

CHAPTER-ONE

INTRODUCTION

The present study on “Critical Incidents Analysis as a Strategy for Teachers’ Professional Development” is a survey about the role of analyzing critical incidents that occur in ELT classroom for teachers' professional development. This chapter includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitation of the study and definitions of the key terms.

1.1 Background of the Study

Profession is an occupation based on specialized intellectual study and training. A professional activity involves systematic knowledge and proficiency. 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”. In the layman sense, the terms job, occupation and profession are taken synonymously but they are not completely synonymous. Profession differs from other two in the sense that it is not the job or occupation which is simply engaged in profit, because it also carries a sense of public service and personal dedication. Profession is referred to as occupation, vocation or career where specialized knowledge of a subject, field or science is applied. Wallace (Ibid,p.1) views, “a profession has a number of qualities such as a basic of scientific knowledge, a period of rigorous study which is formally assessed, a sense of public service, high standards of professional conduct and the ability to perform”.

Professionalism is a collection of the conduct, qualities, skills, knowledge and attitude that makes a profession. Profession is the buzz word today; it is discussed in each and every profession. So, often the people and organization are claiming to be ‘Professional’ in their feelings, business and services. The question is what exactly professionalism is it is an amalgamation of expertness characteristics of a professional person. Professionalism means preparing

oneself to do a job competent through learning. This learning may take the form of pre-service or in-service course, reflection on experience, reading, observation, discussion with colleagues and writing research. Such learning continues throughout the professional's working life. There must be dedication and hard work on the part of the professional.

To develop Professionalism, the professionals must be principled and knowledgeable in addition to being skillful. The professional needs and interests change over time and continue to evolve. There must be commitment to professional development over a period of time. Professionalism includes principles, knowledge and skills collectively required to be a competent professional.

Teaching is also one of the most important and essential professions. Teachers are the professionals in the field of teaching. The persons to be professionals need a number of qualities, skills, expertise in the contents and practice, confidence and abreast with new technologies, teaching methods, techniques and trends which are recently innovated. For teachers being as the professionals, they need to follow certain strategies like collaborative learning, participating in different trainings, workshops and seminars. In addition, there are a number of self-directed ways/ strategies for TPD such as self-monitoring, keeping teaching journals, teaching portfolios and analyzing critical incidents, etc. Analyzing critical incidents is one of the best techniques to develop professionalism in the teachers. The incidents which occur in unexpected and unplanned situations having professional importance are critical ones. So, their analysis is important for effective teaching learning environment in the future.

1.2 Statement of the Problem

The teachers have been given pre-service trainings by the faculty of Education, Tribhuvan University along with other ones. And the teachers who have been teaching have also been provided with in-service Teachers' Professional Development (TPD) trainings by National Centre for Education Development (NCED) and concerning departments. The reports of Ministry of Education

(MOE) and the researches show, despite the focus on TPD by the department of education, TU, MOE and National Centre for Educational Development (NCED), the status of the TPD is not satisfactory in Nepal. The educational goals of the country are not met due to the low academic performance. So, many researchers try to find out the reason of low academic performance and they found out different reasons behind it. One of the prominent reasons they found was lack of professionalism among English language teachers. That is why many researchers focused their studies on teachers' professional development.

Many researches that have been carried on TPD by the university students and NELTA scholars showed that the situation of TPD was vulnerable. Many researchers suggested that teachers should be dynamic and studious. They also suggested that teachers should apply different methods and procedures such as action research, journal writing, peer observation, self monitoring etc. for their professional development. However, the researchers have not concerned with critical incidents analysis as a strategy for TPD, which can create self awareness in teachers about their teaching. In this situation, analyzing critical incidents can be helpful for it which reflects their teaching and help in further improvement. The analysis of critical incidents provides an opportunity for teachers to identify the incidents which have academic and professional importance and analyze them for making further teaching and learning more effective. So, the problem to be addressed in this study is the secondary level English teachers' perception and practice of critical incidents analysis for TPD.

1.3 Objectives of the Study

This study had the following objectives:

1. To identify the teachers' awareness and practices of Critical Incidents Analysis (CIA) for their professional development.
2. To explore teachers' perceptions on the role of CIA for TPD.
3. To suggest some pedagogical implications of this study.

1.4 Research Questions

This study was oriented to find out the answers of the following research questions

- 1) Are the secondary level English teachers aware of analyzing critical incidents?
- 2) Do the teachers analyze critical incidents that occur in English language classrooms?
- 3) What did teachers do when they came across with unanticipated events in ELT classes?
- 4) Is CIA practiced for TPD?
- 5) How do they perceive about the role of analyzing critical incidents for TPD?

1.5 Significance of the Study

In present era, the English language teachers should be abreast with the upcoming methods, technologies, techniques and trends in the field of teaching in general and ELT in particular. Unless they update and enhance their professionalism they could not create an effective learning environment for the learners. The teachers should follow different collaborative as well as self-directed learning strategies for their professional development. Analyzing critical incidents is one of the most significant and important strategies for TPD. This study primarily focuses on the teachers' perception and practices on analyzing critical incidents for TPD in context of secondary level in Nepal. This study will reveal English language teachers' perspectives towards analyzing critical incidents. So, it will be useful for prospective researchers who want to undertake resources in the area of teachers' professional development. Each and every research study is important for the institutions, scholars, professors, students, and the researchers who are interested in the particular areas. The study specially focuses on analyzing critical incidents as

one of the important tools for TPD. So, it will be significant for the teachers willing to use different techniques to develop themselves professionally. This study will be beneficial for the novice as well as senior colleagues, teachers, trainers and the teacher training institutions. All the persons who are directly or indirectly involved in teaching profession will be benefited from this study.

1.6 Delimitations of the Study

This study had the following delimitations:

1. The study was limited to the 40 secondary level English language teachers from both public and private schools of Surkhet district.
2. It was limited in Surkhet district.
3. It included the teachers' awareness of and perception on critical incidents and analyzing them for TPD.
4. It incorporated analyzing critical incidents as the best tool for teachers' professional development.
5. It employed the questionnaire to elicit the required information.
6. This study only incorporates Role of CIA for TPD.

1.7 Operational Definitions of the Key Terms

Awareness: Teachers' familiarity with critical incidents and their analysis

Critical Incidents: The unplanned and unexpected incidents/events that occur in language classrooms during teaching.

Critical Incidents Analysis: the analysis of the unplanned and unanticipated events that the teachers come across during English language teaching.

Secondary Level Teachers: The teachers who are teaching English in grade 9 and 10 in the schools of Nepal.

Perceptions: The teachers' views/ attitudes towards analyzing critical incidents

Professionalism: Expertise in the field of teaching having all the skills, knowledge, attitudes etc. to change themselves according to the time and situation.

Practices: the teachers' use of CIA for their professional development in Nepalese context.

Strategy: Role of CIA as a strategy for TPD.

Teachers' Professional Development: The noticeable reformative change in teachers' professional and personal life.

Teacher Training: The programs which are concerned with developing teachers' skills in effective teaching.

CHAPTER-TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

It consists of theoretical framework, the review of the related literature, implications of the review or the study, and conceptual framework of the study.

2.1 Review of the Related Theoretical Literature

It comprises different theories that are related to teachers' professionalism and analyzing critical incidents and its role for TPD. This theoretical framework facilitates the study by providing theoretical backup.

2.1.1 Teachers' Professionalism

Teaching is a process of facilitating the learners to learn knowledge, skills and attitudes in a comfortable way. It is intricate and challenging job. Teaching is taken as an act of transforming knowledge, skills and the attitudes to the learners with an aim of bringing positive changes in them.

Profession is a job requiring special type of skill or knowledge. Teachers as other professionals like doctors, pilots, engineers, lawyers, etc. require a special type of skill or knowledge to accomplish their particular job. So, teaching is also regarded as one of the profession. Khaniya (2006, p.7) states "Teachers, Professors, Doctors, Engineers, lawyers, etc. are regarded as professionals." According to him, professional is he who performs tasks involving not only skills and knowledge but also expertise and teacher as a professional is necessarily responsible to bring about change in the way the student does things or performs tasks after he receives instruction.

Teaching as a profession has been debated over the years and throughout the nations. The issue was whether teachers are professionals as opposed to mere workers and whether teaching is a profession and not just an occupation. But,

recently, the debate is solved and the teaching has been accepted and established as a profession.

Teachers, who are the major human resource of the entire education system, are placed at the heart of education system. Education system of countries can only be implemented and effectively run when the teachers are developed as the professionals. The importance of the teaching profession is that it is responsible to produce other different professionals. Only the professionalism can help the teacher to complete their job effectively and responsibly. Teachers' professional development is necessary for upliftment of the entire education system. From the above mentioned concepts about teaching as a profession, it stresses that teacher must play the role of dedicated professionals to their job, teachers as professionals need continuous growth and development.

2.1.2 Teachers' Professional Development

Teachers' professional development is a lifelong process; it cannot be concluded in one step. This heading is divided into different sub-headings like teacher development, teacher training, and strategies for teachers' professional development, which are discussed below:

2.1.2.1 Teacher Development

Development generally refers to general growth not focused on a specific job. It serves a long-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. According to Head and Taylor (1997, p.1), "Teacher development is the process of becoming the best kind of teacher that I personally can be". Teacher development is centered on personal awareness of the possibility of the change and what influences change process. It is motivated by teacher's own questioning of who they are and what they do, rather than by any external agenda. Teacher development builds on past as past teaching experiences help in changing present teaching style and planning for the future. So, it is self-reflected process. It is 'bottom

up' approach'. According to Richards and Farrell (2010, p.4), the followings are the goals of teacher development:

-) Understanding how the process of second language development occurs
-) Understanding how our roles change according to the kind of learners we are teaching
-) Understanding the kinds of decision making that occur during lessons
-) Reviewing our own theories and principles of language teaching
-) Developing an understanding of different styles of teaching
-) Determining learners' perceptions classroom activities.

Teacher development is a continuous and never ending process in which teachers change themselves. They learn in new skills, knowledge, information and techniques in order to deal with the new experience, challenges and opportunities in their profession. A responsible teacher always thinks about the way to transform him/herself into an efficient and resourceful person. Head and Taylor (1997, P.1) mention:

Teacher development, as we understand it, draws on the teacher's own inner resource for change. It is centered 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 or have not been developmental helps identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people's responses to you. It is a self reflective process because it is through questioning old habits that alternative ways of being and doing are able to emerge (p.1).

Strategies for teacher development often involve documenting different kinds of teaching practices; reflective analysis of teaching practices, examining beliefs, values, and principles; conversation with peers on core issues; and collaborating with peers on classroom projects. For their professional betterment, teachers are aware and engaged in various activities like attending the teacher training programmes and participating the professional conferences, workshops and seminars. They are also engaged in the activities like reading professional journals and related documents, keeping diaries, interacting and sharing ideas and experiences with colleagues, collecting feedback from friends and students, conducting action research, developing collaborative relationship with colleagues.

2.1.2.2 Teacher Training

Teaching training is a broad kind of goal within the scope of teacher education. The word ‘training’ has been frequently used in the literature of professional development programs. According to Richards and Farrell (2010, p.3) “Training refers to activities directly focused on a teacher’s present responsibilities and is typically aimed at short-term and immediate goals”. Training is a way of helping people to do things that they could not do before they were trained.

Training involves learning of the skills for a particular and defined purpose. We know that for the professional development, we need knowledge and skills. To put knowledge properly into the required action, we need the skill, which is obtained from training. It is also useful to develop knowledge, skills and attitudes to accomplish an action. It changes the ways of thinking, responding etc. it creates changes in the behavior. Teacher training is essential for making them up to date with new methodologies and trends in the field of language teaching. As the time changes there appear a number of changes in the way we apply in our teaching. Such changes can only be caught if we involve in different types of teaching training. It is therefore, a technique to increase

skills, knowledge and/ or attitude. It improves human performance, and expects good results in an organization. There are various types of training such as pre-service, in-service, formal, informal and non-formal trainings. The goals of teacher training mentioned by Richards and Farrell (2010, p.3) are given in the next page.

-) Learning how to use effective strategies to open a lesson
-) Adapting the textbook to match the class
-) Learning how to use group activities in a lesson
-) Using effective questioning techniques
-) Using classroom aids and resources
-) Techniques for giving learners feedback on performance

2.1.2.3 Strategies for Teachers' Professional Development

The knowledge and skills that the teachers earned from university could not be sufficient to make them as the professionals. Despite their university degrees, they need to directly engage in teaching for real professional development. According to the changes in time, the changes also occur in the trend of teaching and teaching profession. So, the teachers should be updated with the current methodologies and trends of teaching.

There are several factors that substantially enhance the knowledge, skills, attitudes and competency of a teacher causing him to gain professional growth. These factors may embrace both formal and informal learning experiences which contribute to the continual enhancement and maintenance of the professional skills, competences and experiences.

Richard and Farrell (2010, p.13) opine, "Teaching Professional to keep abreast with change, renew and review their own knowledge, skills and attitudes – they need to involve themselves in a number of learning activities". A wide variety of methods, procedures and options available are adopted by the teachers according to their convenience. Collaborative and self-directed strategies are

playing vital role for teachers' professional development. The activities for TPD mentioned by Richards and Farrell (2010) are presented in table 1.

Table 1

Strategies/Activities for Teacher Development

Individual	One-to-one	Group-based	Institutional
i. Self monitoring	i. Peer coaching	i. Case studies	i. Workshops
ii. Journal Writing	ii. Peer observation	ii. Action research	ii. Action research
iii. Critical incidents	iii. Critical Friendships	iii. Journal Writing	iii. Teacher support groups
iv. Teaching Portfolios	iv. Action research	iv. Teacher support groups	
v. Action research	v. Critical incidents		
	vi. Team teaching		

The above mentioned different activities or techniques can be used by the teachers to develop their professionalism. These different activities can be planned and carried out by the teacher individually, by maintaining the collaborative relationship with the colleagues or as directed and supported by the institution. Among them some focus on collaborative learning and other on self-directed learning for teachers' professional development. Self-monitoring, journal writing and analyzing critical incidents are some of the examples of self-directed learning. Analyzing critical incidents plays significant role in making teachers up to date, change their teaching style and improve their way of teaching.

2.1.3 Critical Incidents Analysis for TPD

Teachers are the most prominent professionals in the society. They can adopt different techniques, ways and strategies to enhance and develop their careers.

Among the different strategies, analyzing critical incident is one of the most important strategies of self-centred learning for teachers' professional development. Under this heading, a number of sub-headings have been briefly described. They are the concept of critical incidents, their analysis, the importance of critical incidents to make teachers reflect their teaching, its procedure and the role of analyzing critical incidents for TPD etc.

2.1.3.1 Concept of Analyzing Critical Incidents

A critical incident is something which we interpret as a problem or a challenge in a particular context, rather than a routine occurrence. For example, students may constantly arrive late for a class, or talk when other students are presenting their ideas. Richards and Farrell (2010, p113) state, “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”. Tripp (1993, as cited in Spencer-Otatey, 2013, p.8) views:

Critical incidents are not ‘things’ which exist independently of an observer and are awaiting discovery like gold nuggets or desert islands, but like all data, critical incidents are created. Incidents happen, but critical incidents are produced by the way we look at a situation: a critical incident is an interpretation of the significance of an event. To take something as a critical incident is a value judgement we make, and the basis of that judgement is the significance we attach to the meaning of the incident.

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. In addition, critical incident analysis in teaching involves the documentation and analysis of teaching incidents in order to learn from them and improve practice (Richards & Farrell, 2010).

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. 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 judgement. It can enable an individual to reflect on their practice and to explain and justify it.

As with a number of approaches, critical incident analysis has largely been explored in school teaching but it has applications to all types of teaching and learning. Tripp (1993), in his book on critical incident analysis puts it simply as:

When something goes wrong, we need to ask what happened and what caused it to happen. The guiding principle is to frame incidents as questions. For example, 'students always come late to class' might be a critical incident. The incident can be changed to 'why do students always come late to the class?' In this way, critical incidents can become turning points and lead to changes to our understanding. In asking 'why did I do that?' or 'why did I let them do that?' we are working on the values in our practice (as cited in Spencer-Otatey, 2013, p.9)

Reflective practice helps teachers to think about what happened, why it happened, and what else could have been done to reach their goals. Richards and Lockhart (2010, p.4) views, "Critical reflection can trigger a deeper

understanding of teaching”. One method of encouraging teachers to reflect on their teaching is to have them analyze critical incidents that occur while they are teaching. By reflecting on these incidents in a formal manner, language teachers can uncover new understandings of taken for granted perceptions of the teaching/learning process (Richards and Lockhart, *ibid*). For Tripp (1993), formal reflection on critical incidents consists of a description/production phase followed by an explanation phase (as cited in Spencer-Otatey, 2013, p.9). Although analysing critical incidents is a well established activity in general education programmes, few actual studies exist in the ELT literature.

CIA helps a teacher observe, analyze and evaluate how s/he teaches and also provides a basis for conversations with peers or a supervisor. There are various advantages of CIA for the teachers. CIA can serve as a way of clarifying their own thinking and of exploring their own beliefs and practices.

2.1.3.2 Benefits of a CIA for TPD

Within the context of language teaching, CIA serves as a form of reflective inquiry. According to Richards and Farrell (2010, p.115-117), followings are some of the benefits of CIA:

-) 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
-) It can provide a resource for teachers.

Critical incidents can reveal some of the underlying principles, beliefs, and assumptions that shape classroom practices.

2.1.3.3 Procedures Used for Analyzing Critical Incidents

The incident becomes a critical incident when it is viewed in terms of something that has significance in a wider context. Richards and Farrell (2010, p.118) view, “There are two stages to understanding a critical incident: The first stage is to describe the incident, and the second is to explain its meaning (the ‘what’ and the ‘why’)”.

The following method can be used for analyzing critical incidents:

1. Choose a critical episode: for example, students continually arriving late, students talking during class discussions.
2. Describe the incident:
 -) when and where it happened (time of day, location and social context)
 -) what actually happened (who said or did what)
 -) what you were thinking and feeling at the time and just after the incident
3. Interrogate your description:
 -) why did this incident stand out?
 -) what was going on?
 -) were there different levels of 'behaviour' 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?
4. Find a friend or colleague to:
 -) share your account of the episode
 -) discuss your interpretation

) modify your analysis, where necessary, in the light of peer suggestion, advice, perspective.

5. Where appropriate, you may want to compare your analysis with the views of other key people involved in the episode (students or colleagues).
6. Briefly write up your report. Remember that if you name colleagues or students you need to clarify issues of confidentiality if you wish to make your report public.

Thiel (1999) suggests that the reporting of such critical incidents (written or spoken) should follow specific steps: self- observation, describing what happened, self-awareness and self-evaluation (as cited in Richards & Farrell, 2010 p.118).

2.1.3.4 Steps of Implementing Critical Incidents Analysis

To implement CIA successfully, we need to keep a number of factors in mind. Richard and Farrell (2010, p.122) present the following steps for analyzing critical incidents.

i. Confirming the audience for the analysis

Writing about teaching is not for only us. So, we have to decide who the audience is for the analysis. It might be teacher or supervisor.

ii. Decide what kind of incidents are useful to write about

There are a number of incidents that may occur in the language classes. All of them cannot be taken as the critical incidents and cannot be analyzed. In such situation the particular incidents should be selected according to the goal of CIA.

iii. Fix the time for recording the critical incidents and analyzing them

Under this the person who is concerned to carry CIA should plan time for recording and analyzing incidents.

iv. Evaluate CIA to see if it meets the goal

Teachers need to read their analysis after a time to see if it achieved what they had intended, whether it was in order, whether it was complete and comprehensive, etc.

2.2 Review of the Related Empirical Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. A number of research works have been carried out in the field of teachers' professional development some of the major research works related to this study are reviewed as follows:

Pandey (2009) conducted a research entitled “Mentoring as a mode of teacher professional development”. The main objectives of the research were to find out whether teachers were aware of mentoring as a mode of teachers' professional development and whether mentoring is a relevant mode of teacher development in Nepal. The secondary level English teachers were the population of the study. The sample was selected through non-random purposive sampling technique. The research was limited to the Kathmandu district and questionnaire and interview were used as the research tools. The finding of the research showed that almost all the language teachers are aware of the importance mentoring in their professional development but unfortunately there is not any formal system of mentoring in the schools of Nepal.

Adhikari (2010) conducted 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 language 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 questionnaire 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 for collaborative learning within their institutions.

Joshi (2010) carried out a research on “Learning strategies of English language teachers for professional development” aiming at identifying the learning strategies of English language teachers and the benefits they got from those strategies for their professional development. The research was limited to Kathmandu. The 40 teachers teaching at secondary level were the sample of the study. The non-random judgemental sampling procedure was used to select sample. He used questionnaire as the tool for collecting the data. The finding showed that teachers own teaching experience, self- monitoring, workshops, conferences, seminars, learning from colleagues, peer observation and team teaching are the most common learning strategies that have been practiced by the English language teachers and the strategies like mentoring, refresher, courses, teaching portfolios, resource and teachers activity centers, reflective logs and analysis of critical incidents are less common learning strategies among the English language teaching indifferent colleges of Kathmandu.

Khatri (2012) conducted a research entitled “Self-directed learning for teachers' professional development”. The main objectives of 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 research 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 (2014) carried out a research entitled, “Keeping teaching journal for professional development: teachers’ perceptions and practices” aimed at finding out the teachers' perception towards keeping teaching journal for their professional development and practices prevalent in the academic institutions. He used non-random purposive sampling procedure to select the sample. He collected data from forty higher secondary level English language teachers teaching in private and public schools in the Kathmandu valley through questionnaires. The major findings of the research showed that the teachers were aware of keeping teaching journal for their professional development and they had positive perception towards it. A majority number of the teachers considered that keeping journal had positive effect on TPD. Most of the teachers viewed that there were no practices of keeping journal systematically in their institutions.

Various studies have been carried out in the field of ELT and a few on teachers' professional development in department of English Education. However, still there is lack of research in the area of analyzing critical incidents as one of the strategies of TPD. So, this research is a new endeavor in the teacher's professional development in the department.

2.3 Implications of the Review for the Study

Literature review helped me to understand the topic clearly. It has crucial importance for the research study. It helped me to get insight about theory and trends and provided a clear path to walk. Out of five different studies reviewed, four were conducted regarding the use of different tools for teachers' professional development. These studies are to some extent related to my study. After reviewing these works, I have got lots of the ideas regarding ‘the critical incidents analysis for teachers' professional development.’ Specially, I

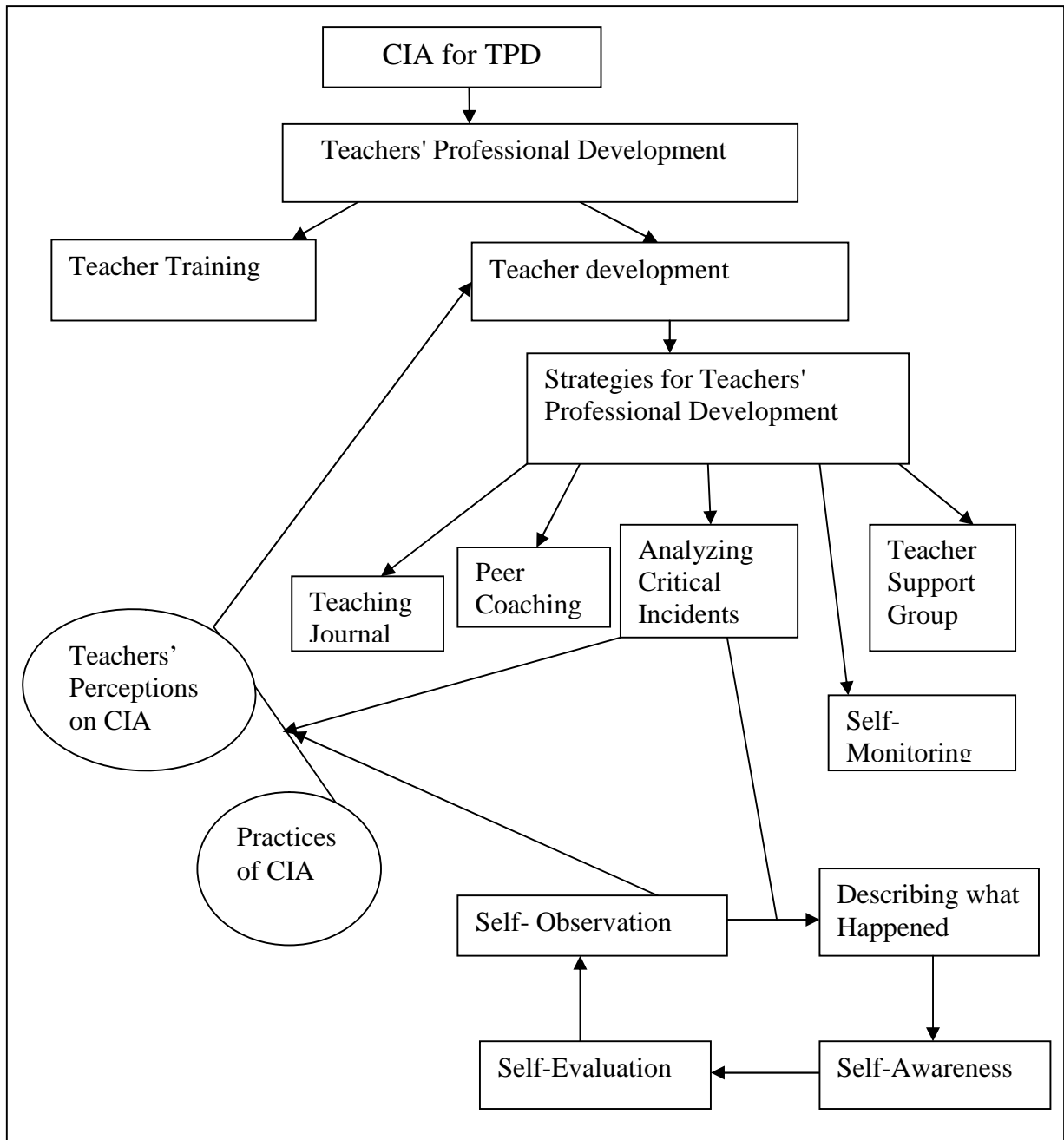
got information about collaborating learning for teachers' professional development from the study of Adhikari (2010). Similarly, I got some information from Khatri (2012) about 'self directed learning for teachers' professional development.' Furthermore, it was found that keeping teaching journal has the significant role in TPD (Shahi, 2014). In order to conduct those research they have used survey research design, I will also follow the same i.e. survey design. They have used questionnaire as the major tool of data collection. I will also use the same tool of data collection therefore, from this they are similar.

As a novice researcher I had lots of confusion but this review helped me to clear my way and purpose. It helped me to scrutinize my findings and suggested implications. It helped me to study the problems systematically and logically.

2.4 Conceptual Framework

The study on "Critical incidents analysis as a strategy for teachers' professional development" will be based on the conceptual framework presented in figure 1.

Figure 1: Conceptual Framework



CHAPTER-THREE

METHODS AND PROCEDURE OF THE STUDY

Every research work has a step wise procedure to follow that is known as methodology. The main aim of the study is to find out the awareness of the secondary level English language teachers towards analyzing critical incidents and their perceptions on its role in TPD. To accomplish the objective, I will adopt the following methodology.

3.1 Design and Method of the Study

To find out the perceptions and practices of teachers towards analyzing critical incidents for TPD, I used the survey research design.

A research design is a plan, structure and strategy of investigation to obtain answers of the research questions. It tells to the researcher within which framework the research activity will be conducted in order to collect required information. It also suggests how the collected information is gathered and analyzed. Regarding it, Kumar (2007, p. 84) says, “A research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically”.

This present research was based on survey design. Survey is a research design that is widely used in social and educational researches. Primarily it is carried out in the large number of population to find out an attitude, belief or behavior of particular group of people or an individual as well. It is mostly useful to generalize the finding in a large number of populations. It is cross-sectional in nature. Therefore, this research study was fully based on the survey research design. Nunan (2009) stated the following procedures for carrying out a survey research:

- Step 1: define objectives
- Step 2: Identify target population
- Step 3: Literature review

- Step 4: Determine sample
- Step 5: Identify survey instruments
- Step 6: Design survey procedure
- Step 7: Identify analytical procedure
- Step 8: Determine reporting procedure

3.2 Population, Sample and Sampling Strategies

The population of the study consisted of all the secondary level English language teachers of Surkhet district. Forty teachers teaching at secondary level were selected as the sample of the study. The teachers teaching in both of the public as well as private schools were the subject of the study. I used non-random judgmental sampling procedure to select 20 schools from the study area. I selected two teachers from each selected school purposively.

3.3 Field/ Site of the Study

The completed study was carried out within Surkhet district. The field of this study was related to secondary level teachers' perceptions on CIA and its practices for their professional development.

3.4 Data Collection Tools and Techniques

I used 'Questionnaire' to elicit the required information for the study. The questionnaire consisted of a set of only close-ended (objective) questions including three categories.

3.5 Data Collection Procedure

A step-wise methodological procedure was employed to collect the required data for the study. First of all I constructed questionnaire. Then, I collected the list of the secondary schools in the study area from District Education Office (DEO) Surkhet. After getting the list I selected the schools, visited the selected schools and got permission from the authority to consult the English language

teachers. In schools, I built rapport with the concerned teachers and explained them about the purpose of my study. After interacting with the teachers in each school, I requested them to help me by responding to the questionnaire. Then, I distributed the questionnaire to them and after few days, I collected the questionnaire from them. At last, I thanked all the teachers who provided me the required information.

3.6 Data Analysis and Interpretation Procedure

The collected data through questionnaire was analyzed by using descriptive and simple statistical tools. The charts, graphs and tables were used to present data. Similarly, percentage will be used to interpret the data. A detail analysis and interpretation of result has been done in the next chapter.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter consisted of analysis of data and interpretation of result and summary of findings.

4.1 Analysis of Data and Interpretation of Result

All the data have been presented, analyzed and interpreted under this topic. The data was collected with the use of questionnaire (see appendix I) consisting of a set of 30 close-ended questions. The questions were constructed being based on the objectives of the study. The data was collected from 40 secondary level English language teachers from different 20 schools of Surkhet district.

I arranged the questions thematically into three groups to meet the objectives of the study. The collected data was analyzed, interpreted and discussed under the three main headings:

-) Teachers' awareness of CIA
-) Practice of CIA
-) Teachers' Perception on Roles of CIA for TPD

The participants were asked six close-ended questions in part one. In part two, the teachers were asked to respond ten close-ended questions related to the practice of CIA through frequency rating scale of five frequencies: always, sometimes, occasionally, rarely and never. Similarly, in the third set, the teachers were asked to agree or disagree with the roles of CIA for TPD through rating scale consisting of five alternatives: strongly agree, agree, undecided, disagree and strongly disagree to 14 items. The data have been presented through the help of tables and figures.

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

4.1.1 Teachers' Awareness of CIA

The teachers were asked six close-ended questions in order to find out their awareness of CIA to respond. The responses have been presented and analyzed under 6 sub-headings below.

4.1.1.1 Defining Critical Incidents

Two closed-ended questions were asked to the teachers to identify what critical incidents are in their views. Based on their responses, the data has been presented in the table below.

Table 2: Defining Critical Incidents

S. N.	Statement	Responses	Respondents	
1	Critical incidents are ...	a) planned actions in ELT classroom	9	22.5%
		b) unplanned and unexpected events in ELT classroom	31	77.5%
		c) whatever happens in ELT classroom	0	0%
		d) All of the above	0	0%
2	Critical incidents can be	a) positive	8	20%
		b) negative	2	5%
		c) both positive and negative	30	75%
		d) none of them	0	0%

(No = Number of teachers, % = percentage)

The above table depicts that among the 40 respondents, most of the teachers (77.5%) recognized the proper definition of critical incidents, and i.e. critical incidents are unplanned and unexpected events in ELT. Only a few of the teachers had the wrong view about critical incidents. Similarly, 75% (30) of the teachers viewed that the critical incidents can be either positive or negative. On the other hand, 20% (8) of them opined that critical events can be only positive whereas only 5% (2) of them thought that critical events can be only

negative. From this discussion, it was found that most of the teachers were aware of what the critical incidents are.

4.1.1.2 Teachers' Awareness of CIA and Its Procedure

The four closed-ended questions were asked to the teachers to identify what critical incidents analysis is and its procedure in their view. Based on their responses, the data has been presented in the table below.

Table 3: Teachers' Awareness of CIA and Its Procedure

S. N.	Statements	Responses	Respondents	
1	CIA refers to...	a) An analysis of unexpected and unplanned events which occur in the ELT classroom for bringing some changes in teaching English	24	60%
		b) analysis of teaching to evaluate it	11	27.5%
		c) an analysis of students' participation in English language learning	3	7.5%
		d) an analysis of what happened in ELT class	2	5%
2	An appropriate sequence of reporting critical incidents is...	a) Self-awareness, self-observation, describing what happened and self-evaluation	4	10%
		b) Self-observation, describing what happened, self-awareness and self-evaluation	18	45%
		c) Describing what happened, self-observation, self-evaluation and self-awareness	9	22.5%
		d) Self-observation, self-awareness, self-evaluation and describing what happened	6	15%
	The initiator of CIA is...	a) learner himself/herself	10	25%
		b) the teacher	22	55%
		c) the expert	8	20%
		d) the colleagues	0	0%
3	CIA is	a) a form of reflective inquiry for teachers	21	52.5%
		b) teachers' manual work	0	0%
		c) a strategy to solve ELT problems	5	12.5%
		d) generally an evaluation of teaching	14	35%

(No = Number of teachers, % = percentage)

Table 3 shows that a majority of the teachers (60%) marked that CIA refers to an analysis of unexpected and unplanned events which occur in the ELT class for bringing some changes in teaching English. On the other hand, 27.5% (11) of them thought that CIA as the analysis of teaching to evaluate it. Likewise, for 7.5% (3) of them CIA is an analysis of students' participation in English language learning. In addition remaining 5% (2) of the teachers believed that CIA is an analysis of what happened in ELT class. From this data it was found that only a majority number of the teachers were aware of what CIA is.

Only 45% (18) of the teachers recognized the appropriate sequence of reporting critical incidents. A majority number of the teachers were unaware of the proper sequence. What can be concluded from this is that teachers laced the knowledge and skills of analyzing critical incidents and implementing in their classes.

However, a majority number of the teachers (55%) identified that teacher as the initiator of CIA. But the remaining of the teachers had misconception about who the initiator of CIA is.

Furthermore, about half of the teachers (52.5%) thought that CIA as a form of reflective enquiry for the teachers. On the other hand, 35% (14) of them took it just as an evaluation of teaching.

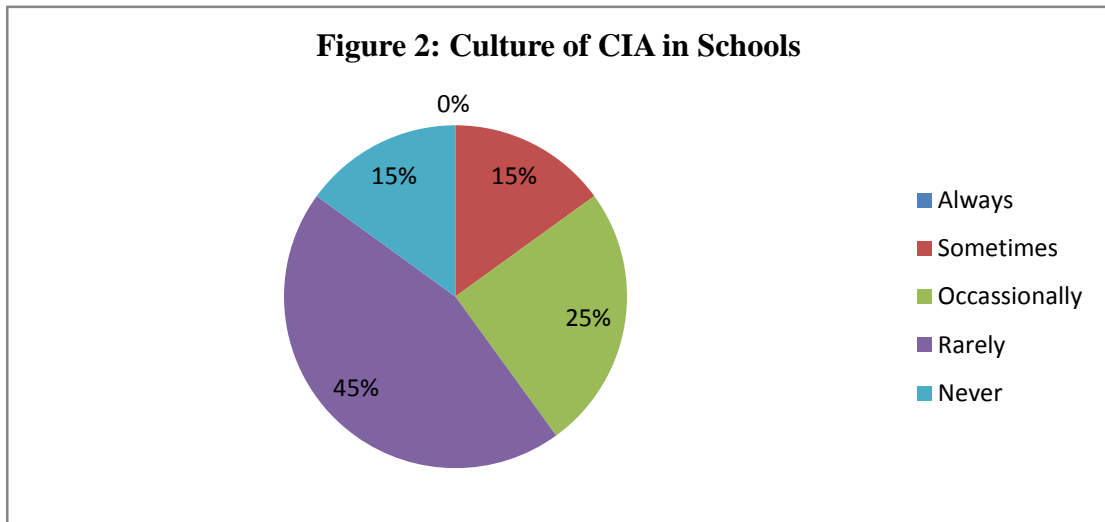
From this discussion it was found that only half of the teachers were aware of CIA, its proper sequence, its initiator and nature.

4.1.2 Practice of CIA

The next concern of this study was to identify teachers' practices of CIA for their professional development. For drawing the required information to meet this objective, the teachers were asked a set of ten close-ended questions to respond. A frequency rating scale was used to draw the data including 9 items. On the basis of their responses the data has been presented in the succeeding figures.

A. Culture of CIA in Schools

The responses of the teachers, on how the culture of CIA in schools, have been illustrated in the figure below.

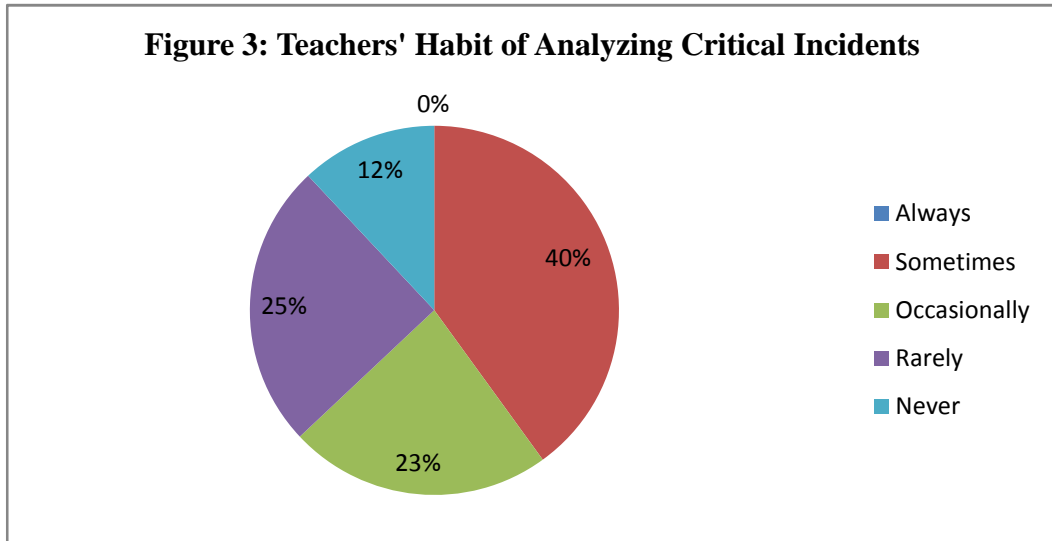


The figure 2 shows that nearly half of the teachers (45%) viewed that CIA was rarely practiced and for 15% (6) of them there was no culture of CIA in Schools. In contrast, 25% (10) of the teachers opined that CIA was sometimes practiced where 15% (6) of them experienced that it was only occasionally practiced in schools. From this data it was found that culture of CIA practice was rare in schools.

B. Teachers' Habit of Analyzing Critical Incidents

The responses of the teachers about how often they analyze critical incidents have been illustrated in figure 3 in the next page.

Figure 3: Teachers' Habit of Analyzing Critical Incidents

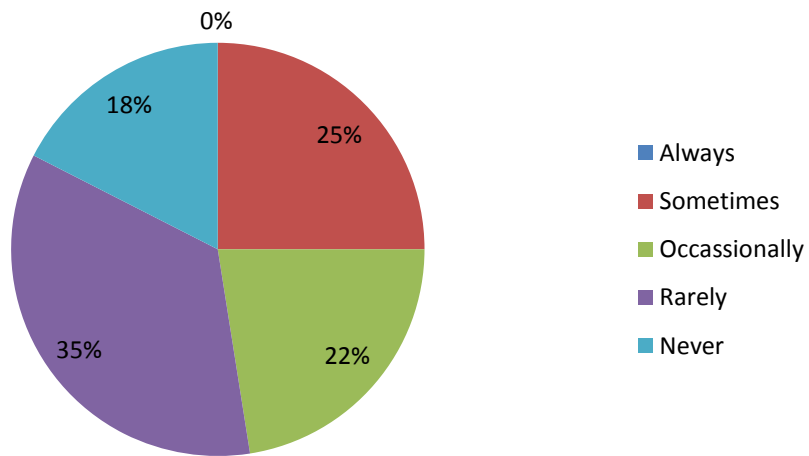


The above figure depicts that 40% (16) of the teachers supported that they sometimes analyzed the critical incidents whereas 22% (9) of them only occasionally used to do so. On the other hand, 25% (10) of the teachers rarely and 12% (5) of them never analyzed the critical incidents. From this information it can be concluded that the teachers had no usual habit of analyzing critical incidents. However, they were found to be engaged in CIA anyway.

C. Teachers' Colleagues Analyzing Critical Incidents

The teachers were also enquired whether their colleagues analyzed critical incidents. The responses of the teachers about how often their colleagues analyzed critical incidents have been illustrated in figure 4 in the next page.

Figure 4: Teachers' Colleagues' Habit of Analyzing Critical Incidents

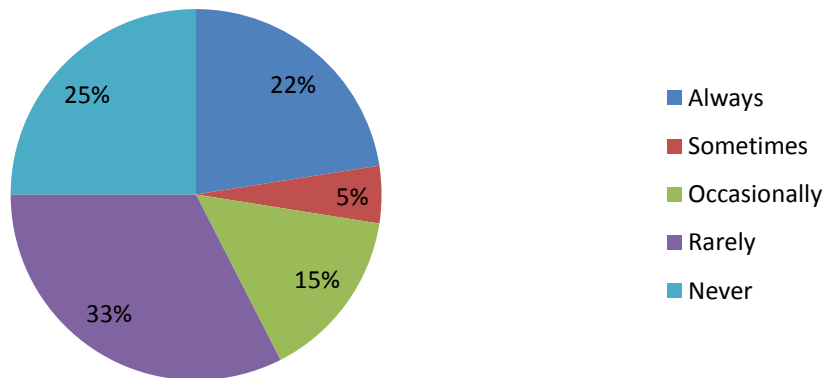


The data in the figure depicts that 35% (14) of the teachers viewed that their colleagues rarely and the colleagues of 18% (7) of them never analyzed critical incidents that occurred in English classrooms. On the other hand, 25% (10) of the teachers found their colleagues sometimes analyzed critical incidents whereas 22% (9) of them experienced their colleagues only occasionally involved in such activity. What can be concluded here from the above discussion is that the teachers' colleagues also did not involve in CIA in spite of their occasional involvement in the task.

D. Collaboration with Colleagues While Analyzing Critical Incidents

The teachers were asked about their collaboration with their colleagues for analyzing critical incidents that they encountered in the English classrooms. The responses of the teachers have been presented in figure 5.

Figure 5: Collaboration with Colleagues During CIA

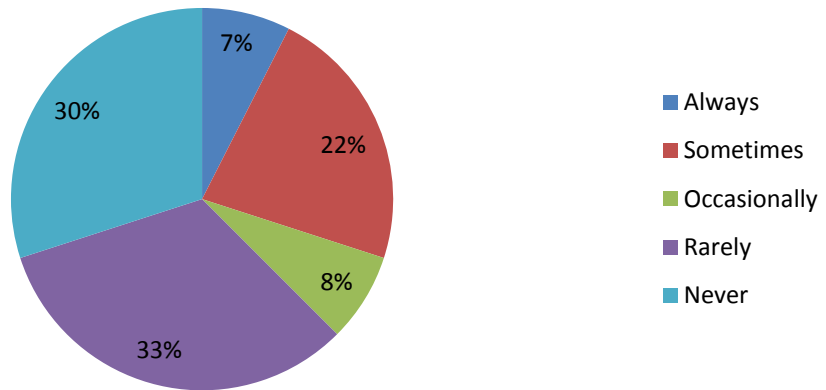


The above figure shows that 33% (13) of the teachers rarely collaborated with their colleagues and 25% (10) of them never did so. On the other hand, 22% (9) of them always collaborated with their colleagues whereas 15% (6) of them occasionally and 5% (2) sometimes collaborated for CIA purposes. Analyzing the discussion, it was found that they had the culture of collaboration with their colleagues for CIA.

E. Availability of Training on CIA

The data related to the availability of training on CIA have been presented below.

Figure 6: Availability of Training on CIA

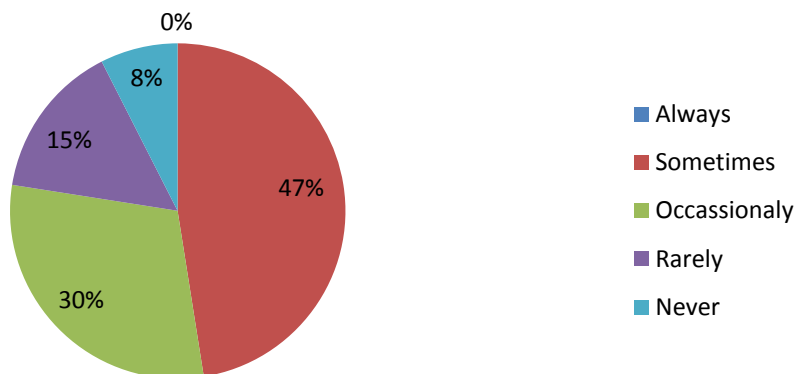


The figure 6 shows that 33% (13) of the teachers rarely and 30% (12) of them never got training on CIA whereas 22% (9) of them sometimes and 8% (3) of them occasionally had training on it. Only a few of the teachers 7% (3) always had opportunities of training on CIA. From this discussion, it can be said that there was low availability of trainings to the teachers on CIA.

F. Recording Unanticipated Event that Occurred in ELT Classrooms

The teachers were asked to view whether they record unanticipated event that occurred in ELT classroom. The responses on it have been presented in the figure here.

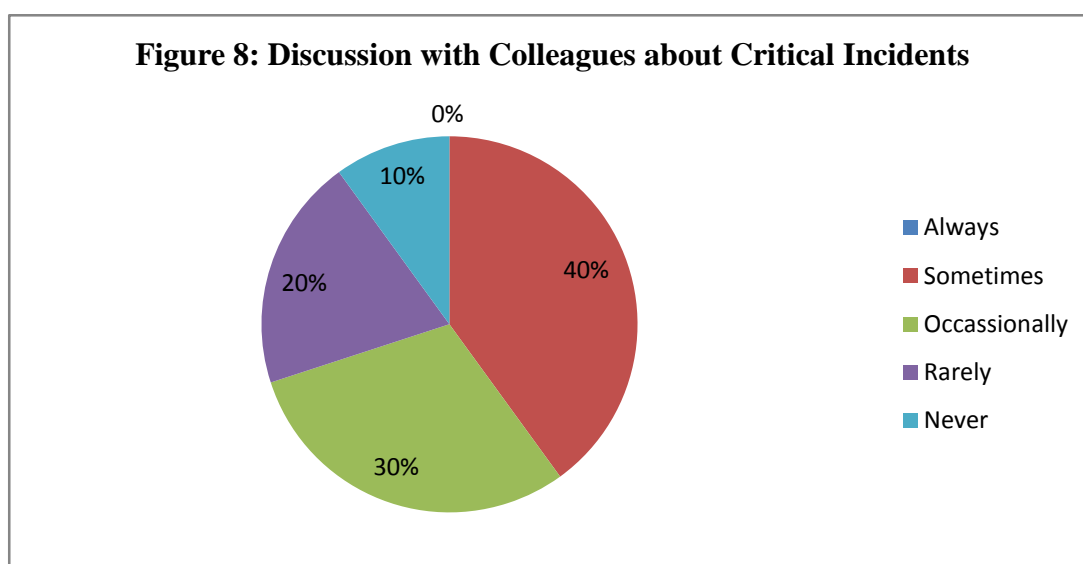
Figure 7: Recording Unanticipated Event in ELT Classroom



This figure depicts that nearly half of the teachers (47%) sometimes and 30% (12) of them occasionally recorded unanticipated events in ELT classrooms. On the other hand, 15% (6) of them rarely and 8% (3) never recorded such events. It was found that even most of the teachers did not use to analyze critical incidents, they used to record them.

G. Discussion with Colleagues about Recorded Critical Incidents and their Effects in Language Teaching

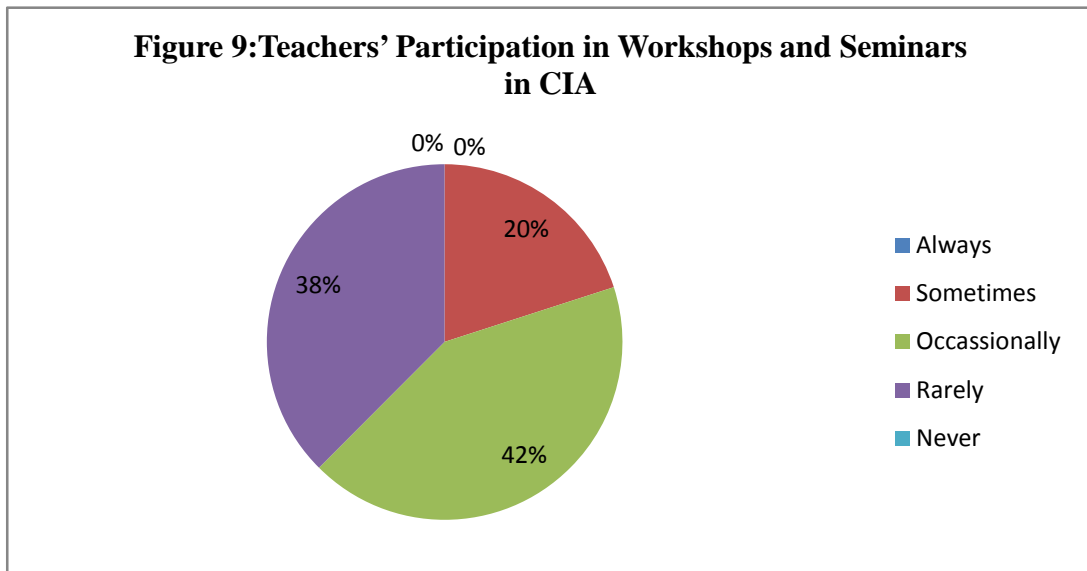
It was also tried to draw the information about how often the teachers discussed with their colleagues about recorded critical incidents and their effects in language teaching. The information provided by the teachers has been presented in figure 8.



The figure 8 depicts that 40% (16) of the teachers sometimes and 30% (12) of them occasionally discussed with their colleagues about the recorded critical incidents and their effects in English language teaching. On the other hand, 20% (8) of them rarely and 10% (4) of the teachers never involved in such discussion. It was found that most of the teachers involved in discussion regarding recorded critical incidents and their effects in ELT.

H. Teachers' Participation in Workshops and Seminars in CIA

Teachers were asked how often they participated in workshops and seminars in CIA. Their responses have been presented and discussed below.



The figure 9 shows that 42% (17) of the teachers viewed that they occasionally participated in workshops and seminars related to CIA; and 20% (8) of them sometimes did so. On the other hand, 38% (15) of them rarely participated in such workshops and seminars. It was found from the above discussion that there were no proper workshop and seminars are organized regarding CIA.

The teachers were asked their views in order to elicit further information about how they used to respond when they were acquainted with unanticipated events during teaching. More than half of the teachers 55% (22) marked that they kept records, analyzed them and discussed with other teachers when they acquainted with unanticipated events in ELT classes. Similarly, 27.5% (11) of the teachers opined that they kept records and analyzed them for bringing changes. In addition, 17.5% (7) of them only recorded such events. From these responses of the teachers it can be said that they were indirectly/ unconsciously dealing with critical incidents.

4.1.3 Teachers' Perception on the Role of CIA for TPD

The second objective of the study was to explore the teachers' perception on the role of CIA for TPD. To elicit the required information for this, the teachers were provided with a set of rating scale of degree of agreement and disagreement including twelve items. The responses of the teachers have been presented in the table below.

Table 4: Teachers' Perception on the Role of CIA for TPD

S. N.	Statements	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	CIA gives teachers a heightened sense of professional awareness	4	10	29	72			7	18		
2	CIA encourages teachers to pose critical question about teaching	10	25	23	57	7	18				
3	CIA creates opportunities for action research	14	35	26	65						
4	CIA helps to build a community of critical practitioners	11	27	29	73						
5	CIA serves to identify good practice	6	15	25	63	9	22				
6	CIA helps identify and resolve problems	16	40	18	45			6	15		
7	CIA can prompt an evaluation of established routines and procedures	7	18	21	52	8	20	4	10		
8	CIA provides a resource for teachers	17	42	23	58						
9	CIA provides a way of collaborating with other teachers in identifying teaching issues and exploring resolutions	13	32	27	68						
10	CIA is also useful for peers, supervisors and mentors	5	13	30	75	5	12				
11	CIA is time consuming	4	10	9	22	4	10	13	33		
12	CIA is a boring and tedious job	8	20	5	13			27	67		

13	CIA is very difficult task	6	15	16	40	18	45				
14	CIA is costly	25	63	11	27	4	10				
15	The concept of CIA should be included in teacher education courses	15	38	18	45			7	17		
16	CIA as a strategy should be focused in in-service trainings by NCED	8	20	32	80						

(SA=Strongly Agree, A=Agree, UD=Undecided, SDA=Strongly Disagree, D=Disagree, No=Number and %=Percentage)

Table No. 4 shows the teachers perceptions on the role of CIA for TPD and its some weaknesses along with their suggestion for course designers and NCED. First of all, I tried to make analysis of teachers' perception on the role of CIA for TPD.

Most of the teachers (72%) agreed to the statement, 'CIA gives teachers a heightened sense of professional awareness' where as 10% strongly agreed to the statement. But 18% of them did not agree with it. Similarly, a majority of the teachers (57%) agreed and 25% strongly agreed that CIA encourages teachers to pose critical question about teaching. On the other hand, 18% of them kept undecided about the statement. Likewise, a majority number of the teachers (65%) agreed and 35% of them strongly agreed that CIA creates opportunities for action research. From this it was found that almost all the teachers had positive attitude towards the role of CIA in creating opportunities for action research.

Seventy-three percent of the teachers agreed and 27% (11) of them strongly agreed to the statement- 'CIA helps to build a community of critical practitioners' whereas 73% (29) agreed with the statement. It was found that there is a significant role of CIA for building a community of critical practitioners.

Table 4 depicts that a majority of the teachers (63%) agreed and 15% (6) strongly agreed that CIA serves to identify good practice. But remaining 22% (9) of them could not decide about the role of CIA in identifying good practice

in English language classroom. It was found that CIA plays a vital role in identifying good practice in ELT.

Forty-five percent of the teachers agreed and 40% (16) strongly agreed to the statement- 'CIA helps identify and resolve problems'. On the other hand, 15% (6) of them disagreed with it. From this data it was found that almost nearly all the teachers believed that CIA is helpful in identifying and resolving problems in the EFL classroom.

Fifty-two percent of the teachers agreed and 18% (7) strongly agreed that CIA can prompt an evaluation of established routines and procedures. But 20% (8) of them remained undecided about it whereas 10% (4) of them disagreed with the statement. It was found that a majority number of the teachers believed that CIA could prompt an evaluation of established routines and procedures.

According to table 4, 58% (23) of the teachers agreed and 42% (17) strongly agreed that CIA provides a resource for teachers for their professional development. It was found that all most all the teachers had positive attitude to the statement. Likewise, a majority number of the teachers (68%) agreed and remaining of the teachers 32% (13) strongly agreed to the statement- 'CIA provides a way of collaborating with other teachers in identifying teaching issues and exploring resolutions'. It can be concluded that all most all the teachers supported this statement. In addition, 75% (30) of the teachers agreed and 13% (5) strongly agreed that CIA is also useful for peers, supervisors and mentors. But 12% (5) of them kept themselves undecided about this statement. So, from this discussion, it was found that CIA is also useful for other people in addition to the teachers.

There is nothing without its drawbacks as so CIA also has some weaknesses. The analysis and discussion of teachers' perception on the drawbacks of CIA has been done here.

The table 4 portrays that 33% (13) of the teachers did not agree and 10% (4) kept undecided that CIA is time consuming. On the other hand, 22% (9) of them agreed and 10% (4) strongly agreed that CIA as time consuming. However, a majority number of them did not think that CIA consumed much time. Likewise, a majority number of the teachers (63%) did not agree that CIA as a boring and tedious job whereas 20% (8) of them strongly agreed and 13% (5) agreed that CIA as a boring and tedious job. It was found that for most of the teachers CIA was not a boring and tedious job. Similarly, 45% (18) of the teachers could not decide whether CIA as difficult task or not. However, 40% (16) of them agreed and 15% (6) strongly agreed it as very difficult task. It was found that the teachers were less familiar with CIA so they could not respond about its difficulty. Sixty-three percent of the teachers strongly agreed and 27% agreed that CIA as costly endeavor. But remaining of the teachers did not decide about its cost.

The teachers were asked to view suggestion to teacher education course developers and the teacher trainers. The data presented in table 4 depicts that 45% (18) of the teachers agreed and 38% (15) strongly agreed to the statement- 'the concept of CIA should be included in teacher education courses'. However, 17% (7) of them did not agree with this suggestion. Similarly, most of the teachers (80%) agreed and 20% (8) strongly agreed to the suggestion- 'CIA as a strategy should be focused in in-service trainings by NCED'. From this discussion, it can be concluded that all most all the teachers supported that CIA should be included in teacher education courses and it should be focused in teacher training programs by NCED.

4.2 Summary of Findings

It deals with the summary of findings of the study. On the basis of the presentation, analysis and interpenetration of the data the major findings of the study have been summarized below in three sections.

A. The Findings Related to the Teachers' Awareness of CIA and Its Procedure

-) Most of the teachers (77.5%) recognized the proper definition of critical incidents, and i.e. critical incidents are unplanned and unexpected events in classes.
-) Seventy-five percent of the teachers viewed that the critical incidents can be either positive or negative.
-) A majority of the teachers (60%) marked that CIA refers to an analysis of unexpected and unplanned events which occur in the ELT class for bringing some changes.
-) Only 45% of the teachers recognized the appropriate sequence of reporting critical incidents.
-) A majority number of the teachers (55%) identified that teacher as the initiator of CIA.
-) More than half of the teachers (52.5%) thought that CIA as a form of reflective enquiry for the teachers.

B. The Findings Related to the Practice of CIA in ELT Classes

-) Nearly half of the teachers (45%) viewed that CIA was rarely practiced in Schools.
-) Only 40% of the teachers supported that they sometimes analyzed the critical incidents.
-) The teachers' colleagues also did not involve in CIA in spite of their occasional involvement in the task.
-) 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.
-) Nearly half of the teachers (47%) sometimes and 30% of them occasionally recorded unanticipated events in ELT classrooms.

-) Only 40% of the teachers sometimes and 30% of them occasionally discussed with their colleagues about the recorded critical incidents and their effects in English language teaching.
-) It was found that there were no proper workshop and seminars organized regarding CIA for TPD.
-) More than half of the teachers (55%) marked that they kept records, analyzed them and discussed with other teachers when they acquainted with unanticipated events in ELT classes. It means they were indirectly/unconsciously dealing with critical incidents.

C. The Findings Related to the Teachers' Perception on the Role of CIA for TPD

-) Most of the teachers (72%) agreed to the statement, 'CIA gives teachers a heightened sense of professional'.
-) Similarly, a majority of the teachers (57%) agreed and 25% strongly agreed that CIA encourages teachers to pose critical question about teaching.
-) Likewise, a majority number of the teachers (65%) agreed and 35% of them strongly agreed that CIA creates opportunities for action research.
-) Seventy-three percent of the teachers agreed and 27% of them strongly agreed to the statement- 'CIA helps to build a community of critical practitioners'.
-) A majority number of the teachers (63%) agreed and 15% strongly agreed that CIA serves to identify good practice.
-) From this data it was found that almost nearly all the teachers believed that CIA is helpful in identifying and resolving problems in the EFL classroom.
-) Fifty-two percent of the teachers agreed and 18% strongly agreed that CIA can prompt an evaluation of established routines and procedures.
-) Fifty-eight percent of the teachers agreed and 42% strongly agreed that CIA provides a resource for teachers for their professional development.

It was found that all most all the teachers had positive attitude to the statement.

-) Likewise, a majority number of the teachers (68%) agreed and remaining of the teachers strongly agreed to the statement- 'CIA provides a way of collaborating with other teachers in identifying teaching issues and exploring resolutions'. It can be concluded that all most all the teachers supported this statement.
-) Seventy-five percent of the teachers agreed and 13% strongly agreed that CIA is also useful for peers, supervisors and mentors.
-) A majority number of them did not think that CIA consumed much time.
-) A majority number of the teachers (63%) did not agree that CIA as a boring and tedious job.
-) Sixty-three percent of the teachers strongly agreed and 27% agreed that CIA as costly endeavor.
-) Forty five percent of the teachers agreed and 38% strongly agreed to the statement- 'the concept of CIA should be included in teacher education courses'.
-) Similarly, most of the teachers (80%) agreed and 20% strongly agreed to the suggestion- 'CIA as a strategy should be focused in in-service trainings by NCED'.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter deals with conclusion and recommendations of the study.

5.1 Conclusion

The study was mainly concerned with identifying the teachers' awareness of CIA and its procedure, practice of CIA and exploring the teachers' perception on the role of CIA for TPD. It was found that among 40 teachers more than half 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 half 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 half of the teachers were found to have indirectly been dealing with critical incidents as they used to keep records, 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 about 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 forty 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 where as 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 routines 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 costly endeavour. 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 half of the teachers were found to be aware of critical incidents analysis where as it was ‘rarely’ practiced in schools and less than half 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.

5.2 Recommendations

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

5.2.1 Policy Related

The following recommendations 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 teacher 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.

5.2.2 Practice Related

The following recommendations 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 schools should develop a trend of identifying unanticipated events, recording them, analyzing them and discussing on them 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 a 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 be supportive and as facilitator to the teachers for initiating CIA, an endeavor of TPD.

5.2.3 Further Research Related

The following recommendations have been suggested for the further research level on the basis of findings and conclusion 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 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 situation.
-) The researchers can study on the Use of CIA for solving ELT classroom problems.

References

- Adhikari, K. (2010). *Collaborative learning for teachers' professional development*. An unpublished M.Ed. Thesis, T.U. Kathmandu.
- Head, K. & Taylor, P. (1997). *Reading in teacher development*. Oxford: Heineman.
- Joshi, R. (2010). *Learning strategies of English language teachers for professional development*. An unpublished M.Ed. Thesis, T.U. Kathmandu.
- Khaniya, T.R. (2006). Professionalism of English language teacher. *Young voices in ELT*, Volume 5, 7-10.
- Khatri, A. B. (2012). *Self-directed learning for teachers' professional development*. An unpublished M.Ed. Thesis, T.U. Kathmandu
- Kumar, R. (2009). *Research methodology*. Delhi: Pearson Education.
- Nunan, D. (2009). *Research methods in language learning*. Cambridge: CUP.
- Pandey, H. (2009). *Mentoring as a mode of teacher professional development*. An unpublished M.Ed. thesis, Kathmandu University, Lalitpur, Nepal.
- Richards, J.C. & Farrell, T.S.C. (2010). *Professional development for language teacher*. Cambridge : CUP.
- Richards, J.C. & Lockhart, C. (2010). *Reflective Teaching in second language classrooms*. Cambridge : CUP.
- Shahi, N. (2014). *Keeping teaching journal for professional development: teachers' perceptions and practices*. An unpublished M.Ed. Thesis, T.U. Kathmandu.

Spencer-Otatey, H. (2013). *Critical incidents: A compilation of quotations for the intercultural field. Global PAD Core Concepts.*

Wallace, M. (2010). *Training foreign language teachers.* Cambridge: CUP

Appendix I
Questionnaire for Teachers

Dear Sir/Madam

This questionnaire is a research tool for gathering information of my research entitled **Critical Incidents Analysis as a Strategy for Teachers' Professional Development** under the guidance of **Dr. Purna Bahadur Kadel**, Lecturer, Department of English Education, T.U. Kirtipur, as a partial fulfillment 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.

Teacher's Name:

Name of the School:

Qualification:

Year of Experience:

Type of School:

Set (A)

Questions Pertaining Teachers' Awareness about Critical Incidents Analysis

Tick (✓) the best alternative.

1. Critical incidents are...
 - a. planned actions in ELT classroom
 - b. Unplanned and unexpected events which occur in ELT class.
 - c. whatever happens in ELT classroom
 - d. All of the above

2. Critical Incidents can be...

a. Positive events	b. Negative events
c. Both a and b	d. None of them

3. Critical Incident Analysis refers to...
 - a. An analysis of unexpected and unplanned events which occur in the ELT class for bringing some changes
 - b. An analysis of teaching to evaluate it
 - c. An analysis of students' participation in English language learning

- d. An analysis of what happened in ELT class
4. Critical Incidents Analysis is:
 - a) a form of reflective inquiry for teachers
 - b) teachers' manual work
 - c) a strategy to solve ELT problems
 - d) generally an evaluation of teaching
 5. Who do you think is the initiator of CIA?
 - a. The learner him/herself b. The teacher
 - c. The expert d. The colleagues
 6. What is the suitable step of reporting Critical Incidents?
 - a. Self-awareness, self-observation, describing what happened and self-evaluation
 - b. Self-observation, describing what happened, self-awareness and self-evaluation
 - c. Describing what happened, self-observation, self-evaluation and self-awareness
 - d. Self-observation, self-awareness, self-evaluation and describing what happened

Set (B)

Questions Pertaining Practice of Critical Incidents Analysis

Tick (✓) the best alternative.

1. There is a culture of Critical Incidents Analysis in my School.
 - a. Always b. Sometimes c. Occasionally
 - d. Rarely e. Never
2. I analyze critical incidents.
 - a. Always b. Sometimes c. Occasionally
 - d. Rarely e. Never

3. My colleagues analyze critical incidents.
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Rarely
 - e. Never

4. I collaborate with my colleagues for analyzing critical incidents.
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Rarely
 - e. Never

5. There is availability of training for CIA.
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Rarely
 - e. Never

6. Teachers record the unplanned and unexpected events that occur in ELT classes.
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Rarely
 - e. Never

7. I discuss with my colleagues about the critical incidents and their effects in language session.
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Rarely
 - e. Never

8. I get chance to participate in workshops and seminar on CIA.
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Rarely
 - e. Never

9. When you were acquainted with critical incidents during teaching once what did you do at that situation?
 - a. Did not consult with what happened
 - b. Only recorded the events
 - c. Kept records and analyzed them for bringing changes
 - d. Kept records, analyzed them and discussed with other teachers.

Set (C)

**Questions Pertaining Roles and Weaknesses of Critical Incidents Analysis
and Suggestion**

Tick (✓) the best alternative.

1. CIA gives teachers a heightened sense of professional awareness.
a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree

2. CIA serves to identify good practice.
a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree

3. CIA encourages teachers to pose critical questions about teaching.
a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree

4. CIA creates opportunities for action research.
a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree

5. CIA helps build a community of critical practitioners.
a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree

6. CIA provides a resource for teachers.
a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree

7. CIA provides a way of collaborating with other teachers in exploring teaching issues.
a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree

8. CIA is also useful for peers, supervisors and mentors.
a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree

9. CIA helps identify and resolve problems.
- a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree
10. CIA can prompt an evaluation of established routines and procedures.
- a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree
11. CIA is time consuming.
- a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree
12. CIA is a boring and tedious job.
- a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree
13. CIA is very difficult task.
- a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree
14. CIA is costly.
- a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree
15. The concept of CIA should be included in teacher education courses.
- a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree
16. CIA as a strategy should be focused in in-service TPD trainings by NCED.
- a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly Disagree

Thank you for your kind co-operation.

**Researcher
Tej Bahadur Shahi**