

# CHAPTER - ONE

## INTRODUCTION

### 1.1 General Background

Development is a dynamic process of positive change that improves the standard of people. All types of professionals require change and growth once they start their profession and continue until their professional retirement and until their deathbed. Teacher development means teachers own understandings to the process of learning and becoming better at what they are doing. Here, development involves the teacher in a process of reflecting an experience, exploring the opinions for change, deciding what can be achieved through personal effort and setting appropriate goals. It is based on a positive belief in the personality of change. Development is inner desire that motivates them to learn. It is concerned with the learning atmosphere which is created through the effect of the teachers on the learners, and their effect on the teacher.

“Development generally refers to general growth not focused on a specific job. It serves a longer term goal and seeks to facilitate growth of teachers’ understanding of teaching and of themselves as teachers” Richards and Farrell, (2005, p.3.).

Professional development is an ongoing, self directed and autonomous effort of teacher to acquire new knowledge and skills and continually improve them after initial training in their career. In their professional development, the teacher plays an active role. It is self development which requires teachers own effort to change themselves. Richards and Farrell (2005) state, “Professional development is a process that takes place over time starts and ends with formal training or graduate education” (p.3), although a lot of teachers think that their professional education is over when they graduate.

There is a general agreement that learning is a lifelong process, and teachers must be equipped with sufficient knowledge, skills and awareness in order to

carry out their jobs. They have different needs at different times during their careers. The need of the schools and institutions in which they work also changes over time. The pressure for teachers is to update their knowledge in areas such as curriculum trends, SLA research, composition theory and practice technology or assessment. It is the school and classroom that provide a major source for further professional development. Teachers are generally motivated to continue their professional development. Teachers have some beliefs which are reflected on their practices in their professional development.

Many people perceive teaching as a dynamic process and a demanding task that tests one's commitment and courage. Teaching is a complex activity which requires a sound knowledge of child psychology, teaching learning strategies, curriculum, institutional rules and regulations where they are working. The availability of materials, the way of handling them and how to facilitate and understand others influence the teaching. Teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process. Development is a distinct concept that many teachers think about teacher's learning. Teacher learning is complementary to training, and which is motivated by teachers own questioning of who they are and what they do, rather than by any extended training agenda. Teacher Development (TD) is centered on personal awareness of the possibilities for change and of what influences the change process. It builds on past and helps for change in present and in future.

### **1.1.1 Development of English Language Teaching in Nepal**

The late twentieth century has been called the age of communication. Language is not an end in itself but it is a means of communication. So, in this communication era, The English language has become the lingua franca of the world. It is an international language and global language too. So, language teaching and learning has emerged as the important need for this global village. Wallace (2010) says, "Language teaching, especially of the great world

languages, which are seen as international channels of communication, becomes ever more important" (p.2).

In case of Nepal, the English language has got foreign language status. So, formal attempts made upon its development are only way of developing English language education in Nepal. The fact of presence of English education in Nepal contributed directly to the change of the formal education system. The establishment of Durbar High School in 1854 can be regarded as first attempt to introduce the formal education. English education introduced in that school would benefit Ranas' elite position by providing access to knowledge of English language in the western ways.

After the political change in 1950s revolution, Nepal found itself in a new situation. National Educational Planning Commission (NEPC 2010 BS) and All Round National Education Commission (ARNEC 2018 BS) were formed and they contributed to systematize the education system and ultimately to the introduction of English in education system. Then, access of education to ordinary people, formation of different educational commissions and introduction of English as a compulsory subject can be regarded as significant attempts in course of English education development.

Access of ordinary people in education, the number of schools and enrollments increased rapidly during rapid expansion period of education development. In an attempt to improve the existing reality and the quality of education system, the government introduced Nepal Education System Plan (NESP) in 1971. NESP brought evolution in the education system of the country at that time. Educational goals, objectives were stated for the first time and the curriculum and syllabus or materials were developed accordingly. National Education Commission (1993) also contributed for the systematic development of education. Apart from these different commissions different five-year plans also developed education system and English language teaching. The

importance of English in Nepalese education system was also indicated by the fact that additional English was one of the optional subjects.

English language teaching has been introduced as a profession. With the need for language teaching, there has been increased demand for language teachers. The practice of language teaching has demanded for teachers' training, material development, methodological skills and pedagogical values. So is the case in management and planning. More articles and books about English language teaching and applied linguistics have been published. Teaching is very challenging profession, only a few people can teach successfully because teachers need many qualities for successful teaching. Richards and Farreell (2008,p.vii) states, “ Teachers need regular opportunities to update their professional knowledge and skills, that is, their opportunities for professional development”. Teachers have to face many challenges and should perform many roles to face the challenges.

### **1.1.2 Teacher Development**

Development Means change and growth. Development always seeks to see positive changes over existing situation. Teacher development is the process of making effort by teachers for their better career in future. Teacher development must be conceptualized much broader than it has been. Definitions of teacher development are almost entirely absent from the literature. Teacher development is used to refer to both specific developments through in-service or staff development and more thorough advances in teachers' sense of purpose, instructional skills and ability to work with.

The extent to which the concept of teacher development is scrutinized in the literature varies. In some cases, conceptual analysis takes the form of presentation and examination of explicit interpretations, or descriptions, of teacher development. Underhill (1986) states, “Teacher development is the process of becoming the best kind of teacher that I personally can be”(as cited

in Head and Taylor, 1997, p.5). Likewise, Head and Taylor (1997) opine that development relates to growth, personality and professionalism (p.1). Similarly, Brown (1994) remarks, “One of the most interesting things about teaching is that you never stop learning”. To put more clearly, teacher development is the process of lifelong learning in teaching profession. It involves any activities aiming to achieve personal and professional growth for teachers. Development activities can range from observing colleagues’ classes, reading academic journals and books and attending conferences to collaborating with other teachers in the classroom researches or other professional projects. Regarding the teacher development, 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.

Teacher development is a continuous and never ending life long process. It brings noticeable and reformative change in teacher's professional and personal life. Leithwood (1992, p. 87) incorporates three dimensions in teachers’ development: the development of professional expertise; psychological development; and career-cycle development (as cited in Bhandari 2006).

Certainly, his diagrammatic representation presents them as interrelated, but this does not necessarily preclude their being independent of each other as teacher development criteria. This implies a perception that teacher development is dependent upon all three of its dimensions.

Rossner (1992, as cited in Head and Taylor 1997, p.4) lists some key characteristics of teacher development. They are as follows:

- i. It is about dealing with the needs and wants of the individual teachers in ways that suit that individual. The needs may be many and diverse from confidence building to language awareness or technical expertise.
- ii. Much of TD is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their career as well as themselves.
- iii. TD is not to do with language teaching. It is about language development (particularly for teachers whose native language is not English), counseling skills, and assertiveness training, confidence building, computing, and meditation, cultural broadening-almost anything, in fact.
- iv. TD in most teachers' opinions, has to be bottom-up' not dished out by managers according to their own view of what development teachers need. This does not mean to say that managers should stop organizing in services or other training courses.

The conception of teacher developments involves those teachers investigating their practices to construct their own theories of teaching to offer an interpretation of professional development: professional development can be seen as a process. Bell and Gilbert (1994) define TD as:

TD can be viewed as teachers learning, rather than as others getting teachers to change. In learning the teachers were developing their beliefs

and ideas, developing their classroom practices and attending to their feelings associated with changing. (as cited in Evans 2002 , p.126)

The conception of TD has changed over the years. Only from past few years the professional development of teachers has been considered a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. This shift has been changed dramatically in recent years. Most of the people have started to refer it as a new image of learning, a new model of teacher education, a new revolution in education and even a new paradigm of professional development. Bell and Gilbert (1994 as cited in Evans 2002, p127) identify and describe 'three main types of development': personal, professional and social. The process of teacher development can be seen as one in which personal, professional, and social development occurs, and one in which development in one aspect cannot proceed unless the other aspects also develop. Bell and Gilbert (1994 as cited in Evans 2002) describe what they consider to be key features of the teacher development process as follows:

Teacher development can be seen as having two aspects. One is the input of new theoretical ideas and new teaching suggestions.... The second is trying out, evaluation, and practice of these new theoretical and teaching ideas over an extended period of time in a collaborative situation where the teachers are able to receive support and feedback, and where they are able to reflect critically.... Both are important if all three aspects of teacher development personal, professional, and social development-are to occur. (p. 127-128)

This description is an interpretation of teacher development as a comparatively longitudinal process of teachers' behavioural change that is guided by, and

focused upon, practical application of suggested innovations. It appears to be a process involving the generation of ideas that may be applicable to teaching, trying out these ideas, discussing in collegial contexts the viability and implications of the ideas as they emerge as potential practice and adopting new practices that emanate from the ideas. Teacher development occurs in less systematic and unplanned ways: incidentally, or accidentally. In both this respect teacher development requires personal, professional and social development.

### **1.1.3 Language Teaching as a Profession**

"Profession" can be distinguished from other occupations that are a specialized knowledge base and shared standards of practice, a strong service ethic, or commitment to meeting clients' needs, strong personal identity. Primary-secondary teaching is portrayed as relatively weak on each criterion for professional status (Etzioni 1969; Larson 1977 as cited in Mclaughlin and Talbert 1994). Scholars have debated whether teaching is a profession or a semi-profession, whether it is an art, a craft, or a science. Regarding the complexity of the term teaching as profession, they state:

Reformers have sought to engender teacher professionalism through various strategies to strengthen and amplify the specialized knowledge base for teaching, to enhance teachers' economic status and professional commitment, and to increase professional control over performance sanctions. (p.126)

“There have been debates over the years and throughout nations as to whether teachers are professional as opposed to more workers’ and whether teaching is a profession and not just an occupation" (Hoyle 1995 as cited in Villegas-Reimers 2003 p.35). Villegas-Reimers (2003) mentions, “Fortunately, the tendency over the last few years have been to begin to accept teaching as a



profession, and consequently, the transformation from teacher training to teacher professional development" (p.36). Profession is a job requiring special type of skill or knowledge. Teacher is like other professionals doctors, pilots, engineers who require a special type of skills to accomplish their particular job. So, teaching is also regarded as one of the professions. Khaniya (2006, p.7) states, "Teachers, professors, doctors, engineers, lawyers, etc. are regarded as professionals". According to him, professional is he who performs task involving not only skills and knowledge but also expertise. Teachers as professionals are necessarily responsible for bringing about change in the way the student does things or performs tasks after he receives instructions. Weiler(1995, as cited in Villeagas-Reimers, 2003) states, "Professionals are at the top of a hierarchical pyramid of occupations; they are the experts in a particular field and they rationally employ advanced knowledge for common good" (p.39).

Teachers are the major elements of the entire education system. They are placed as the heart of education system. They have to be more professional in their business. The importance of the teaching profession is that it is responsible to produce other different professionals. Viewing teaching as a profession provides a motivation for continuous career growth. Most of the people agree that personalization of teachers is essential for upliftment of the entire education system. This issue is of great interest to those all concerned with the education system.

Teachers' professional development is a lifelong process in which teachers keep themselves engaged in learning and expanding their expertise. Underhill (1986) states, "Teacher development is the process of becoming the best kind of teacher that I personally can be" (as cited in Head and Taylor 1997, p.1). Villages- Reimers (2003) in the mode of an international review of the literature of teachers' professional development says "In a broad sense, it refers to the development of a person in his or her professional role" (p.11). No doubt professional development is the ultimate goal for all those involved in different professions be it medicine or driving but the concern here is with ELT.

Professionalism in language teacher does not have long history. Regarding history of the language teaching as profession, Richards and Rodgers (2001, p.1) states, "Language teaching came into its own as a profession in the twentieth century." The whole foundation of contemporary language teaching was developed during the early part of twentieth century, as applied linguistics and other sought to develop principles and procedures for the design of teaching and materials drawing of the developing fields of linguistics and psychology to support a succession of proposal for that were thought to be more effective and theoretically sound teaching methods.

#### **1.1.4 Professional Development of Teachers**

Professional development, in a broad sense refers to the development of a person in his or her professional role. Glathorn (1995, p.41 as cited in Villegas and Reimers) states, "More specifically, teacher development is the professional growth a teacher achieves as a result of gaining increased experiences examining his or her teaching systematically". Challenges to professionalism in teaching, teachers' uniform dissatisfaction with their professional socialization and their limits have shared ethical culture. These conditions still hold, for the most part of the teaching English language. Many teachers felt uncertain about the technical and intellectual bases of their teaching.

Above mentioned analysis suggests that teachers do not experience their work as employing knowledge and standards for judgment widely shared in the profession. Following Mclaughlin and Talbert (1994, 127) the analysts tend to locate constraints and enablers of professionalization in temporal or organizational contexts far removed from the daily work lives of teachers. Similarly, Ganser (2000, as cited in Villegas and Reimers) states, "Professional development includes formal experiences (such as attending workshops and professional meetings, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to

academic discipline , etc.)”. It goes beyond career developments and staff development. Staff development can be defined as the growth that occurs as the teachers move through the professional career and provision of organized in service programmes which are designed to foster the growth of groups of teachers. It is only one of the systematic interventions that can be used for TD. The conception of TD has changed over the years. Only from past few years the professional development of teachers has been considered a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. This shift has been changed dramatically in recent years. Teacher's professional development is the process of developing professional excellence by learning, experiencing, practicing and preparing oneself for new challenges and responsibilities to be encountered in teaching. Teacher has to be prepared oneself for new approaches, methods and other changes in the field of teaching. Once a teacher starts teaching, she/he always needs to struggle for keeping growing, and this struggle requires her/his voluntary will and effort. The growth starts from the beginning and continuous until the retirement (professionally) and until the deathbed personally.

Professional development is the development of a person in her/his professional role. After gaining the experience and expertise for years in teaching systematically, a teacher achieves the professional development. Galthorn (1995, as cited in Villegas- Reimers 2003, p.11) perceives professional development as the growth that occurs as the teacher moves through the professional career. According to Underhill (1988) “teacher development is a continuous process of transforming human potential into human performance and this process is never finished” (as cited in Head and Taylor, 1997). He states:

Development means...keeping myself on the same side of the learning fence as my students. This is the only way that I can keep alive a sense

of challenge and adventure in my career, and avoiding getting in a rut. If I am in a rut, then so is my teaching, and then so are my students and learning from a rut is tedious, slow and unproductive. (p.7)

Professional development is the sum total of formal and informal teaching pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change. The process by which alone and with others, teachers renew and extend their commitment as change agents to moral purposes of teaching; and by which they acquire and develop critical knowledge, skills, planning and practice with children, young people and colleagues through each phase of their teaching lives. Bredeson (2002) perceives the notion of PD through three interdependent concepts: learning, engagement and improved practice and defines professional development as “learning opportunity that engages in ways that stretch their practice” (as cited in Bhandari, 2006, p 29). Professional development of teacher is seen as the focal point of three different aspects of career which are personal, team and school development.

Most of the people have distinguished professions from other kinds of occupations by the degree of expertise and complexity involved in the work itself. The assumption is that professional work involves highly complex sets of skills, intellectual functioning, and knowledge that are not easily acquired and not widely held. For this reason, professions are often referred to as the ‘knowledge-based’ occupations.

### **1.1.5 Reflection on Teaching**

Reflection is a process of witnessing one's own experience in order to look at it in a new way. It involves describing, analyzing and evaluating our thoughts, assumptions, beliefs, theories and actions. According to Richards (1991), “Reflection or Critical reflection refers to an activity or process in which an experience is recalled, considered and evaluated, usually in relation to a broader purpose” (p.1). Reflection as it is a response to past experience and

involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source of planning and action. Reflection is a way of observing, evaluating and reflecting on one's own action in order to bring about change in practice. It involves thinking about and critically analyzing an action with the goal of improving professional practice. Reflection can become more effective through systematic training and practice. Reflection is valuable when teachers are able to make a critical enquiry into the process of their teaching practice by interpreting the data collected on their teaching (Bailey 2006) and to bring about 'changes' in their classrooms based on those interpretations. In order for teachers to become 'reflective practitioners' of their own professional practice, they may need to be 'coached' in this ability (Wallace 1996).

Reflection is not an easy process since it requires critical thought, self-direction, and problem solving coupled with personal knowledge and self-awareness. Richards and Lockhart's (1994, p.1) definition seems to best capture the premise of reflection in the field of teaching. "A reflective approach to teaching is one in which teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices, and use the information obtained as a basis for critical reflection about teaching".

All teachers, in one way or another, 'look back' at their classes and from their reflections, draw implications for their classroom teaching. This reflection may be in the form of 'self-reflection', where teachers think about the positive and negative aspects of recent teaching, or they may share these thoughts with colleagues, or choose to invite a colleague and/or a teacher trainer to their classes for further feedback. In this sense, reflection may sound like an everyday activity for any given teacher. We can make a distinction here between reflection as looking back into one's teaching and drawing some general conclusions about the classes taught—"I had a very productive lesson today" or "This was not one of my best classes" kind of comments—or 'critical reflection', where teachers reflect on their practice as a way to bring themselves

to the level of awareness of what they do and the reasons for this (Bailey 2006). Conducting classroom observations and giving feedback to teachers is undeniably useful, yet insufficient in itself to help teachers reach a level of reflection that will optimize their professional development.

Teacher trainers can help teachers develop significantly better when they ‘train’ them on how to reflect instead of conducting ‘snapshot’ observations and giving feedback. Reflection is essentially personal, teachers must reflect for themselves; and the role of the trainers, or ‘supervisors’, should be to promote the reflection process ‘by providing input but refraining from taking over’. Feedback alone is insufficient and that feedback and reflection should be: integrated in the form of reflective conversations with a number of features including the assigning of greater prominence to reflection, and to the presence of a facilitator and language learners. As Templer (as cited in Harmer 2007) says:

We need to hold up mirrors to our own practice, making more conscious what is beneath the surface. What better tool can we provide teachers for doing this than a camera in the classroom? Considering all these factors, i.e. integrating feedback from various sources with the feedback the teacher gathers from himself/herself, the specific role of the trainer in the process as well as the feedback obtained from learners and even from colleagues, prompted this research study on the effectiveness of a ‘reflection training’ programme. (p. 410)

The issue on which the teacher reflects must occur in the social context where teaching occurs. The teacher must be interested in the problem to be resolved. There are different approaches that can be employed if one wishes to become a critically reflective teacher. Different scholars have discussed the various ways of reflecting. The most frequently adopted approaches for developing the skill

of reflective practice given in Richards and Lockhart (2005, p. 6) can be discussed as follows:

- i. Peer Observation
- ii. Journal writing
- iii. Self- reports
- iv. Survey and Questionnaires
- v. Self -monitoring
- vi. Video Recording of lessons
- vii. Action Research

Reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline. Reflective practice is becoming a dominant paradigm in teacher education program worldwide many schools, colleges and departments of education began designing teacher education and professional development programs based on this concept. In reflective practice, the teacher applies the theory in a classroom practice, observes and reflects on the results and adapts theory. The classroom becomes a kind of laboratory for the teachers where s/he can relate teaching theory into practice.

### **1.1.6 Analyzing Critical Incident**

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. 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 incident which occur in day-to-day work in order to understand them better and find alternative ways of reacting and responding to them. Tripp (1993, p. 45) says:

They are not at all dramatic or obvious - they are mostly straightforward accounts of very commonplace events that occur in routine professional practice which are critical in the sense that they are indicative of underlying motives and structures. In teaching, importantly, critical incidents are created. Incidents happen all the time, but critical incidents are produced by the way we look at a situation: a critical incident therefore is an interpretation of the significance of an event.

Very often a critical incident is personal to an individual. An incident only becomes 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 judgment. It can enable an individual to reflect on their practice and to explain and justify it. The following are the Tripp's methods for analyzing critical incidents that are adapted from <http://legacywww.coventry.ac.uk/legacy/ched/research/critical.html>. (27<sup>th</sup> May 2012)

The first step to analyze a critical incident is: choosing an episode or choosing the incident which you want to analyze, for example students' late arrival, students talking during class discussion, etc. The second step is describing the incidents. It means where and when it happened or what actually happened? It refers to the time, location, context, participants, etc. The third step to analyze a critical incident is to interrogate your description. Putting it in another way, to find out the possible reasons/causes of the incident why did the incident happen?, What was going on?, different levels of behaviour and activity, personal bias or a particular mindset to the event, interpretation of the events, etc. should be analyzed and interpreted in this stage. What should the teacher learn from the incident, what to do to progress a resolution of the problems,



these types of issues are analyzed and interpreted in this stage. The fourth stage to analyze critical incident is find a friend or colleagues. In this stage, teacher should take help from other teachers, seniors, and students. Teacher can share the incident to his/her colleagues or students and modify the analysis and interpretation, where necessary in the light of peer suggestions, advice and students' suggestions to solve the incident. Similarly, the fifth stage to analyze critical incident is to compare your analysis with the views of other key people involved in the incident (i.e. students and teachers). The final stage is writing up the report. While writing the report confidentiality should be taken into consideration.

There are no fixed and final stages to analyze critical incident. The above mentioned are the Tripp's views on critical incident analysis. Any teacher can analyze the incident differently according to their personal strategies. However, the main aim of analyzing critical incident is to solve or get knowledge to tackle, find alternative ways of reacting and responding to the unexpected, unplanned, and unanticipated events occur during the classroom teaching. So, different people analyze the critical incident differently.

## **1.2 Review of Related Literature**

Everyone is unique in this world because of his/ her own personal belief and value system. The teacher of English has also got his/her own beliefs and value system about different aspects of ELT. Teachers engage their professional development activities according to their value. Though a number of teachers and research scholars have carried out several studies in the field of ELT, a very little research has been done in the field of teachers' professional development. Some research studies which are directly and indirectly related to my study are reviewed as below:

Samadarsi (1988) conducted a research on "Expected Classroom Behaviours of Trained English Teachers". His objectives were to examine the classroom behaviours of trained teachers in English classrooms. In order to met his

objectives of study, he observed about 100 classes of trained English teachers. In his study he found the teachers were 'good' for teaching of grammatical items, classroom control etc. But a majority of the teachers were found to be poor for use of English appropriately, teaching functions of language etc.

Richards et al. (2001) conducted a research on "Exploring Teachers' Belief and the Process of Change". Their objective was to find out what core beliefs do language teachers hold about the processes of teaching and learning. In order to investigate about their objective of study, they administered a questionnaire to 112 second language teachers, the majority of whom were from Southeast Asian countries. They found that the most core belief centered on the role of grammar in language teaching and the related issue of how grammar should be taught.

Blazquez (2007) made a case study entitled "Reflection as a Necessary Condition for Action Research". She was interested to find out the role of reflection in changing one's beliefs and attitudes towards teaching and learning. The participants of the study were 40 instructor and 17 Elementary level students who were not proficient enough to pass the end-of-module exam; they had been in the same module since the beginning of the academic term for a total of 6 months. She collected data qualitatively as well as quantitatively utilizing questionnaire from 40 instructors and 17 students. She found that reflective practice allowed her to make her belief explicit to analyze data and critique the results which expanded her knowledge. This study showed if teachers explored what occurs in the classroom and reflected critically on the theories and beliefs that would be helpful in bringing fundamental change in classroom practice.

Phuyal (2009) carried out a research on "Practices of Reflective Teaching Used by Primary Level English Teachers". The objectives of the study were to find out the practices of reflective teaching used by primary level English teachers. To achieve the objectives, the researchers designed and administered the

questionnaire to 15 primary level English teachers of private schools from Kathmandu valley. Her finding was that majority of the primary level English language teachers were not found practicing reflective teaching for their professional development.

Maski (2010) conducted a research entitled “ Strategies for Pre-service Secondary English Teachers Development in the UK” to find out the efficiency of post graduate certificate examination school centered initial teacher training and graduate teacher programme for TPD and to find out the role of learning theories of initial teacher training and vocational training in English teaching. He used questionnaire and interview as the research tools to obtain the answers to intended objectives. He found that the trainee teachers have been able to develop their teaching personality from their PGCE, GTP and SCITT courses and they have accepted that their personal skills also develop the schools. He further found that the trainee teachers agreed that learning theories are fundamental for English language teaching because the knowledge of those theories provide framework for the application of strategies.

Khanal (2011) conducted a research entitled “Strategies for Professional Development: A Case of Secondary Level English Teachers” to identify the strategies used by secondary level teachers of English for their professional developments. Six English languages teacher were selected for observation and interview. The findings of the research showed that the strategies used by teachers having below five years of experiences were self monitoring, workshop, conferences, seminars and workshop. The experienced teacher used different strategies in the classroom where the teachers having the experiences below five years faced many problems or they were less skilled. He also found that all the teachers used different strategies for their professional development.

Khatri (2012) carried out a research entitled “Self Directed Learning for Teachers Professional Developments." The main objectives of the research were to find out the awareness of the English language teachers towards the

self directed learning and the practices of self directed learning adopted by the teachers for PD. The research was limited to Kathmandu valley and questionnaire (both open ended and closed ended) was used as research tool. The findings of the research showed that most of the teachers were aware of self directed learning, they viewed that self directed learning is a personal approach to learning for professional developments and most of the teachers evaluate their own teaching.

The above mentioned books and research works are related to professional development of teachers and their independent learning but they are not related to teacher's endeavors to practices of analyzing critical incident for professional development. The review shows that much research work has been carried out on teacher development and professional development of the teachers. But, my attempt to study practices of analyzing critical incident for professional development is un-attempted one. That is why, this study is different from other studies.

### **1.3 Objectives of the Study**

The objectives of the present study were as follows:

1. To find out teachers' perception about analysis of critical incident for teachers' professional development.
2. To find out how teachers are practicing of analyzing critical incident in their teaching.
3. To suggest some pedagogical implications.

### **1.4 Significance of the Study**

This study will be useful to the teachers who are teaching in the schools to develop their culture of teaching for their professional growth. This study will also be useful to the researcher who wants to conduct research work in the similar field. The teacher of teachers will be benefited from this study. They can develop related idea and course for teacher's professional growth.

Moreover, this study explores how Nepalese teachers analyze critical incident in their teaching life for their professional growth. Finally, this study will be useful to the novice teachers and student teachers who want to grow professionally.

## **CHAPTER- TWO**

### **METHODOLOGY**

To meet the objectives of the study, the following methodology was followed.

#### **2.1 Sources of Data**

I made use of both the primary and the secondary sources of data which are as follows:

##### **2.1.1 Primary Sources of Data**

This study was primarily based on primary sources of data. The teachers who were teaching at the secondary schools of Jhapa district were my primary sources.

##### **2.1.2 Secondary Sources of Data**

I consulted books, previous research works, articles, journals, reports, and World Wide Web. Some of the secondary sources were Impey and Underhill (1994), Richards (1996), Head and Taylor (1997), Borg (2001), Richards, Gallo and Renandya (2001), Harmer (2007), Wallace (2010).

#### **2.2 Sampling Procedure**

The actual numbers of community based schools of Jhapa district were collected from district Education Office, Jhapa. I randomly selected eight community based secondary schools from the list. One teacher from each school was purposively selected.

### **2.3 Tools of Data Collection**

I used questionnaire as the tool for data collection. The questionnaire consists of both open ended and closed ended questions.

### **2.4 Process of Data Collection**

To collect the data, I followed the following procedures:

- ) At first, I visited District Education Office of Jhapa and asked for the list of schools.
- ) Then, I visited the selected schools and asked for the permission from the head teacher and inform the process, procedures and objective of the study to the teachers of English and the concerned authority.
- ) I selected one teacher from each selected community based school to fill the questionnaire.
- ) I gave the questionnaire to the teachers of English of selected school to fill them.
- ) I collected the questionnaire from teachers after two days.

### **2.5 Limitations of the Study**

This study will be carried out under the following limitations:

- ) This study was limited to secondary level English teachers of Jhapa district.
- ) This study was limited to eight teachers of English.
- ) This study was limited to questionnaire as the tool for data collection.
- ) This study was limited only to critical incident and analysis of them for professional development.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION OF DATA**

This section mainly deals with the analysis and interpretation of data collected from the primary sources to fulfil the set objectives. The main objectives of this study were to find out teachers' perception about analysis of critical incident for teachers' professional development and to find out the practice how teachers' analyze critical incident and reflect in their teaching. The data collected through questionnaires are analyzed and interpreted in this chapter.

#### **3.1. My Experiences from Field Visit**

I reached selected schools and requested the teachers and administrators with my written covering letter. Most of the administrators seemed to be happy but it was really difficult to collect data from particular teachers. Some teachers did not permit me to consult for data. They even suggested me to collect fake data. In those schools, I selected other teachers who agreed to share their experiences of critical incident. They mentioned that their classes were noisier and they were not confident even in the content. The teachers who taught in class six and seven were teaching in different schools in morning time and also teaching in the private English medium school in day time. I prepared my field visit note when I was in the field. It took me one and half months to collect the data from the field.

#### **3.2 Data analysis**

Being a researcher to ensure scientific quality of my study considering the ethical issue, I informed my research purposes and processes through written covering letter to informants and administrators of the selected schools. In order to ensure the confidentiality in the research, private data identifying subject were not reported. Attention was paid to the protection of subjects' privacy by changing the names of individual subject. The informants and their



institutions were given codes, fictitious names, whenever it was possible. The informants were guaranteed that their view would be treated confidentially. So, the identification of schools and informants were kept confidential. The information obtained through questionnaire is presented in the subsequent section.

### **3.2.1 Teachers' Knowledge on Critical Incident Analysis**

Most of the informants participated in this study were familiar to critical incident. They reported that critical incident is “unplanned and unanticipated event occurs during a lesson”. Out of eight informants three informants said critical incident analysis in teaching involves continuous growth and development of the professionals. In the same way three informants argued that critical incident analysis in teaching involves documentation and analysis of teaching. Similarly two informants reported critical incident analysis in ‘teaching involves collecting events and portfolios. Out of eight, four informants said self directed learning strategy of teachers learning is related with critical incident analysis. Other informants argued collaborative learning strategy of teacher learning is related with critical incident analysis.

Regarding when incident becomes critical T1, T2, T5 reported that incident become critical when students were out of control. Critical incident analysis varied due to different things such as problem, context, teachers and students etc. Regarding this, some informants said due to contexts, problem and solution varied the critical incident analysis. Due to the pedagogic contexts, teachers and students critical incident varied. Three informants (i.e. 64%) said critical incident varies due to context, problem and solution. Most of the teachers (75%) evaluated the situation and used alternatives when they were dissatisfied with their teaching.

### 3.2.2 Teachers' Perception of Critical Incident Analysis

Most of the teachers or informants were found to be positive towards critical incident analysis or they had positive attitude and perception towards critical incident analysis. They thought critical incident analysis helps teachers to be hard working on their teaching to become a good professional. It is one of the most important tools for teachers' professional development.

Here I have summarized the teachers' perception towards critical incident analysis in table 1.

**Table No. 1**

#### **Teachers' Perception of Critical Incident Analysis**

S.N	Statements	Responses			
		SA	A	D	SD
1	Critical incident analysis is the best strategy for the professional development of English teachers	50%	50%		
2	The significance of critical incident analysis are reflected in teaching	50%	37.5%	12.5%	
3	Critical incident analysis promotes professionalism by making teachers learn independently through experience	50%	37.5%		12.5%
4	Critical incident analysis is a self-observation, self-awareness and self-evaluation activity for teachers' professional development	50%	50%		
5	Critical incident analysis is other	12.5%	62.5%	25%	

	oriented activity which comes under peer observation and discussion				
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Half of the informants participated in this study strongly agreed and half of the informants agreed that 'Critical incident analysis is the best strategy for the professional development of English teachers' professional development. Half of the informants (i.e.50%) strongly agreed that ' The significant of critical incident analysis are reflected in teaching' and 37.5% of the teachers agreed and 12.5% of the teachers disagreed on this statement. Half of the informants (50%) strongly agreed on 'Critical incident analysis promotes professionalism by making teachers learn independently through experiences' and 37.5% of the teachers agreed and 12.5% of the teachers strongly disagreed on this issue. Half of the informants (50%) strongly agreed on ' Critical incident analysis is a self-observation, self-awareness and self-evaluation activity for teachers' professional development and 50% of the teachers agreed this statement. Only 12.5% of the informants strongly agreed that' Critical incident analysis is other oriented activity which comes under peer observation and discussion' and 62.5% of the informants agreed and 25% informants disagreed this issue.

### **3.3 Practice of Analyzing Critical Incident**

Most of the informants participated in this study were not practicing this tool in their institution because of several reasons. They forwarded several reasons e. g. time constraint, overloaded classes, and less supportive environment. Teachers' practices of analyzing critical incident have been discussed under different headings.

#### **3.3.1 Critical Incident Analysis for teachers' Professional Development**

The first informant (T1) believed that analysis of critical incident is the way of professional development. She said, "Eliminating the false trends in the

academic fields can go forward as a professional teacher." The second informant (T2) also thought that analysis of critical incident helps teacher to learn many things about the students' psychology, and different types of problems and to overcome those problems. Similarly the third informant (T3) agreed with the view that analysis of critical incident is the way of professional development. By this teacher can find the solution of the unexpected problems. The fourth informant (T4) believed that through the analysis of critical incident teacher could be able to handle the different problems. So, it is a way of teachers' professional development. The fifth informant (T5) agreed that analysis of critical incident is a way of professional development. It develops the knowledge to tackle the different incident which occurs in classroom teaching. The sixth informant (T6) believed that analysis of critical incident is a way of professional development but he did not provide any reasons how it helps to the teachers for their professional development. The seventh informant (T7) also believed that analysis of critical incident is the way of professional development. It helps teacher to identify and resolve the problems in teaching learning process. The eighth informant (T8) also agreed with the view that analysis of critical incident is a way of teachers' professional development. It makes teacher creative and self confident.

By observing the above mentioned information, I came to the conclusion that all informants thought that analysis of critical incident is a way of teachers' professional development. Some of them were not able to provide the suitable reasons how analysis of critical incident helps teachers for their professional development. By this we can say that some of the teachers were not aware about the critical incident analysis. That is some teachers lack the knowledge and importance of critical incident analysis.

### **3.3.2 Types of Critical Incident in Teachers' View**

The T1 believed that incident like interruption, gossiping among the friends, counter-arguing during class are critical. Similarly, the T2 said, "Unexpected,

unplanned, and unanticipated events in the class are generally considered as critical incident." In the same way, the T3 reported that those events which are unplanned and unexpected that occur during the lesson are critical incident. The T4 reported that the incident which can have positive effect on the teachers and the students both are critical. Similarly the T5 said, "All things which unusually occur in classroom are critical," which affect the teaching learning process. The T6 did not present any types of critical incident. He did not answer the question. The T7 reported that problems which cannot be identified and resolved in teaching period are critical. Similarly the T8 reported that unplanned and unexpected incident are more critical than other types of incident. They affect the teaching learning process.

By observing the above mentioned idea, I came to the conclusion that most of the teachers lacked clear understanding of critical incident and T6 did not answer. Critical incident are unplanned, unexpected, and unanticipated events that occur during lesson and that serve to trigger insights about some aspects of teaching and learning.

### **3.3.3 Critical Incident in the Process of Building Classroom Culture**

The T1 viewed that critical incident creates disturbance in class. They may break the norms and discipline of a learner. In this way, a critical incident reveals differences in classroom culture. The T2, T3 & T6 viewed that critical incident brings differences in classroom culture. It can bring twist and affects in the ongoing classroom activities. It challenges the classroom teaching learning process. Sometimes, it may create challenges and obstructive situation in the teaching learning process. The T4 viewed that critical incident creates the opportunities to get introduced with new teaching strategies. So, it makes the classroom teaching more effective and interesting with new strategies. The T5 viewed that critical incident may have both the positive or negative effects. Positive incident may help students in their learning process but negative incident may disturb the classroom culture. In the same way, the T7 viewed

that critical incident make teaching effective. It helps teacher to understand the classroom activities. The T8 also said that critical incident changes the classroom culture.

By observing the above mentioned idea, I came to the conclusion that all the informants agreed that critical incidents bring variation in classroom culture. But almost all informants were not clear what types of culture it builds? It is an unplanned and unanticipated event that occurs during a lesson. Sometimes critical incident may have both the positive and negative effects. So, they create the new culture/environment in the classroom.

### **3.3.4 Learning from Reflection on Critical Incident**

The T1 mentioned that from reflection on critical incident she had build up the knowledge to overcome the difficulties created by the critical incident.

Similarly the T2 viewed that through the reflection on critical incident teacher can learn to handle different situation which occur during a lesson. In the same way the T3 viewed that through the reflection on critical incident teacher can learn about how to handle different types of unplanned situation that are faced during a lesson. It helps teachers to build self-confidence as well. He reported, "We have not enough time to reflect on all the critical incident because of time and overloaded classes." The T4 viewed that by the reflection on critical incident teacher can learn how to make teaching learning process effective. It also helps teacher to handle the different types of situation/problems faced in the classroom. The T5 viewed that critical incidents are unplanned and unanticipated events. So, reflecting on this, obviously teacher can learn new things or get new knowledge. The T6 also viewed that reflecting on critical incident teacher can get new lesson, ideas and strategies to overcome the different types of problems/environment which are faced in course of teaching. The T7 viewed that reflecting on critical incident teacher can identify the problems of teaching and learning and get the new ideas to handle different types of problems. The T8 reported that reflecting on critical incidents teachers

can handle the more challenging incident as well. It develops the teachers' confidence, creativity which is ultimately the basis of teachers' professional development.

The discussion above shows that some of the informants thought that reflection on critical incident helps teacher to get new knowledge, ideas, lesson, creativity and confidence. However, some informants told that generally they did not reflect on critical incident because of the time constraint, overloaded classes, and supporting environment. But all the informants thought that reflection on critical incident is ultimately a basis for teachers' professional development.

### **3.3.5 Benefits of Analyzing Critical Incident**

The T1 reported that teachers were benefitted by analyzing critical incident. It helps teacher for effective class conduction and smooth implementation of rules and regulation to be a successful teacher. Similarly, the T2 viewed that analysis of critical incident provides benefits for teachers. It helps teachers to understand the students' psychology. It develops the confidence of teachers. It also helps teacher for his/her professionalism. The T3 reported that teachers get a lot of benefits by analyzing critical incident. It develops the teachers' self-confidence. It provides them with tricky ideas to handle unplanned situations. It also develops self awareness in teachers which is ultimately a basis of teachers' professional development. The T4 reported that analysis of critical incident provides benefits for teachers. It provides the practical knowledge to solve the problems which are faced in course of teaching. The T5 viewed that by analyzing critical incident teachers get professional knowledge to handle the unplanned and unanticipated incident. It also builds up the self confidence of the teachers. In the same way, the T6 viewed that teachers can get benefits by analyzing critical incident. The teacher can develop new strategies and methods for teaching effectively and efficiently. Similarly the T7 viewed that teachers can be benefitted by analyzing critical incident. It can help teachers to identify and resolve problems. It can serve as a form of reflective inquiry. It also builds

collegiality. The T8 also put forward that the similar view teachers can be benefitted by analyzing critical incident. It develops teachers' creativity. It develops the knowledge to handle the class in unanticipated culture and it also develops the confidence of the teachers.

By observing the above mentioned idea, I came to the conclusion that most of the informants thought that teachers can be benefitted in several ways by analyzing the critical incident. They thought that it is beneficial for teachers but still they were not practicing/ reflecting on their actual classroom teaching. So, I found the gap between the teachers' knowledge and classroom practices.

In conclusion, analysis of critical incident helps teachers to identify and resolve the problems which are faced in course of teaching. The second benefit of analyzing critical incident is that it develops the teachers' knowledge to tackle the unplanned, unexpected, and unanticipated problems/situations. The third benefit of analyzing critical incident is that it builds the collegiality between teachers and students. Similarly it also serves to identify good practice gives teachers a heightened sense of professional awareness. So, all the teachers were directly or indirectly benefitted by analyzing critical incident.

### **3.3.6 Steps of Analyzing the Critical Incident**

The T1 reported that to analyze the critical incident taking help of other senior teachers and the students who create the problems is necessary. Similarly, the T2 & T3 reported that to analyze the critical incident noting down the situation to find out the causes of those incident and also taking help of senior teachers, students and others would be a good idea. The T4 did not answer in this question. He has no any idea of analyzing critical incident. Similarly, T5 reported not so clear idea simply he said, "Took help of other teachers." The T6 reported that first of all finding out the causes of the critical incident is necessary before than analyzing their effects on classroom. Similarly, the T7 reported that while analyzing critical incident, at first the problems or critical incident should identified and then analyzed. In a same way, the T8 also



reported that to analyze critical incident, at first he observing the situation and finding out the causes of incident. After that, treat the situation taking help from students and teachers.

By observing the above mentioned idea, I came to the conclusion that most of the informants were in favor of taking help from senior teachers and the students to analyze the incident. However, there are no fixed and final stages to analyze critical incident. So, different people can use different strategies and techniques to analyze the incident. The main aim of analyzing critical incident is to solve or get knowledge to tackle, find alternative ways of reacting and responding to the unexpected, unplanned, and unanticipated events occur during the classroom teaching. Tripp (1993) provides the two steps to analyze critical incident: the first stage is to describe the incident and the second is to explain its meaning. The incident becomes critical when it is viewed in terms of something that has significance in a wider context.

### **3.4 Conclusion**

The main objectives of my research were to find out teachers perception about analysis of critical incident for teachers professional development and the second objectives was to analyze the practice of teachers' critical incident reflected in teaching. After analyzing and interpreting the data, I came to the conclusion that all the informants participated in this study had positive attitude and perception towards critical incident analysis. They thought analysis of critical incident is a way of teachers' professional development or it is ultimately a basis for teachers' professional development. However, some informants were found not to have a good knowledge on critical incident analysis. Some informants, who had good knowledge, were also not implementing it in their classroom practice.

All the informants thought critical incident analysis may build new classroom culture. They also thought that analysis of critical incident provides benefits to the teachers although they were not practicing it in their classroom practice.

They forwarded different reasons for not being able to practice it e.g. time constraint, overloaded classes, crowded classes, and absence of supportive colleagues and supportive environment. So, there was a gap between teachers knowledge and classroom practice.

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMENDATIONS**

In this chapter, the main findings of the study drawn on the basis of analysis and interpretation of data are mentioned. It also presents some suggestions made on the basis of the major findings of the study.

#### **4.1. Findings**

My study focused on identifying teachers' perception about analysis of critical incident for teachers' professional development, and to find out how teachers' practice or analyze critical incident and reflect in their teaching. Here, I have come up with the following findings on the basis of analysis and interpretation of the data:

- 1) All the informants who participated in this study agreed that critical incident analysis is a very useful and essential tool for teachers' professional development.
- 2) All the informants who participated in this study had positive attitude and perception towards critical incident analysis. They thought that it is ultimately a basis for teachers' professional development.
- 3) The present study found that the informant who had knowledge to some extent was also not using it in their professional field.
- 4) I found that analysis of critical incident was not being used regularly by EFL teachers mainly due to time constraint, lack of supportive colleagues and environment, and overloaded classes.
- 5) This study found that all the informants who participated in this study agreed with the view that critical incident builds the new environment or culture in the classroom.

- 6) This study found that almost all informants who participated in this study were not reflecting on critical incident although they thought it is beneficial for teachers' professional development.
- 7) This study found that school administration comparatively provided less emphasis about reflecting on critical incident as well as indifferent for providing appropriate platform for English language teachers' professional development.

From the overall findings of the study, I found the English language teachers considered critical incident analysis as a very effective means for their professional development but its real practice in their professional field was deplorable

## **4.2 Recommendations**

On the basis of above mentioned findings, I would like to make the following suggestions:

- 1) Some of the informants were not found to be aware about critical incident analysis, so different in-service training and INSET program should be conducted on critical incident analysis.
- 2) They should be made to realize that reflecting on critical incident is ultimately a basis for their professional development. So, they should always be ready to use their time in the implementation of critical incident analysis.
- 3) The policy makers like MOE and DOE are responsible for making clear policy for the improvement of English language teachers' performance. MOE and DOE should focus on the promotion of supportive environment for the use of critical incident analysis and consequently for English language teachers' professional development.

- 4) It is suggested that the training programme organizer like NELTA, NCED, BC, and teacher educators should include critical incident analysis in their training package to enhance critical incident analysis as a means of teachers' professional development.
- 5) The government should design the special training package of teacher development course for secondary school teachers of English. So, it helps teacher to implement different methods, approaches, and styles for classroom practice of critical incident analysis.
- 6) Teachers should be provided with the supportive and favorable environment required for practicing critical incident analysis. It includes enough encouragement, constant supervision and appropriate appreciation from the school authority.
- 7) Teachers should not be overloaded with their duties during the school hours. They should be equipped with enough time, tools and opportunities to plan and practice critical incident analysis for their professional development.
- 8) Teacher education and training programme needs to have more practical activities and prepare aspiring teachers to cope with the ever changing phenomena of ELT. Instead of giving them theories, such programmes need to teach them how they can theorize their own practice in terms of language teaching and learning for their professional development.
- 9) In order to minimize the gap between theory and classroom practice, government and school administration should provide trainings to the teachers and provide resources and appropriate environment in the school and make the provision of effective supervision.

10) Only little research has been carried out on critical incident analysis. Therefore, the students from different universities like TU, KU, and PU should be encouraged to carry out further researches in this field.

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**APPENDIX - I**  
**Questionnaire**

**School's Name:**

**Date:**

**Teacher's Name:**

**Qualification:**

**Experiences:**

Dear sir and madam,

The questionnaire is a part of my research study entitled Analysis of Critical Incidents for Professional Development of English Teachers' under the supervision of **Mrs. Madhu Neupane**, Lecturer at the Department of English Education, T.U., Kirtipur. Your kind co-operation in completion of the questionnaire with the authentic and reliable information will be of great value to me. Any responses you provide will be kept entirely anonymous. I assure you that the information you provide will be used for the purpose of research only.

**Researcher**  
**Shambhu Katwal**  
**M. Ed. Second Year**  
**T.U., Kirtipur**

## Set- A

**Please, tick the best answer.**

1. A critical incident are .....

- unplanned and unanticipated event that occurs during a lesson.
- planned and anticipated event that occurs during a lesson.
- unplanned and unanticipated event that occurs outside the classroom.
- planned and anticipated event that occurs outside the classroom.

2. Critical incident analysis in teaching involves.....

- continuous growth and development of the professionals
- the documentation and analysis of teaching
- collecting events portfolios
- conducting Workshops

3. Which of the following strategies of teachers learning is related with critical incident analysis?

- Collaborative learning
- Self directed learning

4. Incident becomes critical when they .....

- are subject to review and analysis.
- are negative.
- are out of control.
- are beneficial for teachers learning.

5. Critical incident analysis varies due to.....

- problems and solution
- pedagogic context, teachers and students
- context, problem and solution
- students' responses and others involvement

6. When you were dissatisfied with your teaching what did you do at that situation?

- Consult with seniors
- Evaluate the situation and use alternatives
- Keep record studied the weakness and challenges way you used
- Repeated the same way again and again

7. Critical incident analysis is the best strategies for the professional development of English teachers

- Strongly agree
- Agree
- Disagree
- Strongly disagree

8. The significance of critical incident analysis are reflected in teaching.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

9. Critical incident analysis promotes professionalism by making teacher learn independently through experience.

Strongly agree

Agree

Disagree

Strongly disagree

10. Critical incident analysis is a self-observation, self-awareness and self – evaluation activity for teachers’ professional development.

Strongly agree

Agree

Disagree

Strongly disagree

11. Critical incident analysis is other oriented professional activity which comes under peer observation and discussion.

Strongly agree

Agree

Disagree

Strongly disagree

**Set -B**

**Please, answer these questions.**

12. Do you believe that analysis of critical incident is the way of professional development? How?

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13. What types of incident do you think are critical?

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14. In what ways does the critical incident reveal differences in classroom culture?

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15. What do you think you learn from reflection on critical incident?

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16. How often do you evaluate /reflect yourself and what changes do you expect after your reflection?

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17. Please write some benefits of conducting analyzing critical incident for teacher's professional development?

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18. What steps do you follow at analyzing the critical incidents?

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***Thank you for your kind response!***

## APPENDIX-II

### List of Teachers

<b>S.N.</b>	<b>Name of the Teacher</b>	<b>Academic Qualification</b>	<b>Teaching Experience</b>
1	Dambar Rajbansi	M.Ed.	5 Years
2	Ramesh Dhakal	B.Ed.	5 Years
3	Suman Kafle	M.Ed.	4 Years
4	Sita Shrestha	M.Ed.	3 Years
5	Gobinda Ghimire	B.Ed.	8 Years
6	Ram Bahadur Adhikari	M.Ed./M.A	12 Years
7	Mukunda Dahal	M.Ed.	13 years
8	Ramu Siwakoti	B.Ed.	10 years



## APPENDIX - III

### Name of Schools

S.N.	Name of School
1	Janaadrsa Higher Secondary School, Shivgunj, Jhapa
2	Himalaya Higher Secondary School, Dhamk, Jhapa
3	Jure Circle Ghailadubba Higher Secondary School, Jhapa
4	Khajurgachhi Higher Secondary School, Khajurgachhi, Jhapa
5	Sagarmatha Higher Secondary School, Prithivinagar, Jhapa
6	Shree Sagarmatha Secondary School, Jhapa
7	Mahendraratna Higher Secondary School, Anarmani, Jhapa
8	Gaurigunj Higher Secondary School, Gaurigunj, Jhapa