

CONTENTS

| | Page |
|--|--------------|
| Abstract | ii |
| Abstrak | iii |
| Acknowledgement | iv |
| Contents | v |
| List of Appendices | ix |
| List of Figures | x |
| List of Tables | xi |
| List of Acronyms and Symbols | xii |
| CHAPTER ONE : INTRODUCTION | 1 |
| 1.0 Introduction | 1 |
| 1.1 Background | 2 |
| 1.1.1 The English Studies Program | 2 |
| 1.1.2 The Teaching Practice Program | 3 |
| 1.1.3 The School Orientation Program | 7 |
| 1.1.4 PRACTICUM | 7 |
| 1.1.5 Journal Writing | 8 |
| 1.1.6 Clinical Supervision | 8 |
| 1.2 Statement of Problem | 11 |
| 1.2.1 The Present Demands on ESL Teachers | 12 |
| 1.2.2 The TESL Student Teachers' Competency in English | 12 |
| 1.3 Rationale of the study | 13 |
| 1.4 Purpose and Significance of the Study | 14 |
| 1.5 Research Questions | 15 |
| 1.6 Definition of Terms | 16 |
| 1.7 Scope and Limitations of the Study | 19 |
| 1.8 Summary | 21 |

| | |
|---|---------------|
| CHAPTER TWO : LITERATURE REVIEW | 22 |
| 2.0 Introduction | 22 |
| 2.1 Theories and Perspectives of Teacher Preparation | 23 |
| 2.1.1 The Models of Teacher Preparation | 23 |
| 2.2 Teaching Practice and Supervision | 26 |
| 2.2.1 The Supervisory Triad and the Need for Collaboration | 26 |
| 2.3 Clinical Supervision | 29 |
| 2.3.1 Theoretical Perspectives and Models | 29 |
| 2.3.2 Interventions | 31 |
| 2.3.3 Interactions | 36 |
| 2.3.4 Counselling | 38 |
| 2.3.5 Implementing Clinical Supervision | 40 |
| 2.4 Reflective Practice | 42 |
| 2.4.1 Teaching and Reflective Practice | 42 |
| 2.4.2 The Notion 'Problem' in Reflective Practice | 45 |
| 2.4.3 The Importance of Reflective practice | 46 |
| 2.4.4 Effective Reflective Practice | 47 |
| 2.4.5 Developing Effective Reflective Practice | 48 |
| 2.4.6 Phases of Reflection | 51 |
| 2.5 Methods used in the Studies | 52 |
| 2.6 Conclusion | 53 |
| CHAPTER THREE : RESEARCH DESIGN AND DATA ANALYSIS PROCEDURES | 54 |
| 3.0 Introduction | 54 |
| 3.1 The Subjects | 54 |
| 3.2 Data Collection | 55 |
| 3.2.1 The Sources of Information | 55 |

| | | |
|-----------------------|------------------------------------|-----------|
| 3.2.1.1 | The Supervisors | 55 |
| 3.2.1.2 | The School Mentors | 56 |
| 3.2.1.3 | Written Documents | 57 |
| 3.2.1.4 | The Student Teachers | 59 |
| 3.2.1.5 | The Researcher | 59 |
| 3.2.2 | Methods and Tools of Investigation | 60 |
| 3.2.2.1 | Observation | 60 |
| 3.2.2.2 | Interviews | 62 |
| 3.2.2.3 | The Questionnaire | 63 |
| 3.2.2.4 | Audio Recording | 64 |
| 3.3 | Research Procedure | 65 |
| 3.3.1 | Obtaining Consent | 65 |
| 3.3.2 | Preparing the Instruments | 65 |
| 3.3.3 | Conducting the Interviews | 66 |
| 3.3.4 | Administering the Questionnaire | 67 |
| 3.3.5 | Conducting Clinical Supervision | 67 |
| 3.4 | Data Analysis Procedures | 68 |
| 3.5 | Summary | 70 |
| | | |
| CHAPTER FOUR : | DATA ANALYSIS AND FINDINGS | 71 |
| 4.0 | Introduction | 71 |
| 4.1 | Case Study One | 71 |
| 4.1.1 | College Supervisor 1 (CS1) | 71 |
| 4.1.2 | Student Teacher 1 (ST1) | 72 |
| 4.1.3 | The Supervisor's Role | 73 |
| 4.1.4 | The Three Stage Cyclical Process | 73 |
| 4.1.5 | Reflective Practice | 81 |
| 4.1.6 | Supervisor - Mentor Collaboration | 83 |

| | |
|--|------------|
| 4.1.7 Changes in ST1 | 84 |
| 4.2 Case Study Two | 84 |
| 4.2.1 College Supervisor 2 (CS2) | 84 |
| 4.2.2 Student Teacher 2 (ST2) | 85 |
| 4.2.3 The Supervisor's Role | 86 |
| 4.2.4 The Three Stage Cyclical Process | 87 |
| 4.2.5 Reflective Practice | 98 |
| 4.2.6 Supervisor - Mentor Collaboration | 100 |
| 4.2.7 Changes in ST2 | 102 |
| 4.3 Cross-Case Study | 102 |
| 4.3.1 The Supervisors' Role | 108 |
| 4.3.2 Focus | 110 |
| 4.3.3 Helping Atmosphere. | 114 |
| 4.3.4 Supervisory Styles | 118 |
| 4.3.5 Micro Interventions | 121 |
| 4.3.6 Critical Thinking | 124 |
| 4.4 Conclusion | 126 |
| CHAPTER FIVE : DISCUSSION, IMPLICATIONS AND LIMITATIONS | 127 |
| 5.0 Introduction | 127 |
| 5.1 Discussion of Findings | 127 |
| 5.2 Implications | 134 |
| 5.3 Limitations | 136 |
| 5.4 Suggestions for Further Research | 137 |
| APPENDICES | 138 |
| BIBLIOGRAPHY | 226 |

LIST OF APPENDICES

| | | |
|-----------------|--|-----|
| Appendix A (i) | Pre-Observation Conference 1 | 138 |
| Appendix A (ii) | Pre-Observation Conference 2 | 145 |
| Appendix B (i) | Post Observation Conference 1 | 150 |
| Appendix B (ii) | Post Observation Conference 2 | 158 |
| Appendix C (i) | Interview with CS1 | 163 |
| Appendix C (ii) | Interview with CS2 | 172 |
| Appendix D (i) | Interview with ST1 | 184 |
| Appendix D (ii) | Interview with ST2 | 192 |
| Appendix E (i) | CS1's Observation Notes and Written Comments | 208 |
| Appendix E (ii) | CS2's Observation Notes and Written Comments | 210 |
| Appendix F (i) | ST1's Written Reflection of Her Lesson | 212 |
| Appendix F (ii) | ST2's Written Reflection of Her Lesson | 213 |
| Appendix G (i) | SM1's Responses to the Questionnaire | 214 |
| Appendix G (ii) | SM2's Responses to the Questionnaire | 218 |
| Appendix H (i) | Letter of Consent from JPN Sarawak | 222 |
| Appendix H (ii) | Letter of Consent from MPTAR | 223 |
| Appendix I | Samples of ST1's Journal Reflections | 224 |
| Appendix J | A sample of CS2's Assessment of ST2 | 225 |

LIST OF FIGURES

| | | |
|----------|---|----|
| Figure 1 | The Teaching Practice Program Concept | 4 |
| Figure 2 | The Process of Professional Development through Practicum | 5 |
| Figure 3 | The Clinical Supervision Cycle | 9 |
| Figure 4 | Approaches to Clinical Supervision | 32 |
| Figure 5 | The Cyclical Process Viewed as a Helping Cycle | 41 |
| Figure 6 | Collaborative Assessment: A Three-Stage Model | 42 |
| Figure 7 | The Phases of Reflective Cycle | 51 |

LIST OF TABLES

| | | |
|---------|----------------|-----|
| Table 1 | CS1's Practice | 106 |
| Table 2 | CS2's Practice | 107 |

LIST OF ACRONYMS AND SYMBOLS

1. Acronyms

CS1 = College Supervisor 1

CS2 = College Supervisor 2

ST1 = Student Teacher 1

ST2 = Student Teacher 2

SM1 = School Mentor 1

SM2 = School Mentor 2

2. Symbols

| | | |
|---|-----------------------------------|--|
| [| CS1: Did you[ST1: [the pupils | [Left brackets indicate the point at which a current speaker's talk is overlapped by another's talk. |
|---|-----------------------------------|--|

| | | |
|----|---------|--|
| :: | student | Colons indicate prolongation of the immediately prior sound. The length of the row of colons indicates the length of the prolongation. |
|----|---------|--|

| | | |
|-------|-------------------------|--|
| _____ | <u>it's your agenda</u> | Underline indicates some form of stress via pitch and/or amplitude |
|-------|-------------------------|--|

| | | |
|-----|----------------|--|
| () | I ask them () | Empty parentheses indicate the transcriber's inability to hear what was said |
|-----|----------------|--|

| | | |
|----|-------------|--|
| // | Yes // yeah | Slashes indicate pauses in between utterances. |
|----|-------------|--|

| | | |
|------|----------|-------------------------------|
| ., ? | Did you? | Indicate speaker's intonation |
|------|----------|-------------------------------|

(Heritage, 1984 in Silverman, 1993:118).