2023 Saroj Kumar Sah 752 (S) Use of Critical Incidents Analysis as a Strategy of Teacher Professional Development

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

Submitted by
Saroj Kumar Sah

Faculty of Education Tribhuvan University
Kritipur, Kathmandu, Nepal
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Declaration

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

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Recommendation for Acceptance

This is to certify that **Mr. Saroj Kumar Sah** has prepared this thesis entitled **Use of Critical Incident Analysis as a Strategy of Teacher Professional Development** under my guidance and supervision.

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Dedication

Dedicated

to

My loving and encouraging Parents,

My elder brothers and my wife

Who helped to get this success in my study.

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Saroj Kumar Sah

Abstract

This study is on **Use of Critical Incident Analysis as a Strategy of Teacher Professional Development**. The purpose of this study was to explore the perception and practice of Critical Incident Analysis in ELT classroom. I used non-random purposive sampling procedure to select 30 secondary level English teachers from community and institutional schools in Dhanusha and Mahottari district. I used questionnaire as a tool to collect the data. The collected data have been presented and interpreted qualitatively. The major findings of the research showed that about 83 percent of the selected teachers were aware of CIA and its procedure whereas less than 50 percent of the teachers practiced CIA for their professional development. However, most of the teachers had positive attitude to CIA and they perceived that CIA had significant role in TPD.

This thesis has been divided into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter incorporates the review of related theoretical and empirical literature, implication of the review of the study and conceptual framework. The third chapter deals with the methods and procedures of this study. Similarly, the fourth chapter encompasses analysis and interpretation of the data. Fifth chapter deals with findings, summary, conclusion and recommendations of the study. And in the final section, references and appendices are included.

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Abbreviations and Acronyms

CIA	-	Critical Incident Analysis
Dr	-	Doctor
ed.	-	Edition
ELT	-	English Language Teaching
et al.	-	And others
etc.	-	Et-cetera
M. Ed.	-	Masters of Education
Mr.	-	Mister
No.	-	Number
pp.	-	Pages
Pvt. Ltd.	-	Private Limited
Regd. No.	-	Registration Number
T.U.	-	Tribhuvan University

Chapter 1

Introduction

This is a research study entitled **Use of Critical Incidents Analysis as a Strategy of Teacher Professional Development.** This section of research study consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms.

Background of the Study

Learning is a continuous process. Everybody involves in this process. In this scenario teacher cannot be the exception. Teaching is not merely the process of imparting knowledge but also the process of learning and gaining knowledge. Teacher professional development is the process of becoming the best kind of teacher. Professional development is important because education is an ever growing, ever changing field. According to Wallace (2010, p.1),"In a profession we have a kind of occupation which can only be practiced after a long and rigorous academic study". Therefore, teachers must be lifelong learners in order to teach each new group of students. Professional development not only allows teachers to learn new teaching styles and techniques but also interact with educators from other areas in order to improve their own teaching. Workshop, conference, seminar, critical incident etc. are the strategies of teacher professional development. Teacher should be aware to the behaviour of the students and they should build good rapport with the students. However, sometime students may show unexpected and unanticipated behaviour in the classroom which we call critical incidents.

Critical incident analysis is one of the techniques or strategies for teacher professional development. It compels teacher to reflect and think upon the classroom events that occur while teaching and learning activities. 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 aspect of teaching and learning (p. 24)". It means teacher is not the mere person according which teaching learning activities will run, students' responses are also taken into

account. Further, they say, critical incident analysis in teaching involves the documentation and analysis of teaching incidents in order to learn from them and improve practice. While teaching and learning in the secondary level classroom, we teach students according to our lesson plan. We go through the timetable that has been allocated to us. But sometimes teaching gets obstructed from a kind of event which we do not have expected or we do not have planned in our lesson plan. Such types of events make the teacher to stop their teaching and think why the incident occurs. What is the reason behind this incident? Does this incident have any meaning?

Critical incidents are both positive and negative classroom events. Critical incident can occur from both sides: students and the teachers themselves. Thus, critical incidents are those events that compel teachers to stop, think and reflect upon the incidents, whether, they are from teacher side or student side, positive or negative.

All the incidents in the classroom cannot be considered as critical incidents. An event that occurs during the lesson with no meaning is simply an incident. In contrast, an event that occurs in the classroom and that motivates the teacher to think and reflect about their teaching practices is known as critical incident. In this context, Richard and Farrell (2010, p.114) state “An event becomes a critical incident depending on the way it is considered and the effects it has on one’s understanding of teaching. It is the interpretation and meaning attributed to an incident that makes it critical.” The teachers can review and analyse those incidents to develop their profession and improve teaching practice. Analysing critical incidents of secondary level provide the teachers with content knowledge, knowledge of students’ psychology, the insights of their objectives and behaviour. Thus, reflection on the critical incidents enhances the teachers’ personal, pedagogical and institutional development.

Statement of the Problem

Teaching has long been portrayed as lacking both organizational and professional controls. Most of the teachers have developed the concepts of downsides towards their profession. They do not have creative and critical spirit to investigate and explore the reality. They are functioning as the facilitator to transform the knowledge from textbook to learner’s mind. Schools and classrooms are being the

means of knowledge transformation rather than the knowledge creating and learning enhancement. Teaching profession by nature demands hard work, investment of most of time in planning lesson, assessment and making decision about curriculum and instruction, teachers also need to face different critical situation handing behaviour of the students' physical constraints of the classroom, school norms and other professional demands. Due to these causes, there is a great chance that teachers often feel isolated. In these circumstances, different professional development activities proved to be a powerful instrument to make the teachers more positive towards teaching profession and to support the teachers to set off from the professional isolation and provide strong emotional as well as psychological support. Those teachers who take teaching as a profession are enthusiastic to learn and update themselves with new innovations and research findings in the field of language teaching. Critical incidents analysis for professional development can help teacher to be highly sensible, creative, active and reflective. It can assist in solving all type of problems that a teacher encounters while teaching. Teachers can involve in rigorous study for their career development and professional development. There can be good relationship between teachers and other concerned bodies.

The government of Nepal has claimed that hundred per cent teachers are well trained. They are trained either in pre-service trainings given by the faculty of education, Tribhuvan University, Kathmandu University along with other ones or in-service trainings provided by National Centre for Education Development (NCED) and concerning departments. Though the teachers are trained, they are unable to implement in the classroom and seem failure in dealing with the students and controlling them. They may have been ignoring the critical incident in the class. Several trainings (TPD, ICT based training, etc.) are carried out by government of Nepal on TPD. However, the result of such training does not seem effective. That is why many researchers (Bhatta, 2009, Joshi,2010, etc.) focused their study on professional development. The researches that have been carried out by the university students show that the present situation of TPD is not satisfactory. They suggested that teachers should apply different methods and procedures such as action research, workshop, seminar, conferences, self- monitoring, etc. to develop their professionalism. To some extent teachers are applying those strategies too. However, critical incident analysis has not been given much more importance for professional

development and to improve teaching practice which may make teachers all the time active and aware in the classroom. That is why I was moved to carry out my research study using critical incidents for developing professionalism at secondary level that can be helpful to improve the teaching practice. So, the problem to be addressed in this study is to explore and analyse the role of CIA in the ELT classrooms and in the life of teachers professional. Therefore, this study is based on finding the significance of critical incidents for teacher professional development and how to improve teaching practice in language classroom.

Objectives of the Study

This study had the following objectives:

- To explore the teachers' perceptions and practices of Critical Incidents Analysis in English Language Classrooms.
- To suggest some pedagogical implications.

Research Questions

The research questions of my study were as follows:

- How do teacher perceive critical incident analysis?
- How do teachers deal with Critical Incidents?

Significance of the Study

The present study will be significant to the teachers working in the field of English language teaching. This research work also will be beneficial for the students who are willing to be a teacher in future. Similarly, experts, supervisors, etc. will be highly benefitted from this research work. In addition, it is important because it explores and examines critical incidents analysis practiced by the secondary level teachers. Furthermore, different researches like Effectiveness of CIA, Use of CIA for solving ELT Problems, etc. can be carried out in the area of critical incidents analysis on the basis of the present study. Thus, it can help directly or indirectly to all the teachers, students, experts and other concerned bodies.

Delimitations of the Study

The research had the following delimitations:

- This study was delimited to explore the importance of critical incidents analysis for teacher professional development and how to improve teaching practice in language classroom.
- This study was delimited to explore and analyse the perception, practice and implication of CIA in ELT.
- This study was delimited to the 30 secondary level English teachers from Dhanusha and Mahottari district.
- It was confined to the open-ended questionnaire only as a tool to elicit the data.
- This study was delimited to the survey research design.

Operational Definitions of Key Terms

Critical incident. An incident that motivates the teacher to think and reflect on their teaching practices for professional development, for example, students' unexpected question in classroom.

Perception. An idea, a belief or an image you have as a result of how you see or understand something.

Practice. The activity of doing something again and again in order to become better at it.

Professionalism. It is the skill, good judgement, and polite behaviour that is expected from a person who is trained to do a job well.

Strategy. A careful plan or method for achieving a particular goal usually over a long period of time, especially professional development.

Teacher development. Development of teachers in his/her academic career, teaching strategies, skills and experiences

Chapter 2

Review of Related Theoretical Literature and Conceptual Framework

Literature review is an essential part of any research work. It provides theoretical knowledge about the related topic. A literature review surveys books, scholarly articles and any other sources related to the particular issue. This chapter includes review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework.

Review of Theoretical Literature

The theoretical literature review helps to establish what theories already exist, the relationship between them, to what degree the existing theories have been investigated, and to develop new hypotheses to be tested. These sub-sections deal with different theoretical perspectives related to the present study.

Teachers' professionalism. A profession is a job that requires specific training and is regulated by certain standards. It is different than occupation. There are some essential qualities of profession that differentiates it from occupation. About this, Wallace (1991, p. 5), has proposed five distinctive qualities of profession which include: a basis of scientific knowledge, a period of rigorous study which is formerly assessed, a sense of public service, high standards of professional conduct, and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner. Similarly, he views profession as a kind of job or occupation which can only be practiced after long and rigorous academic study which should be well rewarded because of the difficulty in attaining it and public good it brings. Moreover, professionals are well trained, skilled and self-disciplined. They are self-regulated and have the legal right to govern their daily work affairs. This means professionalism is the way of preparing oneself to do a competent job through learning.

Professionalism is the collective concept of skill, ability, knowledge about learners, learning, teaching, and classroom diversity in terms of which a teacher as a professional can work for the benefits of the learners. Updating professional

knowledge for sound professionalism is a continuous process. It starts from the entry in teaching force and ends with the pension out from the profession.

In this regard,Craig, Kraft and Plessis (1998, p. 67) state:

> Teacher professionalism begins with instructional competence and commitment and extends into a number of related issues dealing with the degree of decision-making autonomy and accountability. Therefore, initial steps in developing teacher professionalization should focus on helping teachers develop basic instructional competencies. Next steps should focus on providing opportunities to develop reflective skills and make decisions to change the classroom learning environment, followed by increasing levels of autonomy and accountability.

It means teacher professionalism is not a single step activity. It goes on step by step starting with instructional competence and commitment and increases into the various other issues. Teacher should have autonomy in their respective field so that they can exercise different professional activities. Teacher should also have accountability of their profession.

Professionalism is a recurring concern of language teachers and language teaching organizations (Pennington, 1991), as cited in (Richards and Lockhart 2010). Richard and Lockhart (2010) further argue that the degree to which individual teachers have a sense of professionalism about their work depends upon their own working conditions, their own personal goals and attitudes, and the career prospects available to language teachers in their community. Teacher development is a process, not an event. It involves change over time and is achieved in stages. The stages are related to teachers' experience gained in instructional and management practice over their career. The stages are also related to the degree of services and support a country's level of economic and political development allows it to provide. Hence teacher professionalism is a continuous process.

Teachers' professional development. Teachers' professional development refers to the process of developing professionalism in the teachers. The teachers learn, experience, practice, share and prepare themselves to face challenges and fulfill their

responsibilities in their teaching career. New approaches, methods, techniques, knowledge, dimensions etc. are generating day by day. So, the teachers should be up to date with the related aspects of their subject teaching so that they can deliver their professional excellence to their learners. The teachers should be innovative, curious, enthusiastic and positive in their teaching profession to bring changes and improvement for which it is necessary that they have to attend trainings, seminars, read books, journals, magazines, etc. Likewise, they can analyze the incidents that occur during the lesson for their professional development.

Teacher professional development has become by–word or buzz-word in the field of education. Different scholars have viewed it from different perspective. Richards and Farrell (2005, p.1) assert that teacher professional development is next step when once teachers' period of formal training is over. Craft (1996, p.6) says professional development is sometimes used to describe moving teachers forward in knowledge or skills. Burns (1999, p. 216) argues professional development or growth means enabling teachers to generate their own ideas about classroom practice. By considering these ideas about teacher professional development it will be fruitful to mention Reimers-Villega's ideas about TPD. Reimers-Villegas (2003, p.11) says:

In a broad sense professional development refers to the development of a person in his or her professional role. More specifically, it is the professional growth a teacher achieves as a result of gaining increased experienced and examining his or her teaching systematically. It includes formal experiences such as attending workshops and professional meetings, mentoring etc. and informal experiences such as reading professional publications, watching television documentaries related to an academic discipline.

It means teacher should be aware of the development in the field of education, new teaching methods, assessment system, use of technology and other related aspects, so that they can develop their professional role. Teachers have to update with the new knowledge, new teaching method and techniques to bring improvement in their professional role. They should gather the formal experience and cope with the new experience to put strong positive impact on the learners. In this regard Wallace, (1991, p.18) says that professional knowledge is made up of two kinds of knowledge, namely, received knowledge and experiential knowledge. Received knowledge means

the knowledge that any teacher get at formal study period and experiential knowledge is gained from the experiences throughout the career of teaching.

In sum, teacher professional development is a continuous and voluntary process. It is the development of the teachers in his or her professional role. Teacher professional development makes the teacher curious, innovative, active, energetic and skilled. Therefore, teacher professional development is necessary to uplift the standards of the students and the teachers.

Strategies of professional development. Professional development refers to enhance professional career growth. Such activity may include individual development, continuing education and in-service education. Professional development includes support for teachers as they encounter the challenges that come with putting into practice, their evolving understanding about the use of technology to support inquiry- based learning. Teacher's professional development is not the result of single activity or strategy carried out by the teachers. It is the result of many strategies which teachers apply in course of their professional life. There are many means or strategies for teacher's professional development. Richards and Farrell (2005) present the following strategies for teacher professional development: Workshop, Self-monitoring, Teacher Support Groups, Keeping a Teaching Journal, Peer Observation, Teaching Portfolios, Analyzing Critical Incidents, Case Analysis, Peer Coaching, Team Teaching, Action Research.

In addition to these strategies, teachers can also apply the strategies like subscribing ELT magazines and journals, joining professional organizations such as NELTA, IATEFL and TESOL and attending their conferences wherever possible, forming local teacher's groups and holding regular meetings to discuss common problems, reading professional publications, self-directed learning, personal reflection, experimental assignments, project work, etc.

This indicates to the fact that there is not complete list of professional developing strategies. The table below presents the activities for TPD mentioned by Richards and Farrell (ibid).

Activities for Teacher Development

Individual	One to one	Group based	Institutional
Self-monitoring	Peer coaching	Case studies	Workshops
Journal writing	peer observation	Action research	Action research
Critical incidents	Critical friendships	Journal writing	Teacher support group
Teaching portfolios	Action research	Teacher support group	
Action research	Critical incidents		

The above table shows the categorization of teacher professional development activities presented by Richards and Farrell (2005). They have categorized all the activities into four groups, namely, individual, one to one, group based and institutional activities. In individual type, it includes self- monitoring, journal writing, etc. Similarly, in one to one, there are peer coaching, peer observation, etc. In third group that is group-based activities include case studies, action research, etc. and in last institutional activities include workshops, teacher support groups, etc. In nutshell, we can say that there are varieties of strategies that can help teachers in their professional career.

Critical incident analysis. In the process of teaching and learning activities, a teacher individually encounters various events in the classroom. Some events for teacher might have been the expected and natural events whereas, some events occur unexpectedly and force the teacher to stop his or her activities and think upon it are called critical incident. Richards and Farrell (2005) define critical incident as "an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning". The teacher observes, analyzes and makes critical interpretations of those types of incidents and it is called critical incident analysis.

All the incidents cannot be considered as critical incident. An incident becomes critical when it prompts the teacher to stop and reflect on the meaning of the event and perhaps to consider its longer-term implications. In this regard, Richards and Farrell (2005) state:

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

The critical incident technique consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles. Flanagan (1954 as cited in Spencer Oatey, 2013)

Critical incidents are defined as extreme behavior, either outstandingly effective or ineffective with respect to attaining the general aims of the activity. The procedure has considerable efficiency because of the use of only the extremes of behavior. It is well known that extreme incidents can be more accurately identified than behavior which is more nearly average in character. Tripp (1993, 17) says that critical incidents can be very important because they provide a means of enabling teachers to be more aware of the nature of their professional values and associated problematic to question their own practice, and to concretize their generally abstract notions of values such as social justice. He further argues that the analysis of critical incidents is not a once-off and final affair, then, but an on-going one in which new links can constantly be made, not only to current practice, but to how we see ourselves in relation to current and past selves and practices.

Critical incidents come from history where they referred to some events or situations which marked the significant turning points or change in the life of a person or an institution or in some social phenomenon (Xu, 2015, p.40). Critical incidents happen in teaching, reflecting some universal meaning that can drive teachers to rethink what's right or wrong and redo what is right. They may be minor incidents that happen in the teacher's daily life, which is regarded as critical incidents based on the significance and the meaning that the teachers attribute to them. Critical incidents could be thought of as everyday events encountered by the teachers in their practice that made them question the decision that had been made and discussing and writing

about them could be used to foster teacher professional development. It not only helps the teachers to strengthen the understanding towards their teaching behavior, but also helps them to perceive how their own teaching behavior influences the whole teaching process.

A critical incident is something which we interpret as a problem or a challenge in a particular context, rather than a routine occurrence. Critical incident analysis is an approach to dealing with challenges in everyday practice. As reflective practitioners, we need to pose problems about our practice, refusing to accept 'what is'. We need to explore incidents which occur in day-to-day work in order to understand them better and find alternative ways of reacting and responding to them.

Often a critical incident is personal to an individual. Incidents only become critical, that is problematic, if the individual sees them in this way. It is after the event that it is defined as critical.

Reasons or benefits of critical incidents analysis. Critical incident analysis can help teachers to know more about how they operate, to question their own practice and enable them to develop understanding and increase control of professional judgments. It can enable an individual to reflect on their practice and to explain and justify it. It can create a greater level of self-awareness. It can prompt an evaluation of established routines and procedures. It can encourage teachers to pose critical questions about teaching. It can help bring beliefs to the level of awareness. It can create opportunities for action research. It can help build a community of critical practitioners. Thus, it can provide a resource for teachers.

Methods of analysing critical incidents. According to Kennedy (1999), the following are the methods of analyzing critical incidents.

***Choose a critical episode*.** As we know not every incident is critical incident. So we need to choose the incident that has disturbed the flow of class and has stopped teacher to think seriously and reflect upon it. For example, students continually arriving late, students talking during class discussions.

Describe the incident. After choosing the incident for the study, we need to describe the nature of the incident. Where and when it happened? The time of the day, its location and in which context, should be included in the description. What actually happened (who said or did what) what you were thinking and feeling at the time and just after the incident. These are the elements we need to describe in this phase.

***Interrogate your description*.** In this stage we have to ask question to our own description. For example, why did this incident stand out? What was going on? Were there different levels of 'behavior' or activity? Did I bring personal bias or a particular mindset to the event? Could I have interpreted this event differently from another point of view? What can I learn from this episode? What can I do to progress a resolution of the problem/s it suggests?

***Find a friend or colleague to*.** In this phase we should share our account of the episode with our friends. We should discuss our interpretation with our colleagues; modify our analysis, where necessary, in the light of peer suggestion, advice, and perspective.

Where appropriate, they can compare their analysis with the views of other key people involved in the episode (students or colleagues). In this section, if it is appropriate, we can compare our analysis with other people like students or colleagues. This gives an opportunity to the researcher to check their own analysis to find out to what extent it is appropriate and applicable.

Briefly write up a report. Remember that if we name colleagues or students we need to clarify issues of confidentiality if we wish to make our report public. At the end the researcher should write a report that tells the whole story of the research. While doing so, the researcher should take care and be very careful and clear about the issues of confidentiality of the name of the colleagues or students if he/she wants to make the report public.

Implementing critical incident analysis. Analyzing and implementing critical incident analysis in language classroom is really tough task. The teacher has to make up his/her mind in carrying out critical incident analysis. Richard and Farrell (2010, p. 122) present the following steps for analyzing critical incidents.

Step:1 Who is the audience for the analysis? Audiences might include the teachers, other teachers (eg. In a discussion group), or a supervisor.

Step:2 What kind of incidents are useful to write about? You can choose either to write about whatever kinds of incident occur or to focus on particular kinds of incidents, depending on your goals.

Step:3 How much time will you take? one of the drawbacks of analyzing critical incidents is finding time to write down an incident after the class.

Review of Empirical Literature

Bhatta (2009) carried out a research on "Classroom Observation and Feedback for Teacher Professional Development". His objective was to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop professionalism. He selected thirty English language teachers as a sample of population. He used interview and observation as a tool of data collection. The findings of the study showed that a very few of the secondary level English teachers being involve in classroom observation. The reason for this was the fear of being criticized and commented negatively by having their weakness exposed.

Adhikari (2010) carried out a research entitled "Collaborative learning for teachers' professional development". The main objectives of the research were to find out the attitude of secondary level English teachers towards collaborative learning and the school environment available to them for learning and practicing collaboratively. The research was limited to Pokhara and Kathmandu valley. She used stratified non-random sampling procedure. A set of questionnaires was used as the research tool. The findings of the research showed that almost all the secondary level English language teachers had positive attitude towards collaborative learning. Majority of them were provided with supportive and favorable environment of collaborative learning within their institutions.

Similarly, Joshi (2010) carried out a research entitled, "Learning Strategies of English Language Teachers for their Professional Development ". The purpose of her

study was to find out the learning strategies of teachers teaching in the college of Kathmandu valley. She used purposive non-random sampling procedure to select the sample from the teachers of Kathmandu valley mentioning the sample size of forty-five. Questionnaire was used to elicit the data from the informants. Finally, she found that strategies like self-monitoring, workshop, seminar, conferences, and team teaching were more beneficial than the strategies like reflective logo, portfolios and monitoring.

Khanal (2011) conducted a research entitled "Strategies for Professional Development: A Case of Secondary Level English Teachers". The objective of his study was to identify the strategies used by secondary level teachers of English for their professional development. His study was based on survey design. The sample population of his study consisted of six English language teachers. He selected sample population using non-random judgmental sampling procedure. Under tools of data collection, observation and interview were used. The finding of the study showed that the strategy used by the teachers having below five years of experience were self-monitoring, workshop, conference and seminars for their professional developments whereas, experienced teachers use different strategies in the classroom where the teachers having the experience below five years face problems or they were less skilled.

Khatri (2012) carried out a research entitled "Self- directed learning for teachers' for professional development". The major objectives of the study were to find out the English language teachers' awareness of self-directed learning and to identify the practices of self-directed adopted by them for professional development. The research was conducted only on 60 secondary level English language teachers selected from 46 schools of the Kathmandu valley through non-random purposive sampling. Questionnaire was used as the research tool. The finding of the researched showed that most of the teachers were aware of self-directed learning and most of the teachers used to evaluate their own teaching. And it also showed that 60% of the teachers were dissatisfied with their present status and professionalism.

Shahi (2016) carried out a research on "Critical incident analysis as a strategy for teachers' professional development." The main objectives of study were to find out the teachers awareness on critical incident analysis. The research was conducted

only on forty secondary level English language teachers from Surkhet district through non-random judgmental sampling. Questionnaire was used as the research tool. The finding of the research showed that most of the teachers were aware on critical incident analysis. Most of the teachers agreed to the suggestion that critical incident analysis as a strategy should be focused in in-service trainings by NCED.

So, going through the researches carried out by the above mentioned scholars, I came to the point that there is lack of research in the area of critical incident analysis as it is one of the fundamental strategies of teacher professional development. Thus, this research will be the new dimension in the field of teacher professional development in the department.

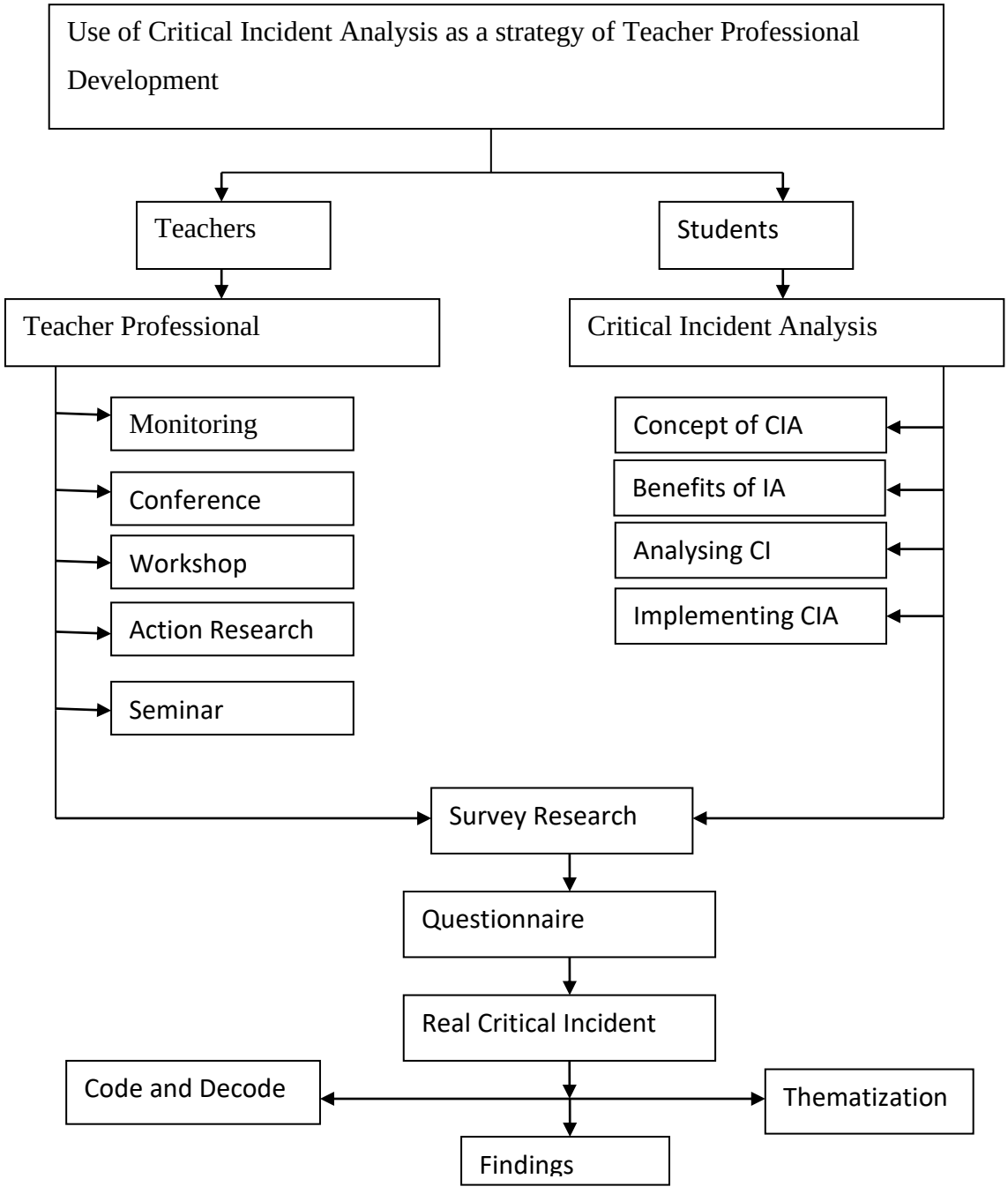
Implications of the Review for the Study

From the thorough study of the different literatures and the researches, I got clear idea to understand my topic. Study of the literatures has shown a right path to carry out my research. I have reviewed five different research studies related to my topic. Specially, I got idea about "Classroom Observation and Feedback for Teacher Professional Development" from the study of Bhatta (2009). Likewise, I got some information from "Learning Strategies of English Language Teachers for their Professional Development" from the research of Joshi (2010). Then, I got to the fact that almost all the secondary level English language teachers had positive attitude towards collaborative learning from the research of Adhikari (2010) entitled "Collaborative learning for teachers' professional development". Khanal, (2011) conducted a research entitled "Strategies for Professional Development: A Case of Secondary Level English Teachers" in which I came to know that the strategy used by the teachers having below five years of experience were self-monitoring, workshop, conference and seminars for their professional developments whereas, experienced teachers use different strategies in the classroom where the teachers having the experience below five years face problems or they were less skilled. Similarly, from the research of Khatri (2012) entitled "Self- directed learning for teachers' for professional development. I got to know that most of the teachers were aware of self-directed learning and most of the teachers used to evaluate their own teaching.

In order to conduct those researches, they have used survey research design, I also followed the same design. They have used questionnaire as the major tool of data collection. I also went through open ended questionnaire. As a novice researcher, I had lots of confusion but this review really helped me to find the research gap and paved me the clear path.

Conceptual Framework

The study on "Use of Critical Incident Analysis as a Strategy of Teacher Professional Development was based on the conceptual framework presented in the figure below:



This research proposal is all about teachers' professional development in which teachers and students are directly involved in teaching language classroom. There are different ways of teacher professional development including monitoring, conference workshop, action research, seminar, critical incident and so on. This research went through the use of critical incident analysis in language classroom for developing professionalism. It includes concepts of critical incident analysis, benefits of critical incident analysis, analyzing critical incident and implementing critical incident analysis. This research was carried out through survey research design and the tool for the research study is questionnaire. In the real field the researcher coded and decoded the data. The data were analyzed thematically on the basis of the findings.

Chapter 3

Methods and Procedures of the Study

Under this chapter design of the study, population sample, and sampling strategy, research tools, sources of data (primary and secondary), data collection procedure, data analysis procedure and ethical considerations are included.

Design of the Study

There are wide ranges of research designs such as experimental research, survey research, ethnography research, case study, action research and etc. As the subject of the research study finds out the perception and practice of CIA in ELT classroom, the survey research design is suitable to carry out this research. Through survey research, data can be collected from the large population which will make the research valid. To the fact, design of the research study was based on the nature of the topic. The research study was carried out through survey design as the nature of the topic matches with it.

Survey research is a kind of research in which data is collected from the wide area and population. It is a technique for social science research and educational research. It is probably best adapted to obtaining personal and social facts, beliefs and attitudes. According to Cohen and Manion (1985) states that surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through to small scale studies carried out by a single researcher.

Population, Sample and Sampling Strategy

The population of this research study was the teachers of secondary level of Mahottari and Dhanusha district. Fifteen teachers from Mahottari district and fifteen from Dhanusha district were the participants of the study as a sample. Thirty teachers for questionnaire were selected. The teachers were from both public and private sector schools with the minimum experience of five years. The researcher applied non-random purposive sampling method for the selection of the participants so that the required and valid data could be obtained.

Data Collection Tools and Techniques

There are several research tools (interview, questionnaire, observation, focused group discussion, etc.) that can be used in the research to elicit the data. The researcher used open ended questionnaire as a research tool to elicit the data from the participants.

Sources of Data

The researcher used both primary and secondary sources of data to complete this research study. A set of open ended questionnaire was used as the primary source of data and different books and articles were used as the secondary sources of data.

Data Collection Procedures

In order to collect data, first of all, the researcher prepared research tools. Then with that tool the researcher went in the field for the data collection. At first, the researcher took consent from the respondents. For that the researcher built rapport with the concerned teachers and explained them about the purpose of my study. After that the question was distributed to them. After a week, the researcher collected all the responses and extended thanks to them. It took two months to collect the data.

Data Analysis and Interpretation Procedure

After the collection of data, the researcher analysed and interpreted the data qualitatively. The collected data were coded and then decoded to interpret and analyse the data. A detail analysis and interpretation of result was made thematically.

Ethical Considerations

This is an invaluable part of any research study as it gives moral support to the researchers. While conducting this research study, the researcher took prior permission from the participants. The researcher made them sure about their confidentiality. The data were analysed maintaining the privacy of the respondents.

Chapter 4

Analysis and Interpretation of the Study

This chapter consists of analysis of data and interpretation of result.

Results and Discussion

All the data have been presented, analyzed and interpreted under this topic. The data were collected with the use of questionnaire consisting of a set of 14 open ended questions. The questions were constructed being based on the objectives of the study. The data were collected from 30 secondary level English teachers from different schools of Dhanusha and Mahottari districts.

I arranged the open ended questions into five groups to meet the objectives of the study. The collected data were analyzed, interpreted and discussed under the following four main headings.

Teachers perception on critical incident analysis
Practices of critical incident analysis
Role of critical incident analysis
Impact of critical incident analysis

In order to carry out the research study, the participants were asked total 14 open ended questions. Under different parts, in part one, participants were asked three open ended questions related to the perception of critical incident analysis. In part two, the teachers were asked to respond four open ended questions related to the practice of critical incident analysis. Similarly, in third part the teachers were asked two open ended questions related to the implication of critical incident analysis. Likewise in part four, the teachers were asked three questions related to the impact of critical incident analysis.

The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation has been done descriptively.

Perception of critical incident analysis. The teachers were asked three open ended questions to find out their concept of critical incident analysis to respond. The responses have been presented and analyzed under the following sub headings.

***Defining critical incidents*.** According to the teachers' responses, 25 teachers out of 30 responded about what critical incident analysis is. It means 83 percent teachers know about the critical incident analysis.

One of the participants named T1 defined critical incident analysis as "the terms critical incident" refers to an event (positive or negative but mostly negative ones) that occurred in the teaching learning process and are marked as significant ones. It helps a teacher to reflect on his/her teaching methods, behaviours of his/hers or students that can be used as a tool to rethink about the whole process whether that needs to be reset.

Similarly, T5 defined CIA as unexpected incidents that come suddenly in the classrooms.

T24 defined CIA as a strategy which facilitates reflective teaching and learning. It is a useful technique for self reflection in the field of teacher education.

On the basis of the participants' responses, it can be concluded that CIA is an unplanned and unanticipated event that occurs during lesson. It can be both positive or negative but mostly negative ones that occurred in the teaching learning process and are marked as significant ones. It helps a teacher to reflect on his/her teaching methods, behaviours for self reflection.

***Critical incidents as professional development*.** Most of the teachers (82%) agreed that critical incidents analysis is one of the strategies of the teachers professional development as it prompts the teacher to stop and reflect on the events.T24,one of the participants perceive it as one of the major techniques for bringing teachers professional development. Another participants, T1 viewed that teachers should apply the critical incidents analysis to his teaching process so that he can get a better professional development ahead.

Similarly, T10, the participants viewed it as it expands teachers understanding about the learners.

On the basis of the participants responses, it can be concluded that CIA is one of the strategies of teachers professional development that helps teachers to stop and reflect on the events.

***Teacher's reflection on CIA in solving practical problems*.** Teachers were asked whether they think that critical incident technique can solve practical problems. Their response have been presented and discussed below:

Most of the teachers opined that critical incident can solve practical problems. It helps to figure out the gap between what they are doing and what they actually need to do.

T9 opined, Yes, it can indeed solve some practical problems as it helps one think critically on his\her past actions and bring improvement in the latest behaviour.

T2 viewed, Yes, It helps a teacher to find out any problematic situations or events and to find out their solution as well. It also assists him to know his activities that he is doing in the classroom. This can give him an insight to figure out a gap between what he is doing and what he is actually to do.

T18 agreed that CIA can solve practical problems. To think and reflect upon the incidents definitely connects with practical problems.

From the above mentioned data it can be said that most of the teachers positively responded that they can make better connections and understand their work with the help of CIA whereas few teachers have different view and were not agreed. They agreed to the point that it helps to find out teachers problematic situations and find the better solutions. Many teachers claimed that it assists to know the activities of the classroom whereas few teachers were negative with this view. Many teachers believed that it can help to figure out the gap between what they are doing and what actually they need to do.

From this discussion it was found that most of the teachers are positive that CIA can solve practical problems.

Practice of critical incident analysis. The teachers were asked four open ended questions to find out the teachers' practice of critical Incident Analysis. The responses have been presented and analyzed under the following headings.

Experience of critical incident analysis. The teachers were asked whether they have gone through any critical incident during their teaching career or if they have any experience of critical incident analysis teaching to secondary level students .

Regarding this question all most all the teachers said that yes they have gone through different critical incidents during their teaching career. In fact some of them also shared their incidents which has been presented below.

Sample of critical incident

T9 shared this incident:

Yes, I have gone through different incidents. Once I was teaching to students of grade 9 , then one student asked a question. I answered him at the same time another student asked the same question. I was shocked.

T1 one of the teachers said like this:

When I first started my career in a community school, I was shocked by noticing unruly behaviour of back benchers since I had no any experience of teaching in school. For a teacher, of course, it was irritating. After some months, the situation got normalcy. This incident made me think why that happened while it's not now. This got me involved in a critical incident analysis.

T5 shared her critical incident like this:

Yes I have an experience of critical incidents analysis. When I was teaching in class ten, I taught till the bell rang. But when I finished teaching, one of the students asked me what the topic I was teaching there.

From these examples of critical incidents, it can be said that teacher teaching to secondary level do have some critical incidents.

Teachers' colleagues analyzing critical incidents. The teachers were also inquired about their collaboration with teachers, colleagues, principals for analyzing critical incidents that they encountered in the classroom. The responses have been presented and analyzed below.

T9 mentioned that he has noticed that most of the teachers are unaware of it; therefore, he does not experience this culture around him.

T26 stated that though there is no such culture of analysing critical incidents in our school, still we teachers sometimes have discussion on such incidents and share each others views.

T14 mentioned that he discuss with his colleagues about the critical incident analysis and their effect in language class.

T28 stated that he knows that teaching and learning is a collaborative process. In fact it is too good to solve, analyse and discuss with colleagues about CIA.

Regarding this question, the teachers have been presented their mixed responses. The above mentioned data also represent that the teachers have mixed view on solving critical incidents in group or in collaboration with colleagues. Half of the teachers agreed that teachers collaborated with their colleagues and some teachers occasionally do the same thing. On the other hand some teachers rarely collaborated with their colleagues in analyzing CIA. Analyzing the discussion, it was found that some of them have the culture of collaboration with their colleagues for CIA whereas some of them do not hane such culture.

Implication and benefits of critical incident analysis. T1 analyzes the following benefits of Critical incident analysis:

- It helps a teacher ask himself different questions from each and every aspect.
- It helps to rethink about whole teaching process.
- It helps to reshape students' behaviour and his own as well.

- It is good for every teachers for his professional career.
- It convinces a teacher to carry out an action research.

T14 has stated that it can make teachers aware about the future incidents. The teacher will be very much aware about the questions raised by the students.

T18 has stated that it can make teachers aware about the future incidents. The teacher will be very much aware about the questions raised by the students.

From the above discussions, it can be said that teachers have a greater level of self awareness and there are various advantages of Critical Incident Analysis.

Role of critical incident analysis. Teachers were asked two important questions regarding the role of critical incidents analysis in teaching learning process and their professional development. To analyze the data, their answers are thematically divided into the following categories and interpreted in the following way.

T2 has presented the following role of critical incidents analysis in the life of teachers professionals

- know the situation being closer to it,
- make classroom more effective in the coming days,
- sort out the problems that may occur,
- have a professional height before others if its effectiveness is shared with others,
- convince other teachers to carry out critical incident analysis to get their job done in an effective and professional way, etc.

T16: Yes it plays greater role in the life of teachers professional as one can reflect on the previous behaviour and modify.

T19: It tells about the area to improve in teaching and learning. It makes teaching and learning student centred, etc.

T21: When it makes teacher to stop their action and think about the incidents definitely it will play vital role in improving teaching learning practice at secondary level.

The above data shows the role of CIA in the teaching learning process and teachers professional development. Most of the teachers agreed that CIA helps to know the situation being closer to it. Similarly, they believe that CIA makes classroom more effective in the coming days. Likewise, they also stated that CIA helps to sort out the problems that may occur in the classroom. Finally, many teachers believed that they have a professional height before others if its effectiveness is shared with others. From this, it was found that the teachers have positive attitude towards the role of CIA in developing teachers professionalism. It also has a greater role in teaching learning process in the classrooms.

Impact of critical incident analysis. The researcher asked three questions related to the impact of critical incident analysis. Some of the responses from the teachers have been presented and analyzed below.

According to T9, it makes a teacher loyal to his/her job. He/She cannot escape from what he/she is supposed to do in the classroom rather than what he/she does there. It restricts him/her from going astray. It can get a teacher involved in carrying out research – action research – which can be proved beneficial to figure out and solve problems.

According toT2, A true and balanced critical incident analysis can have a good impact on students as well. It will not let the teacher commit the same mistake that occurred. As a result, it will make students more focused on the activities in a systematic way which assist them comprehend the meaning of those activities. It can also make them more disciplined because they understand that the presence of their teacher means there is something to pay close attention to.

For T14: When he/she notices any negative incident occurred and goes after finding out causes to analyse, it forces him/her to question himself/herself from different aspects so that he/she can reach the root of the problem.

For T18: Critical Incidents Analysis makes the teacher professional, sensible and dedicated in the classroom. Teachers become more aware after the critical incident in the classroom.

For T21: It has positive impact on both teacher and students. It helps both to solve any kind of problems in the classroom.

On the basis of the teachers' responses, it can be concluded that there is a great impact of CIA in the life of teachers' professionalism. All most all of the teachers agree that it can help them to question their own practice. Majority of the teachers seemed positive towards CIA having impact on both teachers and students.

Findings

It deals with the findings of the study on the basis of presentation, analysis and interpenetration of the data. The major findings of the study have been summarized below in four sections:

Findings related to the teacher's perception on critical incident analysis

- 25 teachers out of 30 responded about what critical incident analysis is. It means 83 percent teachers know about the critical incident analysis i.e. CIA is an unplanned and unanticipated event that occurs during lesson.
- CIA can be both positive or negative but mostly negative ones that occurred in the teaching learning process and are marked as significant ones.
- Most of the teachers (82%) agreed that critical incidents analysis is one of the strategies of the teachers professional development as it prompts the teacher to stop and reflect on the events
- Most of the teachers positively responded that they can make better connections and understand their work with the help of CIA whereas few teachers have different view and were not agreed.
- It helps to find out teachers problematic situations and find the better solutions.
- Many teachers claimed that it assists to know the activities of the classroom whereas few teachers were negative with this view.

- Many teachers believed that it can help to figure out the gap between what they are doing and what actually they need to do.
- It was found that most of the teachers are positive that CIA can solve practical problems.

Finding related to the practices of critical incident analysis

- Most of the teachers have an experience of critical incidents teaching to secondary level students.
- Half of the teachers supported that they sometimes analyzed critical incident analysis and half of the teachers accepted that they do not practice or analyze the CIA.
- The teachers do not have culture of analyzing critical incident analysis with their colleagues.
- Only a small number of the teachers always had the culture of collaboration with their colleagues for CIA. However, most of them rarely collaborate with colleagues.
- It was found that there was low availability of trainings to the teachers on CIA.
- In rare case teachers discuss critical incident analysis and their effect in language class.

Findings related to the role of CIA for TPD

- Most of the teachers agreed that CIA helps to know the situation being closer to it.
- They believe that CIA makes classroom more effective in the coming days.
- They also stated that CIA helps to sort out the problems that may occur in the classroom.
- Many teachers believed that they have a professional height before others if its effectiveness is shared with others.
- It was found that the teachers have positive attitude towards the role of CIA in developing teachers professionalism. It also has a greater role in teaching learning process in the classrooms.

Findings related to the impact of critical incident analysis

- There is a great impact of CIA in the life of teachers' professionalism.
- All most all of the teachers agree that it can help them to question their own practice.
- Majority of the teachers seemed positive towards CIA having impact on both teachers and students.

Chapter 5

Conclusions and Implications

This chapter deals with conclusions and implications based on the analysis and interpretation of the collected data. Additionally, it incorporates implications at policy, practice and further research related.

Conclusions

The study was mainly concerned with indentifying the teachers' awareness of CIA and its procedure, practice of CIA and exploring the teachers' perception on the role of CIA for TPD. After analysing and interpreting the data, it was found that among 30 teachers more than 83 % of them were aware of CIA, its proper sequence, initiator and nature. Most of the teachers state that critical incidents are unplanned and unexpected events in classes. For them, teacher him/ herself is the initiator of CIA; and critical incidents can be either positive or negative event that occurs in ELT classes. Although, more than half of the teachers could not recognize the proper sequence of reporting critical incidents, they thought that CIA as a form of reflective enquiry to the teachers.

The second research question was concerned with the teachers' practice of CIA for their professional development. It was found that although nearly 50% of the teachers viewed that CIA was rarely practiced in schools, forty percent of them sometimes analyzed the critical incidents. In addition, the teachers' colleagues did not involve in CIA in spite of their occasional involvement in the task. While talking about the teachers' collaboration with colleagues for CIA, there were only a few such occasions only for it. It was found that there was not only lack of training on CIA to the teachers but also no proper workshop or seminar was organized on it. Furthermore, more than 60% of the teachers were found to have indirectly been dealing with critical incidents as they used to keep record, analyze them and discuss with other teachers whenever they acquainted with unanticipated events in ELT classes.

The most important research question was how the teachers perceive the role of CIA for TPD. The teachers were found unaware about the role of CIA as it gives teachers a heightened sense of professional. All most all the teachers supported the role of CIA as it encourages teachers to pose critical question about teaching, although, only one fourth of them strongly agreed with it. Similarly, all of the thirty teachers were in side of the role of CIA for creating opportunities for action research and helping to build a community of critical practitioners. Likewise, most of the teachers perceived that CIA served to identify good practice whereas all of them believed that it was helpful in identifying and resolving problems in the EFL classroom. Especially, a majority of the teachers agreed that CIA could prompt an evaluation of established routine and procedure. All most all the teachers supported that CIA provided a resource for teachers in their professional development although only forty-two percent of them strongly agreed with this role of CIA. Furthermore, most of the teachers view that CIA is also useful for peers, supervisors and mentors. Although, CIA is considered to be time-consuming, tedious and boring job, a majority of the teachers did not agree with this conception. In contrast, for most of them it was demanding endeavor. At last, the teachers suggested that the concept of CIA should be included in teacher education courses and it should be focused in in-service trainings by NCED as well.

To sum up, only 83% of the teachers were found to be aware of critical incidents analysis whereas it was ‘rarely’ practiced in school and less than 50% of the teachers only ‘sometimes’ analyzed critical incidents that occur in ELT classes. However, most of the teachers supported that the CIA had significant role in teachers’ professional development.

Implications

The implications of the findings have been presented under the sub-headings: implications in policy related, practice related and further research related.

Policy related. The following implications have been suggested for the policy level on the basis of findings and conclusion of the study:

- CIA should be included in teacher education courses as a major strategy for TPD.
- MOE, NCED and Department of Education Should include the Practical knowledge and skills of CIA in teachers training packages.
- The teachers should be directed for following CIA as a major strategy of their professional development.
- The policy of organizing different seminars, workshops and trainings on Role of CIA for TPD should be determined.
- District Education Office and related departments should concern on CIA as the part of training and supervision to the teachers.
- Training packages should be designed in addressing the teachers perceived challenges and difficulties of analyzing critical incidents in ELT classes.
- The teachers who involve in CIA should be awarded with certain incentives for developing it as a culture in schools.

Practice related. The following implications have been suggested for the practice level on the basis of findings and conclusion of the study:

- The school administration should encourage the teachers for analyzing critical incidents that occur in English Language classrooms.
- The school should develop a trend of identifying unanticipated events, recording them, analyzing them and discussing between and among the teachers, or with expert such as school supervisor, resource person etc. for changes in future.
- The teachers should identify, record and analyze the critical incidents as often as possible for their professional advancement.
- The different concerning departments and authorities should organize workshops, seminars and trainings to the teachers on identifying and analyzing critical incidents in English language classrooms.
- The schools or educational institutions should provide certain time for the teachers to do CIA.
- Teachers should collaborate with their colleagues for analyzing the critical incidents and solving them.

- School supervisors, resource persons and head teachers should support and facilitate to the teachers for initiating CIA as an endeavor of TPD.

Further research related. The following implications have been suggested for the further research level on the basis of the findings and conclusions of the study:

- The researchers who are interested in this study area can study on policy of MOE and NCED about CIA and its role in TPD.
- The researchers can study on the effectiveness of CIA for TPD.
- The researchers can study about the critical incidents that frequently occurred in English language classrooms in Nepalese context.
- The researchers can search about the implications of analyzed critical incidents in TPD and enhancing ELT situations.
- The researchers can study on the use of CIA for solving ELT classroom problems.

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Appendices

Questionnaire for Teachers

Dear Sir/Madam

This questionnaire is a research tool for gathering information of my research entitled Use of Critical Incidents Analysis in Language Classroom for Developing Professionalism: Perception and Practice under the guidance of Mr. Ashok Sapkota, teaching assistant, Department of English Education, T.U. Kirtipur as a partial fulfilment of Master's Degree in English Education. The correct information provided by you will be of great help for completing my research. You are kindly requested to give your responses through the following questionnaire. I assure that the responses made by you will be exclusively used only for the present study and remain confidential.

Teacher's name:

Name of the School: Qualification:

Year of experience: Type of School:

Questions related to the perception of Critical Incident Analysis

1. Generally, some of the teachers are not aware about the critical incident analysis as it occurs accidently. What do you know about the critical incident analysis? Write shortly.

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2. Critical incident analysis is said to be one of the strategies of teachers' professional development as it prompts the teacher to stop and reflect on the events. In this context, how do you perceive critical incident analysis?

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3. Many teachers find that they can make connections and better understand their work by reflecting on critical incidents in their professional life. Do you think critical incident technique can solve practical problems? How?

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Questions related to the practice of Critical Incident Analysis

4. During your teaching career, you might have gone through different incidents. Do you have any experience of critical incident analysis teaching to secondary level students?

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5.You may have faced and solved critical incident while teaching to secondary level students. Can you give any one example of critical incidents that you have faced and solved?

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6. In some of the places, it is found that critical incidents are solved by a group of the teachers, colleagues, principal in a collaboration by sharing each-other's ideas. Is there any culture of analysing critical incident in your school?

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7. We know that teaching and learning is a collaborative process. It is assumed that any incident can be solved in collaboration with colleagues. Do you discuss with your colleagues about the critical incident analysis and their effect in language class?

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Questions related to the implication of Critical Incident Analysis

8. Critical incidents can create a greater level of self- awareness. In your opinion, what are the benefits of critical incident analysis?

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9. After analysing critical incidents how do you implement in the classroom and how it can be implemented in the other fields?

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Questions related to the role of Critical Incident Analysis

10. Do you think critical incidents analysis play any role in the life of teacher's professional?

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11.It is said that critical incident play pivotal role in improving teaching learning practice. What role does it have in improving teaching learning practice at secondary level?

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Questions related to the impact of Critical Incident Analysis

12. What is the impact of critical incident analysis in the life of teacher's professional?

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13. Critical analysis can help teachers to question their own practice. Do you agree with this statement? How?

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14. What impact does critical incidents analysis have on teacher and students?

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Thank You