main objective of his study was to identify and describe the teaching activities of trained teachers in terms of motivation, presentation, practice, and evaluation system of teaching. The population of that study consisted of all lower secondary level English teachers. Among them, 35 English teachers were selected as the sample by using cluster sampling strategies and used observation as a tool for data collection. The

major finding of his study were that training is important for developing teachers' pedagogical skills in the classroom and most of the teacher were reluctant to transfer their trained knowledge in real classroom situation.

Khadka (2012) conducted a study on 'Teachers Attitudes towards TPD Training and their Classroom Practice'. The main objectives of his study were to find out the attitudes of English teachers towards TPD training and to explore the reflection of TPD training in the classroom practice. To accomplish the objectives of the study, he selected twenty teachers as a sample by using purposive non-random sampling strategy. He observed the teachers' classroom practices with the help of an observation checklist. The major finding of the study presented that most of the teacher had positive attitude toward TPD training for their career development and few English language teacher were present in observation section of the training because they had fear of being criticized of their weaknesses.

In the similar way, Baral (2015) conducted a study on 'Mentoring for Teachers' Professional Development.' The main objectives of her study was to identify the need of mentoring for TPD. The study selected forty teachers as the sample by using purposive non random sampling strategy limited to Kathmandu district. To accomplish the objective, she used questionnaire and interview as data collection tools. The study came with the conclusion that formal mentoring programmes enhance TPD. Similarly, few of them (5%) were not familiar with mentoring, however, they showed their keen interest for TPD.

Additionally, Aryal (2015) carried out a research entitled 'The Role of Journal for Teacher professional development'. The main objectives of his study was to find out the benefits of teaching journal for TPD. To fulfill the objective, he selected all lower secondary and secondary level English teachers of Gulmi district. Out of them 20 teachers from each level were selected as the sample by using purposive non random sampling strategy. He used questionnaire as a research tool to collect the data and analyzed them by using statistical tools.

The study came with the findings that most of the participants had positive attitudes towards keeping a teaching journal. To specify, 97 percent participants responded that teaching journal is needed for TPD.

2.3 Implications of the Review for the Study

The literature review is an integral part of the entire process and contributes to almost every operational steps. The most important function of the literature review is to expand the researchers knowledge and skills related to the problem to be investigated. In this regard, Kumar (2009,p.36) states, "Reviewing literature is time consuming, daunting and frustrating but it is also rewarding."

Considering these aspects, I reviewed some of the theoretical works e.g. (Richard &Farrell 2010; Wallace 2010). From these theoretical works, I elaborated my knowledge of and familiarity with concepts of critical incidents, its benefits for TPD, and procedures of reporting of critical incidents. Similarly, I reviewed some of the previous empirical research carried out in the Department of English Education central campus. T.U, Kirtipur. These reviewed empirical research studies were carried out by Khadka (2012), Khatiwada (2010), Baral (2015) and Aryal (2015), and Richard et al. (2001).

These works helped me to design the present study practically. Moreover, these previous works helped me to formulate objectives, to make research questions and to improve methodology. Likewise, they provided me with guidelines regarding data collection, selection of sampling population, sample and decide upon the sampling procedures. Finally, the reviewed empirical studies have helped me to maintain systematicity, relevance, consistency, validity and scientific spirit in the research.

2.4 Conceptual Framework

Figure 3 presents the conceptual framework of the study.

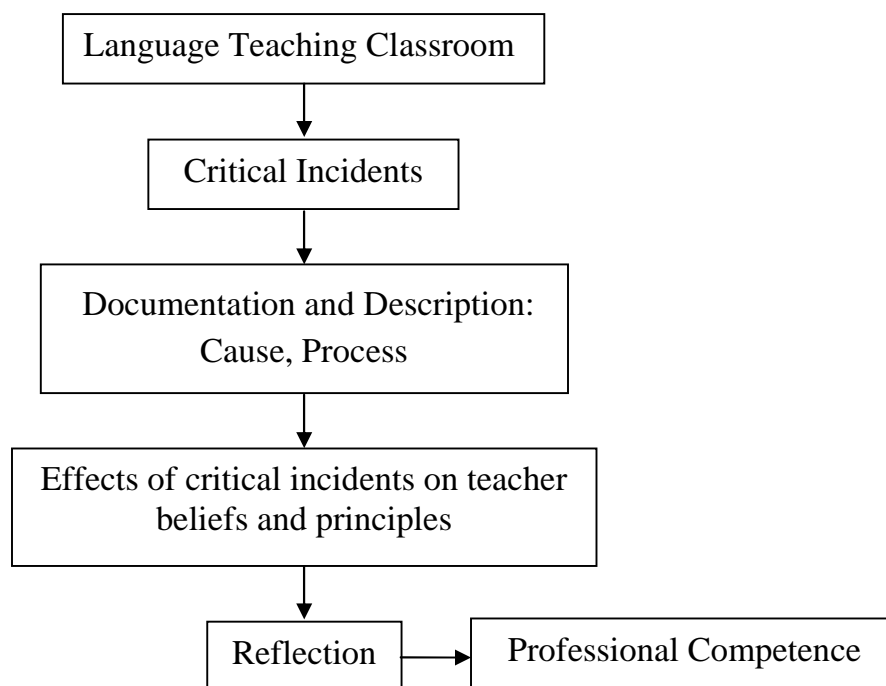


Figure 3: Conceptual Framework

Experience is the gateway of knowledge. It is the teachers' experience which is most important to the learning process. In this process, teachers get experience of various aspects while dealing with the lessons, they experience different critical incidents which are unplanned events in the classroom. Those might be related with various dimensions of TPD. For example, learning of content, understanding of learner, skill of classroom management, and the like are few to mention here. Then those critical incidents are documented, described by the teacher to find out causes and its effects in professional development. On the basis of experiential critical incidents, the teachers realize that they have to develop their professional skills and expertise. Reflecting on those events teachers manage their classroom appropriately and effectively.

CHAPTER THREE

METHOD AND PROCEDURES OF THE STUDY

This section deals with the methodology and procedures adopted by the researcher to achieve the objectives of this research study. To specify, the design and method of the study, population, sample, sampling strategies, the research area, the data collection tools and techniques, the data collection procedures, and data analysis and interpretation procedures are included in this section of the study.

3.1 Design and Method of the Study

Research is a systematic investigation that is designed to answer questions. According to Kumar (2005), "Research is a way of thinking. It is the process of describing a series of sequential steps beginning with the identification of a research problem, then to a statement of a conceptual model, data collection and finally analysis and a conclusion." Similarly, Kerlinger (2009) defines, "Research is a scientific, systematic, controlled, empirical, critical investigation of the natural phenomenon guided by theory and hypothesis." In addition, Best and Kahn (2010) state that research is a systematic and objective analysis of recording of controlled observation that may lead to the development to generalization, principles or theory, resulting in prediction and possibly ultimate control of events.

On the basis of this discussion, it can be concluded that research is a rigorous, scientific, controlled, valid and empirical investigation to discover new or review previously researched works. There are various designs of research that can be applied to investigate a phenomena. Among them, I used narrative research design to accomplish the objectives of this study.

3.1.1 Narrative Research design

Narrative research design is a form of qualitative research. It uses field texts such as stories, autobiographies, journals, field notes, letters, conversations, interviews and life experiences as the units of analysis to research and understand the way people create meaning and generalise truth in their life. Narrative inquiry is defined by various researchers variously. According to Schwandt (2007), "Narrative inquiry is the interdisciplinary study of the activities involved in generating and analyzing stories of life experiences (e.g., life histories, narrative interviews, journals, diaries, memories, autobiographies), and reporting that kind of research" (as cited in Ojha, 2013). Similarly, Creswell (2013, p. 502) writes "In narrative research design, researchers describe the lives of individuals, collect and tell stories about people's lives, and write narratives of individual experiences." He, further, states that narrative inquiry as a distinct form of qualitative research, a narrative typically focuses on studying a single person or more, gathering data through the collection of stories, reporting individual experiences and discussing the meaning of those experiences for the individual.

It is relatively new qualitative methodology to research. Few numbers of respondents are needed and data can be collected through reading their personal stories, diaries, autobiographies and in-depth interview. Furthermore, the collected data are analysed in a narrative form focusing on the individuals' experience.

Creswell (2013, pp. 506-507) presents some characteristics of narrative research design. Narrative research design seeks to understand and represents experiences through the stories individual(s) live and tell; to minimize the use of literature and focuses on the experiences through the stories; to explore the meaning of the individual's experiences as told through a story or stories; to collect field texts that document the individuals story in his or her own words; to analyse the stories by retelling the individuals story; to write the study in a flexible story-telling mode; to evaluate the study based on the in-depth, accuracy, persuasiveness, and realism of the account. To specify those all characteristics, he presents seven major characteristics as individual experiences, chronology of experiences, collecting

individual stories, restoring, coding for themes, context or setting and collaborating with participants.

The process of narrative research design refers to the way of carrying out the research by using this method. According to Creswell (2013, pp. 513-516), the steps of conducting narrative research are to identify a phenomenon to be explored that addresses an educational problem, purposefully select an individual from whom we can learn about the phenomenon, collect the story from that individual, restory and retell the individuals' experience, collaborate with the participant-storyteller, write a story about the participant's experiences and validate and accuracy of the report. In this study, I adopted the same process while conducting this particular research.

3.2 Population, Sample, Sampling Strategy

Population is any group of individuals that have one or more characteristics in common and that are interesting to the researcher. According to Best and Kahn (2010), "The group selected for the purpose of research is called population." Sample, here, represents a small proportion of the population. Sample are not selected haphazardly rather systematically. Sampling strategy, on the other hand, is the process of selecting few from the total population.

The population of the study was college level English teachers of Kathmandu district. The sample consisted of six English language teachers. The sample was selected by using purposive non-random sampling strategy.

3.3 Research Tools

To accomplish the objectives of this study, I used semi-structured interview schedule. I asked eight structured interview questions and few additional questions for eliciting the respondents' personal feeling, attitude, opinion, perception and experience about the targeted research problem.

3.4 Sources of Data (Primary and Secondary)

Data or information can be collected by using various sources: primary and secondary. In this study, I collected data by using primary and secondary sources. The respondents were primary sources of data and the books, the articles and other documents were the secondary sources of the data.

3.5 Data Collection Procedures

Data collection is considered as the important part in the sense that without data the whole activity will become incomplete. The researcher should focus on the certain and systematic procedures while collecting data.

To accomplish the objectives of the study, I adopted the stepwise methodological procedures. Primarily, I prepared interview schedule, consent letter and participation information form. Secondly, I visited the field and distributed those above mentioned required materials to the selected respondents. After getting permission, I took interview based on the eight questions and few additional questions, and recorded the data. Thirdly, recorded data were transcribed and I visited field again to maintain accuracy and validity. Finally, I thanked to all participants for their cooperation.

3.6 Data analysis Procedure

The obtained data were analysed and interpreted by using thematic analysis and content analysis.

3.7 Ethical Considerations

After obtaining approval from the Proposal Approval Committee of the University Campus, Kirtipur, I visited different selected colleges and obtain consent from the concerned authorities. Then, participants were given Participation Information Statement and consent form prior to take interview. Then, recorded data were heard and transcribed by maintaining accuracy. Pseudonyms were used to conceal identity of the participants and the institution while analysing data. Finally, I promised that these collected data will be deleted after the successful conduction of this research study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation of the data is a core part of the research. I analysed the data thematically under different headings and sub-headings.

4.1 Analysis of Data and Interpretation of Results

The data obtained from semi-structured interview were transcribed and analysed by using thematic analysis. Themes of the personal interviews were drawn based on the research questions: nature of critical incidents and the role of critical incident analysis for TPD. In this study, pseudonyms were used to conceal the identity of the participants and the institutions. Nauli, Navin, Mohan, Murari, Mathura, and Subash have been used for teachers; and 'A', 'B', 'C' and 'D' are used for institutions.

I asked eight interview questions and few additional questions to obtain the data. They include the nature of critical incident, causes of those events, practice of them in Nepalese context, dimensions of TPD affected by analyzing critical incidents and role of critical incidents analysis for TPD. On the basis of the research questions and those guideline questions, I analyzed the data thematically under two headings followed by sub-headings.

4.1.1 Nature and Causes of Critical Incidents that Occur in the Classroom

Critical incidents are unplanned and unanticipated event that occur in the classroom from both sides: the teacher and students. They trigger teachers various aspects of teaching and learning activities. According to Richard and Farrell (2010), "Critical incidents analysis is self-reflective and self-initiated learning activity for the teacher to understand whole classroom dynamics. In this study, Murari states, "Critical incidents are the teachers personal story from which they learn about their teaching and learning." Similarly, Mathura argued,

"Some critical incidents are positive and some are negative. To be more specific, nature of critical incidents that the respondents shared in this study are categorized thematically as follows:

i) Critical Incidents Related to Classroom Management

Classroom management is the systematic organization of teaching and learning activities. According to Harmer (2007), "To create conducive environment for teaching and learning, classroom management is essential." In this study, Nauli was a novice teacher and shared that she had fifty-six students in a single class and she did not pay attention to all the students equally. To illustrate, she said, "One day when I was checking the assignment done by a boy in a large class, a group of girls stood up and raised a question that madam! you always teach them, not us-could you turn your eyes towards us." This event made her aware of good management of classroom activities. Furthermore, it provided her knowledge about creating equality in the classroom-one aspects of classroom management. She said, then, she improved her uneven behavior in the classroom and that created collaborative and cooperative environment.

ii) Unusual Questions as Critical Incidents

Teaching in a large and heterogeneous class is not easy job. To illustrate, Mathura shared, "Teaching in public school is very challenging because there are various levels of students: high, middle, and poor." In such classes due to the students related style and behaviours, different unusual behaviors can be seen. Those unusual behaviors of the students become critical incidents for the teachers. To illustrate, Murari commented on his student expression as, "Sir, you are very smaller than me, however, as a teacher I would like to say namaste sir." The respondent considered that event as critical incident in the sense that he was new teacher at that time. Furthermore, he thought that such unusual behavior will come in next classes. So that he studied the subject matter in a deep manner though that behavior was not related to content and pedagogical knowledge. Similarly, Murari again was asked very easy questions

related to pronunciation and spelling. Because of those events he became aware and now he can handle small and large classes easily and effectively. In a similar way, Navin was a next respondent of this study. He was newly appointed teacher. He shared that he faced many critical incidents in his first six months of teaching career. Among them he shared two interesting events in this study.

One day, when I was teaching vocabulary following the usual habit like entering the classroom, cleaning the board, telling the form, meaning and use of the words. In between the activities, a student stood up and said in Nepali, "*sir!,mata singhbinakobhaisi ho.*" It means to say that he was a buffalo without horn. All the students laughed at him.

This event was unusual for the teacher. He continued his class at that time then went to his room and many questions came to his mind. To exemplify, he continued, "I continued that class, and came into my room and thought about that event seriously." It showed that because of that metaphor, he thought about students diversity, his lecturing strategies and the level of the students. Then, he changed his teaching habit and started to teach with some kind of motivation on part of the students.

iii) Teacher's Behavior-based Critical Incidents

What a teacher does in the classroom may have impact on the behavior of the students. Teacher's attitude towards teaching learning activities and their students is a source of an unplanned event in the classroom. To illustrate, Navin continued, "What I thought is the students should be controlled by giving assignment to them. I assigned them work regularly. But, sign of that event was seen unexpected. Students stopped doing their work." It means that without understanding student's interests, he assigned the same assignment to

all students regularly. A student said that they were given the same task which was boring to them. Then, the teacher understood the causes behind the occurrence of that event and improved his assignment giving strategies. According to him, "He created variety in the homework and shorted the quantity of homework. Then, the students again started doing their assigned tasks.

iv) Critical Incidents Related with the Understanding of Learners

A professional teacher need to have psychological understanding of the students. If students' interests and desires are not fulfilled, they do not pay attention towards teaching and learning, and show their negative behavior in the classroom. To illustrate, Mathura shared, "They tried to disturb the class; they did not have their attention towards teaching; it was difficult to manage their classroom and they did not have desire for learning." It shows that many students in her classes showed unusual behavior because their expectation were not fulfilled. Mathura, an expert teacher, have twenty years of teaching experience. Then, she gradually understood the students' needs and expectations and applied the teaching method according to their psychology. For example, Mathura shared, "From that event what I do is I respect them; I love them; I use different methods: pair work, group work; I never scold them because if they are scolded by their parents, their relatives and the teacher, how do they learn." Similarly, Nauli faced similar problem due to her lack of understanding of students. She continued her narrative as follows:

I was appointed as a government school English teacher and I started to teach my student by using English language[no translation]. My students remained silent and heard attentively. I thought that my students were understanding the things what I was teaching. However, I found strange and unexpected results that no one could respond to my questions when even those were easy queries. It shocked me and I collaborated with my

colleagues about what to do and how to do. I thought my practice of teaching at that time was zero.

On the basis of above mentioned expression, critical incidents can occur if teachers conduct their activity without understanding their students' psychology. So that, students psychology should be read deeply to make teaching and learning activity effective and practical. In the above anecdote, students remained silent not because of their understanding of the content but because of their lack understanding. It seemed the students learning level was so poor. Therefore, they should be treated according to their individual quality what Nauli had learned the same thing. She commented that after that event in her classroom, she changed her behaviour of dealing with the students and started using student-centered teaching techniques: picture description, language game, pair work, and group work. Similarly other respondents put their view on understanding of the students psychology in the classroom. In this reference, Murari shared that there were various causes behind the occurrence of critical incidents: psycholological, contextutal, and educational, affected by the teachers' behavior.

v) Unanticipated Events as Critical Incidents

Critical incidents themselves are unplanned and unanticipated events. Here, unanticipated event means those that events happen in the class which were beyond teachers expectation. To specify, physical related problem that made the teachers aware of classroom management and keep them move in the classroom. To illustrate, let me present Mathura's and Navin stories. Mathura has long teaching experience in the field of education. In this part, she shared the interesting and very serious events that occurred in her classroom when she was a novice teacher. She begins, "I was appointed as the [English] teacher in a school. I was in grade eight. Two boys fought with each other. After a moment a front bencher hits on the eyes of back bencher. Immediately, I saw unwanted event that his ball of eye was out of its cord. I brought injured boy to the office

along with next boy who hits him." According to her, this event made her more aware of her teaching profession as well as other aspects of teaching learning activities. She said that she asked the two boys about her mistakes in her class. They responded, "No". Then, she took a long breathe and said she developed her self-awareness as she needed to pay attention not only to last benchers but the also first benchers.

Another respondent Navin was newly appointed teacher and shared a critical incident what he had in his teaching career. He shared:

I was appointed as the English language teacher in my life before eight months. A student always disturbed me in the classroom. I persuaded him many times but he did not improve his habit. I became angry. I do not know how I became. I, then, slapped on his check. Accidently, his nose started bleeding.

The boy called his parents, they shouted at him, "You are not appointed as a teacher to kill our children but to teach them." He couniled them but no one cared about him at that moment. To illustrate, he commented, "without understanding his child's behavior, they threatened me." Then, I came with ideas that the students should not be punished instead they should be persuaded.

This shows that critical incidents may be related to classroom management, unusual behaviours, teacher's activity in the classroom, understanding of the students, and unexpected behaviours. Similarly, critical incidents occur due to various reasons such as lack of students understanding, lack of students satisfaction with teachers behavior and other individual, educational and contextual reasons. To illustrate, Mathura commented, "Hunger of the students was one of the causes of occurring critical incidents." Murari shared, "Students individual, educational and contextual reasons are primary sources of critical

incidents in the classroom. Similarly Nauli, Navin, and Subash shared that the students individuality and skills of the teacher to manage classroom activities cause critical incidents in the classroom.

4.1.2 Roles of Critical Incident Analysis for Teacher Professional Development

The term role can be defined variously according to the context. In this reference, role refers to the impact of critical incidents analysis for teacher's professional development. Similarly, Oxford Advance Learner Dictionary (7thed.) defines role as, "An activity and the effect that they have on it." To specify, how the various dimensions of teacher development are affected by analyzing critical incidents that occur in the classroom and the role they play in TPD. For example, extending content knowledge, pedagogical knowledge development, skill and knowledge related with students psychology are few to mention here.

To address second research question, I asked two different questions to all the participants. They were; which aspects of their professional life were affected by those recorded event and what were the benefits of analyzing critical incidents in the classroom. Role of critical incidents analysis for TPD can be enlisted as follows:

i) It creates a great level of self-awareness

By interpreting about and writing critical incidents, teachers become more aware of their assumption about language learning and teaching. To illustrate, Mathura, Navin, and Murari shared their experiences about it. Mathura shared that two students fought in her class and made her alert about classroom management. She said, "I asked them a question was there any mistake from the teachers' side?" She found that there was no mistake from her side. Then, she took a deep breath and further said, "From that event what I learned is I have to pay attention to all the students in the classroom." It shows her self-

awareness about the students and English language teaching. Similarly, Navin shared that after his students stopped doing their homework. He continued, "I changed my strategy of giving assignment based on my students response." His students told him that the given task was boring and monotonous to accomplish. From his students reactions he found that he should be careful while giving assignments to the students. Then, he started giving homework based on student's interest, creating variety and limiting the amount of the assignment. This shows that self-awareness is one of the benefits of analyzing critical incidents.

In response to the same question, Nauli commented, "Without understanding students' psychology, I lectured them in English but they could not get anything. That event made me shocked and I collaborated with my colleagues about what to do and how to do." It means she taught her students in English medium but the students did not get her points. The students remained silent and did not respond to her. That event made her alert about students learning level. If that was not faced, she might not get the information about her students. So that, she changed her teaching strategies and started to apply student- centered techniques like pair work and group work. Similarly, Murari said, "It made a teacher more aware of in his own approach." Approach, here, means teaching and learning activities used in the English language classroom.

ii) Critical incidents analysis plays a major role in developing relation with other teachers

Teaching is a social work. In this work, participants participate and accomplish their duty and responsibility collaboratively. In a same way, critical incident analysis is a self-reflective research work but participants can collaborate with each others to solve problems. In this study, I found that teacher's collegiality was developed by analyzing critical incidents. Among the six respondents, three respondents put their view on it. To illustrate, Mathura shared two events

that helped her to develop her collegiality. She had observed other teachers' classes and found similarities and differences between their class and her own classes. Then, she found the causes of her own problem. It shows that she visited other colleagues classes and talked to them about her problem, knew other teachers' problem in the classroom and came to conclusion that every teachers have problem in their classroom. Such sharing and collaborative habit undoubtedly enhances their relation between teachers. Similarly, she further shared that one day her colleague called her and shared a problem related with a girl. She consult her according to her friends suggestion. So, it also played a significant role to develop their friendship and closeness in teaching career. Similarly, Murari and Subash commented the same thing, "Critical incidents analysis develops habit of sharing." Nauli stated that students silentness and her colleagues query towards her teaching strategy made her think about collaboration. To illustrate, she commented, " I collaborated with my colleagues to solve the problem that occurred in my class." Finally, what I came to conclusion that half of the participants put their positive view on this topic. It means they said analyzing critical incidents play vital role in developing closeness and friendship with the other experienced or novice teachers.

iii) Critical incidents play pivotal role to understand learners

Understanding students is an important dimension of teacher professional development. National Centre for Educational Development states that understanding learners is a standard of a professional teacher. It incorporates knowledge of students' individual characteristics, their style of learning, their learning strategies, their levels and ages. In the present study almost all the participants shared that critical incident analysis helps them to understand their learners. Nauli, Navin, Murari, Subash, and Mathura have shared their experience about how critical incidents help them to understand their students. To respond researchers' question, Nauli states, "Because of my students' silence and my colleagues suggestions about my classes, I got an opportunity to understand my students[level]." She taught her students without matching her

own level of fluency with the students level of learning. So that, she said, "My teaching at that moment was zero." Similarly, Navin wanted to control his large class by giving many assignments to do. However, his students stopped doing their task. Then, he decided that the strategy he used in the class did not work and he changed his strategy. This can be understood by his expression, "I changed my strategy of giving assignments. I reduced the quantity of homework and provided tasks differently". In next incident, a student stood up in his class and raised a question to him, "Why did you give me 90% out of 100%? If you do so, I have no any encouragement to do more because I think myself excellent among other students." That event shocked Navin and he came to the conclusion that he should not treat all students equally. To illustrate, he shared, "I came to conclusion that student should not be treated in the same manner[each student has individual characteristics]." Similarly, Subash and Murari shared similar type of opinion. Subash states, "I did not understand about my [all] students psychological attribute". At the same time, Murari argued that after facing unusual behavior from the students side, he thought and came to conclusion that these unusual behaviors occurred due to students cross-cultural, psychological, individual and educational differences. It demonstrates that critical incidents that occurred in the classroom force the teachers to think about the causes behind them. Mathura, another respondent of this research study, said that she had the students of various levels: poor, moderate, and intelligent. Those students showed their behavior according to their level. By understanding their psychological, economical and family environment, she started to use student-centered learning and teaching strategies. To illustrate, she commented said:

I did not scold them. If they are scolded by their parents, their relatives and their teachers, how do they learn. So, I love them. I respect them. I trust them. I use learning strategies like pair work, group work, and group presentation in the classroom.

The above expression shows that critical incident analysis helps a teacher to promote learning. It helps to create conducive and non-threatening environment for students learning.

iv)Critical incidents create an opportunity to conduct action research

Action research is self-reflective activity (Nunan,1992). To specify, action research is teacher-initiated research which is done in the classroom to improve the particular situation. In this reference, critical incidents provide the topic to be investigated. In this research, Mathura and Navin expressed that critical incidents provide an opportunity to conduct action research. To illustrate, Mathura shared, "One month ago, I counseled a girl who was to be seen out of control, according to my colleagues suggestion. I took her in a separate room, discussed with her, found the causes and explored solution." Nowadays, she is working properly and does not have relation with those drug-user friends whom she had before." It means to say that she had problems because of her relation with friends who took drug and smoke. She did not want to read and write. Timely suggestions of Mathura helped her to improve her behavior and focus on the study.

Similarly,Navin was a novice teacher. He had been teaching vocabulary in the class using his usual habit of teaching. At that time a student [17 or 18 years] stood up and said in Nepali '*sir ma ta singhbinako bhaisi ho.*' It shocked him at that moment. In this reference, he said, "I continued my class at that moment and came to my room and thought about that particular event what had been occurred in the class." He further says, "I found the causes that this might occur due to the student's lack of understanding power or he may have low level of fluency." Due to that event, he simplified his teaching strategy by reflecting on his own previous teaching and learning strategies. Therefore, above mentioned expression of the participants shows that critical incident analysis also creates an opportunity to conduct action research.

In conclusion, critical incident analysis can have a number of benefits. This research showed that analysis of critical events help the teacher to create a great level of self-awareness; to develop collegiality;to understand their learners; and to conduct action research.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This is the final chapter of this research study deals with findings, conclusion and recommendations on the basis of analysis and interpretation of the data.

5.1 Findings

Narrative inquiry allowed me to describe participants journeys and experiences from a holistic perspective that captured an ongoing context. Analysis and interpretation relied on two themes: nature of critical incidents that occurred in the classroom and the role of critical incidents for TPD. They were inductively drawn from the data to answer two research questions.

- 1) What are the nature of critical incidents that occur in the English language classroom?
- 2) What is the role of critical incidents for teacher professional development?

To address these research questions, I conducted semi-structured interview and obtained data from the teachers of different professional stages. Data were elicited, transcribed, analysed and interpreted at first and the major findings were drawn. The major findings of this study are presented on themes: nature of critical incidents occur in the classroom and role of critical incidents analysis for teacher professional development.

1. Natures of Critical Incidents that Occur in the Classroom

In this study, critical incidents have been identified of various natures. They are related with classroom management, unusual questions as critical incidents, incidents related with teachers' behavior, unanticipated events, and related with understanding of the learners.

They can be pinpointed as follows:

- i) It was found that critical incidents were related with classroom management. Among six teachers, one teacher expressed his incidents related with creating equality which is an important part of classroom management. She came to conclusion and shared "because of my uneven behavior other girls stood and raised question about my behavior and I managed my class effectively"
- ii) It was found that critical incidents have unusual and unanticipated nature. Most of the respondents shared that these critical incidents were beyond their expectation. A student of Nabin expressed in Nepal while he was teaching as. "*sir ma ta singbina lko bhaisihu.*"
- iii) Teachers-behaviour related critical incident were found. It means how does the teacher behave in the classroom, critical incidents occur accordingly. In this study, Nauli, and Navin expressed their incidents related to it. For example, Nabin wanted to control his class by assigning the same tasks to everyday; however, the students stopped doing it because they found it boring.
- iv) Critical incidents related with understanding of the learner. Seventy five percent respondents expressed their incidents that they were related with psychological diversity of the students. To illustrate, Mathura shared," students tried to disturb the classes because they did not have interest in learning but interest in food [to eat]." Similarly, Nauli's students remained silent in her class because her level of teaching did not match with that of students.

2. Role of Critical Incidents Analysis for Teacher Professional Development

Critical incident analysis has significant role on teachers' professional development. According to Richard and Farrell (2010, p.115), "It can serve as reflective inquiry, help to identify the classroom problem and resolve them; highlight professional awareness." Similarly, Clandinin and Connellys (2010)

found that critical incident analysis helps to develop personal and social interaction between peers or colleagues. The finding of the present study can be enlisted as follows:

- (a) Critical incidents play a major role in influencing teachers' opinions and attitude about teaching and learning. Most of the respondents shared that because of those incidents they changed their teaching strategy.
- (b) It develops good relation and friendship with the senior and novice teachers. Two of the respondents Mathura and Nauli shared that because of critical incidents they faced they have good relation and friendship with senior and novice teachers.
- (c) It has significant role to understand students diversity. Most of the teachers told their story about it and I found that they changed their behavior after analyzing critical incidents. For example, Navin shared” A student stood up in his class and raised a question at him, "Why did you give me 90% out of 100%? If you do so, I have no any encouragement to do more because I think myself is excellent among other students."
- (d) It creates an opportunity for action research. It was found that problematic and attentive events have been uncovered while analyzing critical incidents. Then, they attract teachers attention to solve those problems. In this study, Mathura's expression about a girl with unwanted behavior can be taken as example.

5.2 Conclusion

Conclusion is the final outcome or theme drawn after the successful conduction of the study. To find out the nature of critical incident and their role on TPD. I selected 6 college level English teachers. Data were collected by conducting interview and analyzed them. On the basis of analysis, discussion and interpretation of the collected data, findings were derived. As a form of qualitative research, the findings are categorized into two sub-heading: nature

of critical incidents occur in the classroom and role of critical incidents analysis for TPD.

The major findings of this study were categorized into two themes: nature of critical incidents and their roles for TPD. I found that critical incidents were related with classroom management, unusual behaviours as critical incident, teacher's activity-based incident in the classroom, and incident related with understanding of the students. Critical incidents analysis has great impact on TPD. It played a major role in influencing teachers opinions and attitude about teaching and learning, developed collegiality, helped to understand the learner and created an opportunity for action research. Finally, this research was completed by providing recommendation at policy level, practice level and further-research in the separate headings so that it will be comprehensible for the concerned readers.

5.3 Recommendations

The findings of the study recommend some of the major guidelines to be followed for the betterment of the ELT practice. On the basis of the findings and the conclusions the following recommendations have been made.

5.3.1 Policy Level

Policy refers to plan, guidelines or arguments that justify a particular course of action or activities of a particular person, institution or a nation. On the basis of the findings of the study, the following policy level recommendations can be made.

- (a) Critical incidents' analysis found to be practical and sensible for TPD. Therefore, NCED can utilize this study to develop self-reflective strategies for TPD.
- (b) Similarly, the practice of analyzing critical incidents in formal written form was found rarely practiced. So that, such policy should be made to

provide incentive to those teachers who analyse and conduct classroom research.

- (c) One of the critical incidents in the classroom was related with classroom management. Therefore, Ministry of Education (MOE) and its constituents can develop teacher training programmes based on this difficulty.

5.3.2 Practice Level

Classroom is the practice arena for teacher professional development. The quality of education can be improved by utilizing classroom reality because a classroom teacher is an transformative intellectual. To develop professional career, some practice level suggestions have been made.

- (a) Classroom is such place where different languages and cultures come, meet and clash together. Therefore, we can develop our professional career through analyzing those events that occur in the classroom. It means language teacher can analyse what happened in their classroom for their professional development.
- (b) To be a professional means to develop linguistic, pedagogical, cultural and extracurricular knowledge related to ELT pedagogy by rigorous study. Therefore, classroom is a place where we can meet diversity in terms of language, culture, religion, level of learning, learning strategies and personality. So that, teachers should analyse those events that occur in classroom for their career upliftment.
- (c) There are various strategies of professional development: read, reflect and write. Among them, self-reflect is one of the most important strategies for TPD. Therefore, teachers should reflect on their own activities for the advancement of their career.

5.3.3 Further Research

In fact, no work is final and no research is complete in itself. This study was limited in identifying the nature of critical incidents that occur in the classroom

and their role for TPD. This research, as a narrative design, could not include large-scale of sample. Therefore, there are limitations in this study in terms of its area as only one district (Kathmandu) was included. Further researcher may focus on the following areas.

- (a) Further researcher can investigate attitudes of English language teachers towards critical incidents and its effect on their professional career by using a large-scale survey.
- (b) Similarly, they can research on role of critical incidents for rapport building between students and teachers.
- (c) Last but not a least, future researcher can investigate on different variables of critical incidents: process of analyzing critical incident, practice of critical incident analysis, and benefits of critical incidents analysis.

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Appendix - I

Tribhuvan University

Central Department of English Education

Supervisors Name

Mrs. Madhu Neupane Bastola

Lecturer, University Campus

T.U., Kirtipur, Kathmandu

Reflection on Critical Incidents for Teacher Professional Development

Participant Information Statement

1. What is the study about?

You are invited to take part in a research entitled 'Reflection on Critical Incident for Teacher Professional Development' which aims to find out the critical incidents that occur in the classroom and their effects on teacher professional development. To date, there has not been sufficient research in this area.

Therefore, the research is an effort towards promoting English language teachers professional development by making them confident, active and strategic reader of their own practice of teaching.

2. Who is carrying out the study?

The study is being carried out by Utter Kumar Bhatta, as a basis for the degree of master of education at the university campus, Kirtipur, Kathmandu. This study will take place under the supervision of Mrs. Madhu Neupane Bastola, senior lecturer.

3. How much of my time will the study take?

It will take you 30 minute to answer the questions to the researcher.

4. Who can take part in the study?

All the college level English language teachers can participate in the study.

5. What will happen to information about me that is collected during the study?

Your information will only be used for the purpose of this study. Your information will be stored securely and your identity will be kept strictly confidential, except as required by law. Study finding may be published, but you will not be individually identifiable in these publications:

6. Will I be told the results of these studies?

You will get the summary of the overall findings of the study through the department.

Thank you

Appendix - II

Participant Consent Form

Supervisor

Mrs. Madhu Neupane

Role of Critical Incidents for Teacher Professional Development

I,.....agree to take part in this research study. In giving my consent I state that:

1. I understand the purpose of the study, what I will be asked to do, and risks/benefits involved.
2. I have read the participation information statement and have been able to discuss my involvement in the study with the researcher.
3. I understand the researchers request to involve in the study.
4. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I have agreed to.
5. I understand that personal information about me will only be told to others with my permission, except as required by law.
6. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to :

Giving response to the researcher

Signature:

Name:

Date:

Appendix- III

Semi -Structured Interview Schedule (Guide)

Interview Schedule is one of the important means of collecting primary data. According to Kerlinger (1986), "Interview is a face to face interpersonal role situation in which one person (the interviewer) asks a person being interviewed (the respondents) questions designed to obtain answers pertinent to the purpose of research problem." The main purpose of taking interview is to find out personal feelings, experiences, attitudes, opinions, and perception about certain events or issues.

A good interview can be conducted by the researcher, preparing guidelines of how to ask and what to ask to obtain required data and information. Good interview consists of various qualities such as: systematically, selective, purposeful, comprehensible and comfortable. On the basis of formality and flexibility, an interview can be categorized as; structured, semi-structured and unstructured interview. Structured interview is an interview in which the interviewer asks the pre-determined questions in a fixed order. Unstructured interview on the other hand refers to a type of interview in which the researcher asks the questions without pre-determined questions. It is more informal, less systematic and flexible in comparison to the structured interview. Semi-structured interview is a combination of both structured and unstructured interview. In this interview, the researcher is free to change the order of the questions or rephrase the questions during the interview. Similarly, s/he is free to ask probing questions.

To accomplish the objectives of the study, the researcher will use semi-structured interview. It is selected in the sense that semi-structured interview is regarded as more convenient and better than structured and unstructured interview. In this type of interview, the researcher will use interview guide. Interview guide, here, refers to a list of possible areas and topics to be discussed with the interviewee. Moreover the researcher will construct few

structured questions. On the basis of those questions, other probing questions will be asked to obtain required information.

The topic of this investigation is 'Role of Critical Incidents for Teacher Professional Development.' Critical incidents, here represents to an unplanned and unanticipated events that occur in the classroom that trigger some aspects of teaching learning activity. For example, a student may stand in between the classroom activity and say, '**sir, I am not your student?**' Then, the teacher thinks the causes behind occurrence of this event. Then, s/he describes it and finally came with conclusion that he could not maintain equality in the classroom. After that, he behave all the students equally-which is an example of professional development through analyzing critical incident. Analyzing critical incidents can have number of benefits. It can create a greater level of self-awareness, encourage teacher to pose critical questions about teaching, provide an opportunity for action research and help to build a community of critical practitioner. Moreover analyzing critical incidents that occur in the classroom, ultimately, enhances teacher professional development.

The interview aims to include the critical incidents that the respondents faced in the classroom and their effect on their professional career. To involve those areas and topic to be discussed, the researcher will ask the following questions followed by few additional probing questions.

Name :

College :

Qualification :

Experience :

1. Teaching in a heterogeneous class is a challenging job because of student related diversity and other factors. In such a classroom, there might arise various unanticipated problems in the form of uncooperative behaviors. In this respect, you are requested to share your experience regarding such events in your teaching career.

Respondent:

2. What were the causes behind the occurrence of such events in your classroom?

Respondent:

3. Were the occurred problems uncooperative behaviors?

Respondent:

4. Did you analyze those behaviors of the students?

Respondent:

5. Did these serious events motivate you to move ahead in your professional life.

Respondent:

6. Those unplanned and unanticipated events that occur in the classroom impact on our professional life. For example, creating equality, managing classroom diversity, understanding the learner, increasing content knowledge are few to mention here. In this reference, let me know which aspects of your professional life are affected by those events.

Respondent:

7. Could you remember an event that occurred in your teaching life and had positive impact in your teaching career?

Respondent:

8. Finally, what are the benefits of analyzing critical incidents in teacher professional development

Thank you for your cooperation

Interview – 1

Name :**Mathura**

School/College : A

Qualification : Master in Education

Experience : 20 years

- 1. Teaching in a heterogeneous class is a challenging job because of students related diversity. In such a classroom, there might arise various unanticipated problems in the form of positive or negative behaviour. In this respect, you are requested to share your experience regarding such events in your teaching career.**

Respondent

Specially, teacher of public school face many challenging. There are different types of students some are very-very lower class, some are middle class, and few are talent. It means few of them are talent and more are slow learners and their behavior is strange. Specially, who are come from the lower class, they show strange behaviors inside the classroom, they try to disturb the class, they do not have attention to learn what the teacher is teaching so that it is difficult to manage the class: to go ahead, to complete the course with in the stipulated time, and to teach them according to their interest. So, it is a very challenging job here in public school now days because of to days' students are totally different than the students of ten year back. It is really challenging and difficult but teacher have to manage it. They have to think may things before interrering into the classroom as managing their students interest, time, content to be taught, and deliver and so on.

On the basis of her idea, critical incidents that occur in her classroom as follows:

- (i) strange behavior of the student (sleeping in the classroom, disturb the teacher, not paying attention to the teacher).

- (ii) attracting attention of the students.
- (iii) teach them according to the interest of their level of learning and interest.

Possible solutions

- Teacher have to think about psychological aspect of the students.
- They have to manage their students interest, their time, content and delivery.
- Attract their attention through various activities.

2. What were care the causes behind the occurrence of such events in your classroom?

Respondent

Yeah, the main causes are status of the students, and learning level of the students, their interest and need. Among them 'poverty' is a main cause of showing such behaviour. Most of them are hungry. They don't have food to eat. It makes them feel uneasy, tired and less interested toward their learning. It is said empty pot (vessel) quarrel more. Yeah. So that, they disturb the class because they don't have desire of learning but desire of food. This is the main causes of occurring such events. They don't know what is the use of learning in their future time because their parent are not educated, they have to do hard work morning to day. Their parents don't have time to observe what they are doing at their home also. They think school is safe place for their children, to enjoy even if their hungerness.

3. Were the occurred problems uncooperative behaviours?

Yes, some are negative and some are positive. Some student are drugest and they don't like listen anything from the teacher. Some of them try to sleep in the classroom and some students try to disturb the teachers.

Most of other students want to read and write. They want to learn. These are the problem.

4. Did you analyse those behaviours of the students. It means did you analyse those incidents in a written form or in your mind?

No, I did not note those incidents in my note copy. But, those events are in my mind till now: the topic, the time, the students. All these things what happen there are in my mind, though it was before twenty years. After this, I never met such serious and immortal event in my teaching career because I was alert and is alert till now.

5. Did these serious incidents motive you to move ahead in your professional life?

Yes, why not. If this is the situation, I have to require to go differently. I had to get some ideas from peers/colleagues and I had studied higher level book of psychology to develop my qualification. I had visited other teachers classroom and find out the similarity and differences. Then, I have to find causes of the problem and the solution of the problems.

Additional question: Did you ever consult your colleagues to solve such problems?

Respondent

yes, why not. In grade 8 and 10 there are students who try to disturb the class. Even in tiffen time they go out from *another way*. They come back after help an hour smoking cigarette or say G j or medicine. Such

kind of think make them busy in their mind. Yeah. how to teach them. And, we share it. When I am saying so. I remember an incident.

Before three month I faced this problem myself according to the suggestion of my colleague. He said, "hey mam, you go and suggest a girl in grade eight. Nowadays, she is out of the track. According his suggestion, I counseled her as I took her in ext class for a whole period. I discussed with her about her problem. Then, she accepted disorder beahviour from her side and I requested her to come to the point or come to the life. So, that counseling is working now days. I mean, she is in there in her classroom (pointed the class). Nowadays, she does not go outside in break time and she does not go together with such friend who smoke and drink. now days, she is in the classroom. She is taking class regularly.

- 6. Those unplanned and unanticipated events occur in the classroom impact on our professional life. For example, creating equality, managing classroom diversity, understanding the learner, increasing content knowledge are few to mention here. In this reference, let me know which aspects of your professional life are affected by those events.**

Respondent

My main motto, in my profession, is to make my learner learn themselves. For this, I am working hard. I am not only a teacher but also an autonomous learner. And, I want to make my learner like me-independent learner. When I go to the class with my plan, to make them learn. When there is disturbance, surely it disturb me. But, lesson taking from those incidents, what I do is I respect them, I love the, I use different methods, I never scold them because if they are scolded by their parents, their relatives and the teachers how do they learn. If they are scolded more, the more negative behaviour they shows that they

should be loved and respected. Then, I love them, trust them, use pair and group work so they are ready to learn in my class. specially, I don't like to lecture but I use their time for themselves. I use independent learning activities in my classroom like pair work and group work. I guide them, if necessary. I do not follow the course thoroughly because anything included in the textbook may not interest them. In the classroom, I just focus on the language skills: reading, listening, speaking and writing and which is important for them. On the basis of these things I meet them so that they cope their learning and can do their work themselves in the exam and they can face any problem in their life.

Additional Question

I found that you're collaborative teacher so that there is less possibility of occurring such events, isn't it?

Respondent : Yes !, Yes.

On the basis of her experience, she learnt different aspects of teaching and learning.

sense of belongingness.

avoid punishment- scold

use variety in the classroom to meet individual need.

encourage independent learning

don't enforce to the student what they don't like

7. Could you remember an event that occur in your teaching career and had positive impact in your teaching career?

When I was enrolled for the first time in another school. There was an critical incidents. While I was teaching in grade eight. Two boys fought each other. I don't know what is the reason at that time. A front row boy hit on the eye of another boy. Immediately, when I saw this its only 5-10

second : hit the eye of another boy within the time I saw the ball of eye is out of its cord-place. Immediately, I helped the injured boy and got them to go to the office and I asked them what happen to them. Then, this event made me alert. On ! This is my first year. The boys were in my class. Whether there was any mistake from my side and I asked them did their any mistake from the teachers side.' Then, they said "No". After that, I feel somekind of easiness and the injured boy teach me that what he did and why did he bit him. Then, I was angry and bit the students who bits his friend without any reason. Then I thought Oh !classroom management is significant. Due to the teachers eyes on only back bencher, the incident happened in then class. From this event what I learnt is I have to pay attention to all the students in the classroom. I have to make them busy all the time not as a authority teacher but as a guide and make them learn themselves.

8. Finally, could you share what are the benefits of analyzing critical incidents?

If we analyse such events in our life, it makes us alert- self-awareness. Without managing our classroom, we can't manage our life. To more, if we are able to manage our classroom, we will be able to manage our classroom too. Management is such a thing that makes our activity systematic, coherent and reliable.

Thank you for your cooperation

Interview - 2

Name : Nauli

Institution :A

Qualification : B.A. & M.Ed.

Experience : 7 months

- 1. Teaching in a heterogeneous class is a challenging job because of students related diversity. In such a classroom, there might arise various unanticipated problems in the form of positive or negative behaviour. In this respect, you are requested to share your experience regarding such events in your teaching career.**

Respondent

Actually, teaching is a challenging job. A person who is untrained and who doesn't have sort of quality which teacher must have, S/he cannot handle the classroom effectively. I mean to say that diversified classroom cannot be handled effectively without getting knowledge about classroom reality, content knowledge and knowledge of present dynamics in the field of education. So, teaching is a challenging job.

Additional questions

What do you mean by teacher professional development?

Respondent

I am a teacher nowadays. Due to my background of the humanity faculty I have not actually understand what teacher professional development as you asked to me. Simply, teacher professional development is learning process by reflecting, reading or collaborating with others.

2. What were the causes behind the occurrence of such events in your classroom?

Respondent

By being a new teacher, I could not handle the classroom at first. Similarly, I was unknown to them-psychological aspects of the learner and I had never tough government aided school beforehand. To be specific, let me pinpoint those causes serially.

i) Causes of the occurrence of the first event :

I returned to my office room and reflected on my practices and the question raised in the classroom. I came to conclusion, then, that the main causes were as:

First cause might (was) that I could not maintain equality in the classroom due to the large class.

I could not pay attention to all the students equally because some students were a bit intelligent and some were weaker one.

ii) Cause of the occurrence of the second event were as follows:

I did not understand the students

They did not get any points in the classroom

There was linguistic gap between the teacher and the students.

They did not have pace of English language

They remained salient because they did not have vocabulary to ask any question in the classroom such Mam we aunt understand.

3. Were the occurred problems uncooperative behaviours?

Respondent

I don't think so, those occurred problem are neutral behaviour, not incorporated. I don't say those problem uncooperative because if they

did not appear in the classroom, I would not have improved my teaching strategies in the classroom.

- 4. Did you analyse those behaviours of the students. It means did you analyse those incidents in a written form or in your mind?**

Respondent

Frankly speaking, I did not describe those occurred problems. However, I thought about those problem occurred, its causes and result in my mind.

- 5. Did these serious incidents motive you to move ahead in your professional life?**

Respondent

I repeat the same thing what you have stressed on that teaching in a large class for novice teacher is great challenge. Though it is challenge, we need to deal with them. to deal with such problem in a large class, I used pair work/group work, I provided them different role like monitor and disciplined leader. A part from this, I persuaded few intelligent students and tried to maintaining equality in my class.

- 6. Those unplanned and unanticipated events occur in the classroom impact on our professional life. For example, creating equality, managing classroom diversity, understanding the learner, increasing content knowledge are few to mention here. In this reference, let me know which aspects of your professional life are affected by those events.**

Respondent

It is sure that those occurred problem enhance my teaching career. It means to say that my attitude toward the students has been totally changed. To specify, after those two incidents I really started changing

my behaviour. Before that trouble, I used to think that, I can ask to those students who are front bencher those who are sitting at front benches. After those incidents, I started paying attention to back bencher too.

Next one (second one) is very interesting and serious as well. Before I appointed as government aided school teacher, I had taught at private [boarding] school. We, English teachers were not allowed to speak other languages in our classroom. So, I habituated that English should be used in all the classes. I did not know about such linguistic gap between the students of public and the private school. As a English teacher, I taught them, in government-aided school as I taught in the private school. I was very happy as well in the sense that all the students remained salient in my class. I thought that my students are understanding all the thing what I have said to them. But the reality was different. One day, one of my colleague asked me that how did I control my class. I replied in a simple manner as "my students are so obedient and disciplined one. I lecture them in English and they interestingly listen to me. She again replied that this is so, ask them about their understanding after your lecture. I did the same thing what she had suggested to me and i found the strange response that no one can response to my question, even they are simple and easy questions. It shocked me and I collaborated with my colleagues about what to do and how to do. I thought my practice of teaching was zero at that time.

7. Could you remember an event that occur in your teaching career and had positive impact in your teaching career?

Respondent

Actually, teaching is a challenging job. It does not mean that all teachers should think it a challenging job/risky job. All the teacher should take their profession interesting one. I am newly appointed teacher so that I

have faced many challenges. Among them I want to share two interesting events that I faced in this short period.

In my classroom, in class ten, there are many students. It means there are altogether 56 students in a single class. Most of them are boys and few girls. Similarly, boys are little bit talent than the girls. One day what happened is that I was checking homework done by a boy. Suddenly, four or five girls stood up together and raised a question about my behaviour. They said 'Miss, you always teaches them, not us. Could you turn your eyes to us. This event that occurred in my class forced me to think about my behaviour.

8. Finally, could you share what are the benefits of analyzing critical incidents?

Respondent

Understanding students

Creating equality

Motivating students affect in their learning

developing collegiality

Thank you for your cooperation

Interview- 3

Name : Murari

Institution :D

Qualification : M.Ed.

Experience : 8 years

- 1. Teaching in a heterogeneous class is a challenging job because of students related diversity. In such a classroom, there might arise various unanticipated problems in the form of positive or negative behaviour. In this respect, you are requested to share your experience regarding such events in your teaching career.**

Respondent

Of course, throughout my journey of teaching career, I have encountered so many students with their critical queries and critical responses. So, I have wide range of experiences on critical incidents of the classroom. Sometimes I have to face my students is more challengeable in the classroom, sometime I feel quiet easier to teach them, sometimes, they asked me such unusual questions as well which were far beyond of my expectation. These are the some experiences one.

Additional Question

Sir, you already included unusual question asked by the students. Could you remember an event that triggers in your teaching profession.

Respondent

One day one of the students who was a bit older than me. He entered in the class. He did not recognize who I was there in the classroom. Then, when I started by teaching that student told me 'Sir, you are very small than me', however, as a teacher I would like to say your Namaste sir. I would like to a question. Then, what I responded him at that time was

though you're, let say, older in your age but you're not matured in your proficiency. That's why, you are, here, as the students and I am, here, as a teacher. If you want to be student in this classroom, you can stay in my class, be patient and listen to me and ask only question about content to be taught not the questions about the size and height of the person, the questions about the age of the teacher and so on. That was very interesting event in my classroom.

2. What were the causes behind the occurrence of such events in your classroom?

Respondent

Ok! I think these cause of occurrence are various type Some of the very unexpected causes; some of the students unknowingly show their unusual behaviours; some other may be related to their cultural behaviour; some can be the result of cross-cultural differences; some can be the causes of individual styles of the students; some can be the causes of their psychological how well they understand about the context of classroom and about the conduct of learning. To, sum, I would like to say this kind of causes can be

psychological causes

contextual reasons

individual reasons

educational reasons

3. Were the occurred problems uncooperative behaviours?

Respondent

Ok, many of the behaviours or responses that I have experienced in my students are positive form. They provided some sort of message to me. After my classes, I used to stay in my bed and I used to think 'why did

this students raise this kind of questions to me.' What there any mistake from the teachers side or was there something in completed in my lesson to provide to them. I started thinking in such a way. Thats why, those kind of responses are positive one.

- 4. Did you analyse those behaviours of the students. It means did you analyse those incidents in a written form or in your mind?**

Respondent

Ok, let see I often analyse those critical incidents. However, I could not analyse all those events what they occurred in my classroom because of several other problems; time, and effort. I does not mean that I never analyse them, but I often analyse those events that occur in my class.

- 5. Did these serious incidents motive you to move ahead in your professional life?**

Respondent

Of course, why not wherever my students show those kind of behaviour in the classroom and those behaviour trigger me to think in deep. Of course, they provided me the motivations for furthers steps to be undertaken from my side.

- 6. Those unplanned and unanticipated events occur in the classroom impact on our professional life. For example, creating equality, managing classroom diversity, understanding the learner, increasing content knowledge are few to mention here. In this reference, let me know which aspects of your professional life are affected by those events.**

Respondent

Ok. So, from my own personal perspective, especially, those kind of incidents- critical incidents of my students in my classes. It helps to

increase the content knowledge. And, that incidents really help me to understand the students diversity- learners diversity in the classroom. As a part of managing diversity of ELT classroom- apart of classroom management, I utilizes those kinds of diversity in managing the classroom and I think about how can I manage those diversity in my classroom. So, as a part of my professional career, then, I have better understanding about learner diversity because of those unanticipated events in the classroom.

7. Could you remember an event that occur in your teaching career and had positive impact in your teaching career?

Respondent

Of course, I have very interesting event. It was in 2068, I think. I was in the class of M.Ed. second year. I was teaching 'pragmatics and discourse analysis.' I think, that was my second class of M.Ed. second year student. I was novice teacher at that time. At the end of the class, a student asked me as sir, the word you pronounced at that time 'build /bild/ as /biuld/ one. And, my colleague, were laughed at that time. But whenever you responded clearly them they had a sense that though the teacher- he is poor in pronunciation but he had something else. That means he had good command over content matter one. That student told me such event and that helped me, then, I started to improve my pronunciation. That is the positive impact on my profession means my students critical incidents lead me to use correct pronunciation in my classroom.

8. Finally, could you share what are the benefits of analyzing critical incidents?

Respondent

Ok. So, in a one hand this kind of critical incident are real story for the teacher. Teacher can learn from their story. Another is these critical incident make a teacher more aware in his own approach. Similarly, those critical incidents help to establish good study habit, to share with the colleagues, to share with the students. In my opinion, these are the benefits of analyzing critical incidents.

Thank you for your cooperation