

**ROLE OF CRITICAL INCIDENT FOR PROFESSIONAL  
DEVELOPMENT OF TEACHERS OF ENGLISH**

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

**Submitted by  
Shambhu Katwal**

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

**2012**

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**2012**

**T.U. Regd.: 9-1-9-681-2002**

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**Date of Approval of the**

**Thesis Proposal: 27/05/2012**

**Date of Submission: 10/10/2012**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Shambhu Katwal** has prepared this thesis entitled **Role of Critical Incident for Professional Development of Teachers of English** under my guidance and supervision.

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## **DECLARATION**

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

Date: 9/10/2012

.....

**Shambhu Katwal**

# DEDICATION

Dedicated

to

My Parents Who Devoted Their Entire Life to Make Me What I am

Today.

## ACKNOWLEDGEMENT

This study has become possible with the help and support of several people, family members, friends and teachers. I am grateful to all of them.

First of all, I would like to express my sincere and hearty gratitude to my respected Guruma and thesis supervisor **Mrs. Madhu Neupane**, Lecturer, Department of English Education, T.U., Kirtipur, for her invaluable suggestions, encouragement and cooperation to bring the thesis in this form from the very beginning.

I am thankful to my respected Guru **Dr. Chandreshwor Mishra**, Professor and Head of the Department of English Education for providing me with the suggestions and encouragement to complete this study. I am equally thankful to my respected Guru **Dr. Tara Datta Bhatta** for his encouragement and guidance to complete this work.

Similarly, I am extremely grateful to my respected Guru **Prof. Dr. Jai Raj Awasthi**, distinguished Vice-Chancellor of Far Western University for his encouragement and inspiration to complete this work.

In the same way, I would like to extend my gratitude to my respected Guruma, **Dr. Anjana Bhattarai**, Reader, and Department of English Education for providing me with first hand theoretical knowledge on research methodology and her guidance to carry out this study. Similarly, I would like to extend my sincere gratitude to my respected guru **Mr. Prem Bahadur Phyak**, Lecturer, Department of English Education for his support and encouragement to pursue this research. I never forget him for his friendly behaviour.

I am equally thankful to **Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Anju Giri, Dr. Balmukunda Bhandari, Dr. Laxmi Bahadur Maharjan, Mr. Raj Narayan Yadav, Mr. Bishnu Singh Rai, Mrs. Hima Rawal, Mrs. Saraswati Dawadi, Mr. Bhesh Raj Pokhrel, Mr. Ashok Sapkota, Mr. Khem Raj Joshi, and Mr. Reshem Acharya** for providing me with academic support during the academic years. **Mrs. Madhavi Khanal, Ms. Nabina Shrestha** the Librarians,



Department of English Education deserve a lot of thanks for providing me with necessary books and theses in course of carrying out this research.

I am equally thankful to my respected gurus **Mr. Nil Bahadur Basnet** and **Mr. Ambika Paudel** for providing me with constructive suggestions and feedback to complete this study. Similarly, I would like to remember my inspiring and encouraging Parents for providing me with every support to come to this position. My special thanks go to my lovely brother and sisters for creating a cooperative and favourable home environment during my study. I thank my friends **Prem, Nutan, Binod, Rudra and Suresh** for their direct or indirect help in completing this research.

Finally, I will not miss the opportunity to thank all the Secondary Level English Language Teachers of the selected schools from Jhapa district for providing me with their valuable information to complete this research work.

**Shambhu Katwal**

## ABSTRACT

The present study entitled **Role of Critical Incident for Professional Development of Teachers of English** aimed to find out teachers' perception about analysis of critical incident for teachers professional development. It also aimed to analyze the practices of teachers critical incident reflected in teaching, and to suggest some pedagogical implications. The research study was mainly based on the primary sources of data collected from teachers of secondary school of Jhapa district. The schools were selected by using purposive sampling procedure. The data were collected with the help of questionnaire. The systematically collected data were analyzed and interpreted descriptively and analytically. This study shows that almost all the secondary level English language teachers had positive attitude towards critical incident analysis, though some of them were not much familiar with it. This study found that there was a gap between teachers' knowledge, attitude, and classroom practices. English language teachers considered that critical incident analysis is an effective means for their professional development but its practice in their professional field was found to be rare.

This study consists of four chapters. The first chapter deals with general background of the study, review of related literature, objectives of the study, and significance of the study. The second chapter deals with the methodology used in the study, i.e. sources of data, population of the study, sampling procedure, tools of data collection, process of data collection, and limitations of the study. The third chapter presents the systematically collected data which have been analyzed and interpreted descriptively and analytically. The fourth chapter deals with the major findings and suggestions based on the analysis and interpretation of the data. The fourth chapter is followed by the references and appendices.

## TABLE OF CONTENTS

	Page No.
<b>Declaration</b>	<b>i</b>
<b>Recommendation for Acceptance</b>	<b>ii</b>
<b>Recommendation for Evaluation</b>	<b>iii</b>
<b>Evaluation and Approval</b>	<b>iv</b>
<b>Dedication</b>	<b>v</b>
<b>Acknowledgements</b>	<b>vi</b>
<b>Abstract</b>	<b>viii</b>
<b>Table of Contents</b>	<b>ix</b>
<b>List of Tables</b>	<b>xi</b>
<b>List of Symbols and Abbreviations</b>	<b>xii</b>
<b>CHAPTER-ONE: INTRODUCTION</b>	<b>1-21</b>
1.1 General Background	1
1.1.1 Development of English Language Teaching	2
1.1.2 Teacher Development	4
1.1.3 Teaching as Profession	8
1.1.4 Professional Development of Teachers	10
1.1.5 Reflection in Teaching	12
1.1.6 Critical Incident and Their Analysis	15
1.2 Review of Related Literature	17
1.3 Objectives of the Study	20
1.4 Significance of the Study	20
<b>CHAPTER - TWO: METHODOLOGY</b>	<b>22-23</b>
2.1 Sources of Data	22
2.1.1 Primary Sources	22

2.1.2 Secondary Sources	22
2.2 Sampling Procedure	22
2.3 Tools for Data Collection	23
2.4 Processes of Data Collection	23
2.5 Limitations of the Study	23
<b>CHAPTER - THREE: ANALYSIS AND INTERPRETATION</b>	<b>24-34</b>
3.1. My Experiences from Field Visit	24
3.2 Data Analysis	24
3.2.1 Teachers' Knowledge on Critical Incident Analysis	25
3.2.2 Teachers' Perception of Critical Incident Analysis	26
3.3 Practice of Analyzing Critical Incident	27
3.3.1 Critical Incident for teachers' Professional Development	27
3.3.2 Types of Critical Incident in Teachers' View	28
3.3.3 Critical Incident in the Process of Building Classroom Culture	29
3.3.4 Learning from Reflection on Critical Incident	30
3.3.5 Benefits of Analyzing Critical Incident	31
3.3.6 Steps of Analyzing the Critical Incident	32
3.4 Conclusion	33
<b>CHAPTER - FOUR: FINDINGS AND SUGGESTIONS</b>	<b>35-38</b>
4.1 Findings	35
4.2 Recommendations	36
<b>REFERENCES</b>	
<b>APPENDIX</b>	

## **LIST OF TABLES**

<b>S.N.</b>	<b>Titles</b>	<b>Page No. 1.</b>
	Teachers' Perception of Critical Incident Analysis	25-26

## LIST OF SYMBOLS AND ABBREVIATIONS

ARNEC	-	All Round National Education Commission
BC	-	British Council
BS	-	Bikram Sambat
CUP	-	Cambridge University Press
DOE	-	Department of Education
Dr.	-	Doctor
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
e.g.	-	For example
et al.	-	And other people
i.e.	-	That is
INSET	-	In Service Education and Training
KU	-	Kathmandu University
M. Ed.	-	Master's of Education
MOE	-	Ministry of Education
NCED	-	National Centre for Educational Development
NELTA	-	Nepal English Language Teachers' Association
NEPC	-	National Educational Planning Commission
No.	-	Number
OUP	-	Oxford University Press

p	-	Page
PoU	-	Pokhara University
PU	-	Purbanchal University
pp	-	Pages
Prof	-	Professor
S.N.	-	Serial Number
TD	-	Teacher Development
TESOL	-	Teaching English to the Speakers of other Language
TPD	-	Teachers' Professional Development
TU	-	Tribhuvan University
Vol.	-	Volume