

PRE-OBSERVATION CONFERENCE 1

Place: Language Department MPTAR

CS1 = CS1

ST1 = ST1

1. CS1 : Ugh... Can you briefly tell me what is your plan for your class?
2. ST1 : Hmm... for tomorrow?
3. CS1 : Hmm... hhm.
4. ST1 : For tomorrow, hmmm, I want to do reading and writing skills.
5. CS1 : Ahemm... What year is it?
6. ST1 : Year three.
7. CS1 : Year three, ugh, okay then... the topic is what?
8. ST1 : Family and Relatives.
9. CS1 : Ahemm... for, for reading... hhm... I just want to... ugh, ugh... this one sub...
10. CS1 : Before you go into the reading, okay, what do you do first?
11. ST1 : I ask them to do body movement.
12. CS1 : Ahemm... how is that (interrupted)
13. ST1 : Ugh... after recess...
14. CS1 : Oh, this class is, is after recess.
15. ST1 : After recess.
16. CS1 : After... all right, so, some movements again?
17. ST1 : Yeah.
18. CS1 : How is that related to your... topic for the day? The body movement that you want to do here?
19. ST1 : Ugh... it... it not related actually, but I just want them to get ready.
20. CS1 : Ahemm...
21. ST1 : Ah.
22. CS1 : Okay, but then you have... y' know, have to make sure that whatever You do, because this one is considered as set... ?
23. ST1 : Induction!
24. CS1 : Set Induction! So, even though you want them to get ready, but it has to be related to your... topic.
25. ST1 : Hmm.
26. CS1 : Everything, y' know. It must be related.
27. ST1 : Ah.
28. CS1 : So, what... what're you planning to do? You ask them to do what here?
29. ST1 : Hmmm... some exercise.
30. CS1 : Like doing what?
31. ST1 : Stand up...
32. CS1 : Ahmm...
33. ST1 : Sit down... raise up your left, right, right, left or right hands.
34. CS1 : Ahmm...
35. ST1 : Shake your hands.
36. CS1 : After that, they sit down? That's it?
37. ST1 : Yes.

38. CS1 : And then, you start with your reading?
39. ST1 : Aha.
40. CS1 : Okay, how can you improve this? So that it's related to your...your lesson?
41. ST1 : Err...
42. CS1 : Hmm... What is your topic...for your reading? What...what is the text about?
43. ST1 : (mumble)
44. CS1 : So...about what?
45. ST1 : About "The Twelve Brothers"
46. CS1 : "The Twelve Brothers! A story, is it?"
47. ST1 : Yeah.
48. CS1 : Okay, What about the twelve brothers? What is the main idea...what is the story about?
49. ST1 : The story is...ugh...is about Megan's brother who turned into a bird.
50. CS1 : Turned into a...?
51. ST1 : Turned into a bird.
52. CS1 : Turned into a bird.
53. ST1 : Hmm...because my topic is family and relatives...so...
54. CS1 : Okay. So it is related there, right?
55. ST1 : Ah.
56. CS1 : Family...because talks about what?
57. ST1 : Brothers.
58. CS1 : Brothers, yes. ..So, now back to our induction here because this is not suitable...because ...you said you just want them to stretch, right?
59. ST1 : Hmm.
60. CS1 : Not quite a purpose of set...
61. ST1 : Induction.
62. CS1 : Induction. You have to relate it to your...
63. ST1 : Show a picture?
64. CS1 : It can be a picture...can be a picture, okay. So, you need to work on this okay? If you want them to do some...physical activities, relate it to your...?
65. ST1 : Topic.
66. CS1 : To your topic or to whatever you, you want to do for the day.
67. ST1 : I add in now...suggestions of picturelah.
68. CS1 : Hmm. but, then the picture has to be...
69. ST1 : Related. ~
70. CS1 : Ah.
71. ST1 : Okay.
72. CS1 : It can be about family. This is family and relatives, what. For example, You can show a family picture. Y' see.
73. ST1 : Hmm.
74. CS1 : They are what? Year three, right?
75. ST1 : Hmm.
76. CS1 : Ah. Who is this? This is the mother. This is the father, y' know. Simple things like that can be done. This one it is up to you, but it has to be short.
77. ST1 : Okay.
78. CS1 : But, the main thing, it has to be...related to your...
79. ST1 : Topic.
80. CS1 : Topic, okay.

81. ST1 : Okay.
82. CS1 : Everything is related to the...to what you are planning for the day.
Now, So, after that you...the text wh...you show, show the text, right?
83. ST1 : Yeah.
84. CS1 : What do you do before...the reading itself? What do you do?
85. ST1 : Hmm...I ask them whether, they have heard about the story or not?
86. CS1 : Ahmm.
87. ST1 : Ugh...then I put up...ugh...the, the story on the board.
88. CS1 : Ugh...the story will be on what?
89. ST1 : Mahjong paper.
90. CS1 : Mahjong paper...okay. How long is the story? Is it very long?
91. ST1 : No.
92. CS1 : Not long. Then you put up, then what do you do?
93. ST1 : Ugh...I put it up...and then...
94. CS1 : And then?
95. ST1 : Ask them to look through the picture and the story.
96. CS1 : Oh, you have pictures also?
97. ST1 : Yeah. Pictures and story.
98. CS1 : Okay, then?
99. ST1 : I ask them to look through...then I ask them questions.
100. CS1 : Ahmm, like?
101. ST1 : What an y' see in the picture?
102. CS1 : Ahmm.
103. ST1 : Ah...
104. CS1 : And then?
105. ST1 : Then...I read the story, followed by the pupils.
106. CS1 : Sentence by sentence?
107. ST1 : Yeah. Sentence by sentence
108. CS1 : Okay, then?
109. ST1 : Then...hmm...after finish, I ask them to read by themselves.
110. CS1 : Ahmm...on their own? Aloud?
111. ST1 : Yeah. Read aloud.
112. CS1 : The whole group?
113. ST1 : Hmm...yeah, the whole group.
114. CS1 : The whole group. Okay after that?
115. ST1 : Then I ask them questions again...(inaudible)
116. CS1 : Questions? Are the questions written? Are they ready?
117. ST1 : Orally, orally.
118. CS1 : Oral questions?
119. ST1 : Hmm, orally.
120. CS1 : Have you prepared the questions?
121. ST1 : Questions like, "What happened Megan...eh...what happened to Megan's brother after...after they eat the fruit?"
122. CS1 : Okay. So, there will be oral questions?
123. ST1 : Hmm.
124. CS1 : But, even though they are oral questions, wh, you still need to?...write your? questions down so that you will have something to?...
to?...
to?...
125. ST1 : Refer to.
126. CS1 : Refer to. Don't expect to come out with the questions in the...class. Have it planned also, as part of your?...
127. ST1 : Lesson plan.

128. CS1 : Yeah. Put it down here. What are the questions? Maybe a few questions...you can put down...
129. ST1 : Yeah. To, to...
130. CS1 : Ah.
131. ST1 : To, to ensure, they understand or not.
132. CS1 : No, to help you...
133. ST1 : Oh... (Giggle).
134. CS1 : as a teacher. So you are focused in your questioning. Okay, what questions you want to ask one. And also you don't make mistakes here and there in your questions...
135. ST1 : Hmm...
136. CS1 : even though it's not written. Even though it's oral, you still need to put Them own here, okay. After that what do they do?
137. ST1 : After they read, wh... wh...
138. CS1 : After the...
139. ST1 : Wh, writing... what is the...
140. CS1 : Okay, writing. Writing about?
141. ST1 : Writing is on... (inaudible)
142. CS1 : Okay. All right, the girl named Megan, okay.
143. ST1 : I also put this on mahjong paper.
144. CS1 : And then, they write it in... where? Is it in a workbook?
145. ST1 : Yeah. No, no they don't have this workbook. I ask them to write in, in Their exercise book.
146. CS1 : Oh, they write in their exercise book?
147. ST1 : So, this one will be on mahjong paper...you transfer it to?...to exercise Book?
148. ST1 : Hmm.
149. CS1 : Okay. All the same? All of them will get the same kind of exercise?
150. ST1 : Yes.
151. CS1 : You don't have different... work for different levels...for your class?
152. ST1 : No.
153. CS1 : No, why not?
154. ST1 : Because I'm...because I think it...wh...will take a long long time for them to write.
155. CS1 : No, I mean...there, the class, there are, there are different levels, right? We have learned again in ...
156. ST1 : College.
157. CS1 : In college, yeah?
158. ST1 : Hmm.
159. CS1 : So, even (inaudible) like this...it's the same thing. Okay, they're all doing writing, y' see? But, their levels are different. Those who are weak, you and make, instead of writing one sentence, you have the sen...the, you have parts of the sentence here...
160. ST1 : Hmm.
161. CS1 : jumble up, and then they just?... write out the...
162. ST1 : Oh, rearrange.
163. CS1 : sentence. Yes. You have to make it different for ...That'll be good, Okay? Maybe for the good ones, they can write their own sentence. Those who are weak, they may not be able to do this. See the story? What is it about?
164. ST1 : Can I use this for the... wh... slow ones, and this is for the bright one.
165. CS1 : Hmm.

166. ST1 : This one is for the good students, eh, good pupils.
 167. CS1 : And then you can make...yeah, you can divide this into two parts. That can be done. Okay, but the blanks here. You still have your story up, right?
 168. ST1 : Yeah.
 169. CS1 : Maybe they can get the answer from there.
 170. ST1 : Yes.
 171. CS1 : All right, I don't see any...vocabulary work being done, y' know? Because when you explained earlier...you go from here, all right...you put it up and ask the children to read and questions followed, and so on. But, about vocabulary items from the story? How're you going to...teach that sentence patterns? What sentence patterns are you going to teach, y' see?
 172. ST1 : Hmm...hmm...
 173. CS1 : Is the story in the past tense?
 174. ST1 : Yes.
 175. CS1 : That could be your point!
 176. ST1 : Hmm.
 177. CS1 : Y' see, because we're not just teaching...reading them a story, you know? We're teaching lang...we're using story as a?...tool for teaching?...language. Understand or not?
 178. ST1 : Yes.
 179. CS1 : So, we should not forget the vocabulary, the sentence patterns....you see. So, you have to put...put it somewhere before they go into the, to the reading itself, the pre-reading.
 180. ST1 : Ah.
 181. CS1 : You still remember pre-reading?
 182. ST1 : Yes.
 183. CS1 : Yeah, that's pre-reading activity. Before they read, what do they do? And then while reading, what do they do? Post reading...y' see? Post reading will be your this onelah, this exercise will be post reading. While reading, y' know, i9s your oral questions there. As they're reading, right? You ask them the questions based on the text orally. That could be while reading.
 184. ST1 : Hmm.
 185. CS1 : But, your pre-reading? What about your pre-reading? What do they do Before they go into your text? Okay? Before reading the story. Y' see. Look at your objectives here. What is it that you want them to do? Hmm?
 186. ST1 : Read story together with their friends...answer questions based on the story and fill in the blanks.
 187. CS1 : Hmm...three objectives. So, you need to work on a few thingslah. Firstly, I feel that your induction here is not related. You have to make sure that it is related to your lesson, okay?
 188. ST1 : Okay.
 189. CS1 : Secondly, is your pre-reading...activities. What is it that you want them to do before...teaching them reading? What about your closure? What're you having?
 190. ST1 : Ask them to read the story.CS1 : Again? Can you think of something different? They're reading, reading, reading, reading, hmm?
 191. ST1 : Oh,...

192. CS1 : Y' see. Think of a different thing for the closure. Okay, you can have it physical, the induction here.
193. ST1 : Hmm.
194. CS1 : But make sure that it is related to your lesson. Then put it in your pre-reading here. Could be vocabulary or sentence pattern, ah!
195. ST1 : Aha.
196. CS1 : Then... ah (interrupted)
197. ST1 : Ugh, ask them to read.
198. CS1 : Is that pre-reading? // Pre-reading means, before...
199. ST1 : Reading.
200. CS1 : reading is done. So, if you ask them to read, is it pre-reading?
201. ST1 : No., it's reading.
202. CS1 : It's reading already, y' see? 'Pre' means before. 'While' is as they are reading, what do they do?
203. ST1 : Hmm.
204. CS1 : Post is after they have done with their...? Reading. See the... stages there? So, you have to think of your induction, your pre-reading and your closure, okay? Hmm...the closure. You have to think of something besides asking pupils to read the story again.
205. ST1 : Can I ask them to colour the picture?
206. CS1 : Colour? Where's your pictures?
207. ST1 : This one.
208. CS1 : Hmm... what does that do?
209. ST1 : (Inaudible)
210. CS1 : Hmm...the question here is to end your lesson and...y' see? How do you end your lesson? Hmm... What do you learn on the moral value?
211. ST1 : Kind.
212. CS1 : Hmm?
213. ST1 : Be kind.
214. CS1 : So,...where are you going to insert this value...in your lesson...for your...
215. ST1 : In... wh, end... after they... they have read the story.
216. CS1 : Ahmm. After they have finished with the reading, and then you said... and then you'll tell them about this, ah?
217. ST1 : Ah.
218. CS1 : Okay, so what about closure? How can you close...end your lesson? How can you end your lesson? // Okay you have to go back to your story again- What is it you want to highlight or that you could use... part of the story to end your lesson.
219. ST1 : Can I ask them to summarise the story?
220. CS1 : How?
221. ST1 : By... hmmm... story.
222. CS1 : You think they can do that? With out any help?
223. ST1 : Hmm...
224. CS1 : Y' see...you have to, if you want them to summarise, you, you... they can, this is primary three, y' know?
225. ST1 : Hmm...
226. CS1 : Well, you have to come out with guideTurns...I mean guide...questions. For example, "How many birds were there in the story?" "What was the title of the story today, class? Hmm?
227. ST1 : For, ugh...

228. CS1 : You can have...you can ask key...key points there. And you can remind them of the values, there. That can be done.
229. ST1 : Hmm... for closure?
230. CS1 : Y' see, and be done. Not something heavy, y' see...but, you want to end your lesson, okay?
231. ST1 : Okay.
232. CS1 : Something like that or other things, ah? What is it...ugh...it an be a song, okay. Can be a... what...ugh...they can...you can end your lesson with a song or quiz about the tenses, up to you. But you must, if you want to have...a short quiz, let's say that simple and the present tense, you have to have taught it before. If you didn't teach it, in your earlier...early stages of your lesson, you cannot test them kan? Y' see? Y' see the point?
233. ST1 : Yes.
234. CS1 : Hmm...okay, any other questions?
235. ST1 : Hmm...no, I think.

PRE-OBSERVATION CONFERENCE 2

Place: School Staffroom (Before lesson)

CS2 = CS2

ST2 = ST2

1. CS2 : Okay, now tell me what you intend to do. You have a lesson. You have a three...three, three lessons. One is a one hour lesson, 8.50 to 9.50; the other one is after break, thirty minute lesson. Now can you just tell me what you intend to do the first hour?
2. ST2 : Hmm...at the first hour, I, hmm...I'm going to do speaking with my pupils. Ugh...the first thing, I show the picture, first. And then I ask them based on the picture.
3. CS2 : What is the purpose of your lesson? What's your topic?
4. ST2 : Events.
5. CS2 : Hmm... What kind of pictures are you showing?
6. ST2 : Pictures of...different celebrations. Pictures of, for example, Hari Raya.
7. CS2 : Why do you choose...your, your topic is events. Why do you choose ugh festivals?
8. ST2 : Because they are exposed to many festivals (inaudible), for example, "Gawai Dayak", "Chinese New Year" hmm..."Hari Raya" and "Deepavali".
9. CS2 : How much...you intend to use pictures in the listening and speaking? What do you think? How much listening can you generate from those pictures? How much listening? What do you expect them to listen to?
10. ST2 : Listen to, for example, whom I show the, the picture I...hmm...I ask them to listen to the...how people greet their friends during...hmm...their...the festivals?
11. CS2 : So, you're only focussing on how...how they greet one another? And that's your listening? This is a year four class?! So, year four only need to know how to greet one another, is it? Like "Selamat Hari Raya". I...look at the content in your lesson plan. "Happy Deepavali" Hmm... Year four? Primary four?
12. ST2 : After that I ask them to...I will ask them questions based on the...
13. CS2 : Where're your questions?
14. ST2 : Here. (Flipping pages)
15. CS2 : But, that question... where? // You'll ask questions, but how much that's based on the pictures?!
16. ST2 : Yes.
17. CS2 : So, where's the speaking practice? Hmm?
18. ST2 : Here. Teacher ask questions to the...
19. CS2 : So, answering your questions is the speaking practice? Hmm?
20. ST2 : Yes.
21. CS2 : So, if they do not have questions, they will not be able to speak?
22. ST2 : Maybe I can ask them to...come to in front and talk about the "Hari Gawai"
23. CS2 : That's not in your plan?
24. ST2 : I do it...hmm...on closure.
25. CS2 : You do it during the closure?

26. ST2 : Yes.
27. CS2 : Ugh? You, you, you actually do a, a, a reading then, when you close.
You want to talk about "Gawai". Now, isn't that...jump...you, you look at your sequencing. You want to talk about festivals, and then you talk. There is a reading passage on "Pesta Pulau Pinang"...ah? And then suddenly you want to go back and talk about festivals. What does that tell you about your sequencing? Jumping here and there! Wouldn't it be a better idea, to actually talk about the festivals, here, in the speaking practice? You interpret speaking as answering your questions. In real life, do we just answer peoples' questions?
28. ST2 : No, we need to talk.
29. CS2 : We talk, don't we?
30. ST2 : Yes.
31. CS2 : Yes. Or we just sit down and wait for people to question us. Then we answer, otherwise after that we are mute. Now, that's the reason why you do speaking with the students, so that, speaking in English, they start learning now. So that it develops into later life as a natural thing for them to talk...in English. Rather than whenever people ask questions, they answer. ask question then answer. That's not speaking! Or...do you think so? Ugh? So, what about, how about putting that, there. Now, your, your lesson is in ten minutes...time. I'm sure there is, there is time for you to actually consider doing that, what you intend to do in your closure, here! And that makes your speaking activity, more real, more natural, more practical. Okay, go on to your activity two. Why is your choice "Pesta Pulau Pinang"?
32. ST2 : Because...they can...hmm...because...
33. CS2 : Why, why did you choose "Pesta Pulau Pinang".
34. ST2 : Hmm...I, I will invite them to know about another "pesta" in Malaysia.
35. CS2 : How are you helping them to understand that passage? I notice you say, you ask, you read and then you ask "Wh" questions. Where is your visual to help them understand...Pesta Pulau Pinang?
36. ST2 : There's a picture.
37. CS2 : Where's your picture?
38. ST2 : Text book.
39. CS2 : In the text book? You, that's all you're relying on, hmm? // Hmm? Look at all the terms there: "chingay competition", "street procession", "float procession", ugh? What else? "Stage shows", "drama", "cultural dances", "presentations", ugh? "Fireworks display". Don't you think those are things that you need to, to, to, to show them in the form of pictures to help them understand your passage?
40. ST2 : Did you make any preparations? // Or you just rely on the picture? How do you know they understand all these, hmm? When we give a reading passage, that's one thing we have to ask ourselves. How am I going to help my students understand the reading passage? Hmm? Otherwise they're just merely reading the passage without understanding! You got to be able to put in their heads the picture. Visualise in their heads the picture. The only they'll understand better. Now, when you read a book, don't, as you read the book, as you read the story, don't certain images appear in your head...regarding the story? If you read a ghost story, for instance, don't, don't you think in your head you actually visualise the ghost and where the frightened feeling you have. Like the ghost in the toilet, you even visualise the toilet. Don't you think you form images

like that in your head? Now, that's because you know, isn't it? Now, if you don't know, you think you can form images like that in your head? If you don't know about "chingay", can you form an image in your head? If you don't know what a "float procession" is, can you form an image in your head, what a float procession, can you form an image in your head, what a float procession, is? Eh? If you do not know the , the meaning of "fireworks display", can you form an image in your head, about fireworks display? Can you? Yes or no?

40. ST2 : No.
41. CS2 : So, you as a teacher, what should you do to help them form the image?
// What should you use?
42. ST2 : Hmm...use the pictures.
43. CS2 : Yes. You should produce the pictures! Where are your pictures? That's what teaching reading is all about. Teaching reading is not throwing them a passage and asking questions on it. They may be able to answer your questions - one or two of them. They just lift sentences from the passage., but that's not complete understanding of the passage.! See? You got to train your students to be able to visualise things as they read. Now, that's already, that is, reading with understanding. Not just reading words, pronouncing words. That seems to be your concern. You seem to be concerned about them being able to say those words. I may be able to read those words, y' know, but I may not understand what I'm saying.! Ugh...last Sunday I went to a Bidayuh church...church service. I can re...sing the hymns, because I can read phonetics, you see. But I don't understand what I'm saying. Ha! Being able to read a word, does not necessarily mean you understand it! Correct or not?
44. ST2 : Yes.
45. CS2 : So, as a teacher you must be helping them to understand, by providing certain aids, and in this case, nothing can be better than pictures. A picture tells a thousand words? Now, that's what you should be thinking about to help them understand the passage. Ugh? And then you have sentence strips. Now, where are your sentence strips? What do you want to do with your sentence strips? Not very clear here. Ha, distribute sentence strips. What's the task?
46. ST2 : I ask them to rearrange the sentence strips to form the story.
47. CS2 : Which story?
48. ST2 : The "Pesta Pulau Pinang"
49. CS2 : Huh! What do you intend to test doing that? What do you intend to show?
50. ST2 : To form paragraphs.
51. CS2 : Huh! To form paragraphs. There the paragraphs are all there, what? How do you know that they are able to form paragraphs, without being shown the passage, first? This is year four. You have done a passage on "Pesta Pulau Pinang". This is year four. They are not primary one, y' know? //. Why not give them another passage, which is similar, to give them practice in forming paragraphs. Why use the same passage, which actually they can just copy. They're only copying from the earlier passage! So, how much practice is there, forming paragraphs? Ugh? And what is there in your objectives anyway! Your objectives say, "Ask questions for various purposes". "Talk about experiences with regards to events". "Read and understand phrases and sentences by sequencing sentences to form paragraphs". Are you taking them in total from the

paragraphs? Are you taking these sentences or is it a summary? They are from there.

52. ST2 : Form the paragraph... passage.

53. CS2 : Okay, let's see. Let's see how you do afterwards. Let's look at your writing activities. Your writing is also an event?

54. ST2 : Yes.

55. CS2 : You remember the last lesson I told you, you just tend to ask questions, hmm? You tend to evaluate your students. Look at your step number two, "Teacher asks questions based on the picture the picture." This picture there is only one question? // Why isn't there a step, "Teacher explains or discusses the picture with students". Hmm? It could be put that way in your presentation stage. You discuss... the pictures with the students. You actually talk about the picture. And then you...you...model sentences. Now, where is your modelling sentences? See. You put up pictures. You ask questions, and then you put up word cards, and then you give an example. And then you divide them into groups to construct a paragraph. And then you ask them to present their work. Ugh? Don't you think that it would be very helpful, if you actually do every single pictures...at practice...writing the sentences in the class? Hmm? The last time I saw you last week...you had problems getting the children to write some of them. And that's because your input...was not adequate. And last week I mentioned that you tend to just ask questions. And it's always the same girl that seems to be answering your questions! That same one girl, I'm going to watch her today. When one, only one girl can answer your questions, is that representative of the whole class? Does that show that your whole class can follow your lesson? And don't you think that your strategy should change? Why are you doing the same strategy, then? // Last week, I suggested many things to you, but this looks like you're repeating the same thing! Where is your input as the teacher here, in writing? Or are you nervous that you do not know how to write sentences yourself? Because last week you made many mistakes in your own sentences. Are you going to do it again today? Where are your notes? Show me!

(Continued)

56. CS2 : ...at your closure for this one. You call them up to talk about their annual sports. Now, this is a writing activity in the third period, thirty minutes. Well...how much spelling are you doing with this class? You seem to close your lesson, many of your lessons doing the same thing, which is getting students to talk about...the topic. Surely there're many ways in which you could close your lesson, particularly if it's a writing activity. What's important in writing?

57. ST2 : Maybe I can ask them to spell, some words.

58. CS2 : What's important in writing?

59. ST2 : Students will be able to write.

60. CS2 : Yeah, I know. But, what do they write?

61. ST2 : Sentences...sentences.

62. CS2 : What 's in the sentences?

63. ST2 : Hmm...the subject, verb...

64. CS2 : I know, what are they? What are these called? // What are these called?

65. ST2 : Words.

66. CS2 : They're words! Right? Now, the...for them to be able to write, they

have got to write words. So, what can you do to help them to know how to spell?

67. ST2 : Maybe I can jumble some words, and ask them to rearrange these words.
68. CS2 : Y' know. Last week you did words that collate with other words? And you spend about one hour on that. Now, those type of activities can be done in closure, y' know? Ugh? Not spend one whole hour on them just learning these words that collate with other words. Yeah? How about giving them the word "sports" and asking them to come out with words that collate with sports? That can be done in your closure! Or as you suggested just now, spelling activity. Because they are bound to be not able to spell words like that. How about a crossword puzzle? Also teaching spelling. Ugh? How about a word maze? Also teaching spelling. Everyday your lesson is the same thing over and over again. There's no variety at all! You don't want to explore! // Yet, there're so many activities that we've been talking about in theory. These are the things that you can do. You yourself had prac... we ... I gave you a lot of practice on, on preparing those activities, and then when you come to the real ground, you want to stick to that limited scope. Everyday doing the same thing. You don't want to explore. You don't want to be creative. You don't want to try out a variety of activities. You don't want to do something else. Yesterday do that, the next day do that, everyday the pattern is the same (flipping through lesson plan) Ugh? // This can be changed, and I think you have time to do that, later yeah. This can be changed! And certainly this also. I would suggest that you change that. Because that should have been a follow up of here. And since this is going to be continued into this, maybe there is no need for you to do a closure, after that one hour, because you're going to follow up after break. Okay, let's go.

POST OBSERVATION CONFERENCE 1

Place: School Staffroom

CS1 = CS1 ST1 = ST1

SM1 = SM1

1. CS1 : Okay. What, what do you think of your lesson?
2. ST1 : (giggle) Just now
3. CS1 : Hmm...
4. ST1 : I think quite okay, but...
5. CS1 : From the beginning, you start from...
6. ST1 : From the beginning
7. CS1 : Yes
8. ST1 : First my set induction...
9. CS1 : What did you do?
10. ST1 : I asked them questions just now
11. CS1 : Ahemm...
12. ST1 : About...ah...their family
13. CS1 : Ahemm...
14. ST1 : Then ...reading
15. CS1 : Okay
16. ST1 : Reading...uh...I asked them to read the passage from the: board...
17. CS1 : Ehmm...
18. ST1 : Ugh...okay, they can read
19. CS1 : Ahemm...
20. ST1 : And then I explained the meaning of the difficult words
21. CS1 : Ahemm...You had three there right? How many did you have?
22. ST1 : One, two...four
23. CS1 : Yeah, four...okay
24. ST1 : then, I...
25. CS1 : How was that done? Was it okay? Do you think?
26. ST1 : I think it was quite okay...because they...
27. CS1 : Got the meaning?
28. ST1 : Yeah...they-got the meaning
29. CS1 : Ahemm...
30. ST1 : And then...hmm...they also pay attentionlah
31. CS1 : Ahemm... they, the problem is...
32. ST1 : Then...hmm, when they came to waiting
33. CS1 : Ah..Ok. this one was okay uh? The writing part? Do you think it was okay?
34. ST1 : I don't know why...hmm...the class they became noisy...hmm
35. CS1 : Why? Why were they noisy?
36. ST1 : Ugh...
37. CS1 : What did you ask them to do? While waiting? Actually...
38. ST1 : Ugh... actually I want them to explain first but,...
39. CS1 : Okay...Explain what?
40. ST1 : Explain...how to do the exercise
41. CS1 : Aha...

42. ST1 : But, then, hmm...they... I don't know what happened...(giggle)
43. CS1 : Pupils go out...
44. ST1 : No, I mean...they just y' know like: playing with their friends
45. CS1 : Yes.
46. ST1 : So I cannot control them anymore.
47. CS1 : Aha
48. ST1 : So I cannot do the explanation: because the
49. CS1 : So, you just ask them to write, yeah? To copy. And that was quite long right? Quite. I think it was from 10.50 until 11.15. // Okay, anything else?
50. ST1 : (No answer)
51. CS1 : What about your questioning? The oral questions, there was one, you did here, right? Then you did your story, uh?
52. ST1 : Aha...
53. CS1 : After they have read, you ask them oral questions right?
54. ST1 : Yes.
55. CS1 : Okay.
56. ST1 : Ah, this one...this one (pointing to lesson plan)
57. CS1 : Okay.
58. ST1 : That one they can answer.
59. CS1 : They were able to answer you?
60. ST1 : Hmm.
61. CS1 : All right. So you feel that the writing was not?
62. ST1 : Not okaylah. Not good.
63. CS1 : Not good at all. That's what you feel. But the reading part was okay.
64. ST1 : Yeah.
65. CS1 : Hmm, can, besides the: besides the class, what other reasons, could there be, y' know, for that?
66. ST1 : Maybe because hmm () In fact just now, uh.
67. CS1 : Hmm.
68. ST1 : The students, the pupils said to me that
69. CS1 : Hmm.
70. ST1 : Why could, why could they
71. CS1 : Ahemm.
72. ST1 : Do the simple one? Why could. Why could we write so many, so many?
73. CS1 : Ehmm.
74. ST1 : Length.
75. CS1 : Okay, okay if you look at this, quite a lot to copy y' know.
76. ST1 : Ah (giggle)
77. CS1 : And also, another thing, it was not clear.
78. ST1 : The writing.
79. CS1 : Ha, not clear. I could not see it from the back! Could not read it! Okay? So, they were trying to: copy this one. Do they have it in their book?
80. ST1 : No. No.
81. CS1 : They don't have it? So, so they're just copying it, y' see?
82. ST1 : Hmm.
83. CS1 : The, the, so, that's why they're quite, why the group, group B, uh, they have to write a lot.
84. ST1 : Ah.
85. CS1 : And the group A, they only have to write very little.
86. ST1 : May be they're not so good, () right.

87. CS1 : Ha, you see. But even when you did the reading aloud just now, you ask them to read, and read. They were so tired, y' know.
88. ST1 : (Giggle)
89. CS1 : And in the end, they played. One even became a teacher. Went out and started to teach the friends. Write something
90. ST1 : (Giggle)
91. CS1 : You see or not?
92. ST1 : (Giggle) Pupils are very naughty. (Giggle)
93. SM1 : Very noisy class.
94. CS1 : (Giggle) So, I was just smiling at them. One group wanted to write something.
95. SM1 : () can just smile.
96. CS1 : Yeah, I just smiled (Giggle) Ayoh! This class is really (giggle)
97. ST1 : No, for writing , because they
98. CS1 : They can write.
99. ST1 : They've finished their work. Because they want to write in front.
100. CS1 : Oh, they want to come out, come out to the front, uh. To write answers. So, the thing that I felt was missing here was your pattern, your sentences.
101. ST1 : Aha.
102. CS1 : You don't have that. You have the words here, y' see. All right. But you could have gone through the, look, look through the story. So many structures there y' know. "Megan has ..." Y' see. You can focus on that, or the, the, the past.
103. ST1 : Past tense.
104. CS1 : Past tense. Okay. " Their parents died" " Looked after" " Brothers ate" "Became" Y' see. "Was" "Dreamed"
105. ST1 : Ah.
106. CS1 : Y' see. So many things that you could've exploited here. So that when you ask them to write, they've had that bit of help already. // Y' see.
107. ST1 : Hmm.
108. CS1 : You've to help them. You've to give a bit of, here, vocabulary. So the time that was spent on reading aloud, going over and over, and also copying, could have been used for that. Y' see when, when I went around, they could not spell properly. They say, "Have" "Megan have" Y' see.
109. ST1 : Ha.
110. CS1 : Y' see the structure there? Ah, that's the thing that we've to make sure that we, cover in the classroom. Okay. That was onelah that I noted. Ugh so make sure that your: // your what, your teaching aids uh, can be seen y' know.
111. ST1 : Hmm.
112. CS1 : Clear and so on. // Anything else? // What about your time? In terms of time, was it okay? // Were you able to cover all that you planned to do?
113. ST1 : Except for the: closure.
114. CS1 : Hmm. You couldn't do closure, right? Yeah you could not do closure.
115. ST1 : Yeah (giggle)
116. CS1 : Why? (giggle)
117. ST1 : (Giggle)
118. CS1 : You didn't end your lesson (giggle)
119. ST1 : I: [
120. SM1 : [()

121. ST1 : (Giggle) Actually I want to check the answer [
122. CS1 : Yeah (giggle)
123. ST1 : Then I said "Class! Class! Listen class! But (giggle)
124. CS1 : They won't listen!
125. ST1 : They wanted to continue with their, they don't listen.
126. CS1 : (Giggle) They won't listen. I could hardly hear you. You said "Class! Class! (Softly)
127. ST1 : (Giggle).
128. SM1 : ()
129. CS1 : Yeah. You have to [
130. SM1 : Her voice very soft.
131. CS1 : Your voice. You have to: make it a bit [
132. SM1 : [Because they're used to, y' know that
133. ST1 : Ha.
134. SM1 : All of us have: very loud voice, y' see.
135. CS1 : Yeah.
136. SM1 : When she comes to the class, with very soft voice [
137. CS1 : [Very small [
138. SM1 : If there's nothing (giggle)
139. CS1 : And she's small.
140. ST1 : (Giggle)
141. SM1 : That day, I think in the third week ugh y' know when I came back
142. ST1 : Ha (Giggle)
143. SM1 : She got: sore, she lost her voice. (Giggle)
144. ST1 : (Giggle)
145. SM1 : Then she couldn't () Cannot shout any more.
146. ST1 : Yeah. (Giggle)
147. CS1 : "Class!" Linda. Y' know I was trying to "Speak a bit louder!"
148. ST1 : Just now I [
149. CS1 : "Class! Class!"
150. ST1 : (Giggle) Just now I already shouted at them, but, aiya cannot
151. CS1 : Cannot, yeah(giggle) I could not really, I mean, it was not like, because there were at the back there y' see.
152. ST1 : Yeah.
153. CS1 : They were doing their work, so when you call them, sti:ll y' know.
154. ST1 : (Giggle)
155. CS1 : They were really taking their time y' know. That class.
156. ST1 : ()
157. SM1 : They really like to play around y' know. So many voice.
158. CS1 : Very playful.
159. SM1 : Playful ! Very playful.
160. CS1 : Hmm. How many of them?
161. SM1 : Ugh forty.
162. ST1 : Forty!
163. CS1 : Ayoh! Forty! Tck, tck. That's a big class!
164. ST1 : (The teacher find) [
165. SM1 : [So, how do you, how do you manage them, then? Y' know.
166. SM1 : Because cikgu Francis will be, sometimes ugh (giggle) cikgu Francis will just let them shout. Sometimes when they class () no, no teacher () (laughs)
167. CS1 : So, what do you do then?
168. SM1 : They're quite scarred of me. I do not know why, because I like to pinch

- their ears y' see.
169. CS1 : Pinch their ears, hmm? Yes ah? So, when [
 170. SM1 : When I'm in the class uh, I'm observing you...looking at her
 teaching...then they all keep quiet. But when I'm not around you can
 see, they're just like
171. ST1 : Mmm.
 172. CS1 : They were playing some games in front...there're some sets of games.
 173. SM1 : Yes...They will play themselves y' know.
 174. CS1 : One group playing games, another one doing something else, all like
 their 'barang'.
175. SM1 : (Laughter)
 176. CS1 : And then she's was trying to
 177. ST1 : (Giggle)
 178. CS1 : teach in front (goggle)
 179. SM1 : That's why, I, I, I will, I mean [
 180. CS1 : [() it goes
 181. SM1 : I warn them y' know.
 182. CS1 : Hmm.
 183. SM1 : Tell them not to play when their teacher is (teaching)
 184. CS1 : Hmm.
 185. SM1 : But, they're not tck y' know.
 186. CS1 : Hmm.
 187. SM1 : That type of children. Ve:ry. They really need attention, y' know?
 188. CS1 : Yeah?
 189. SM1 : Yeah. Especially the very poor one. May be ()
 190. CS1 : The weak one?
 191. SM1 : Yes. The very weak ones. Very () his voice. That's why the class
 teacher al: ways shout at the class. ()
192. CS1 : Maybe that could be the factor, uh. At home, uh they might not get that
 kind of attention.
193. SM1 : Attention. That's why. I think. And maybe when they come to school,
 uh.
194. CS1 : Ah, ah, ah.
 195. SM1 : They enjoy themselves.
 196. CS1 : Yeah.
 197. SM1 : And if they're not going to school, they're going to 'pesta', right?
 198. CS1 : Yeah. They're, they're like really enjoy themselves.
 199. SM1 : Ye:s.
 200. CS1 : Becoming a teacher in front. Like one girl, uh, started to write
 something. Taking your rattan, uh.
201. ST1 : (Giggle)
 202. CS1 : Trying to teach, y' know.
 203. ST1 : (Giggle)
 204. CS1 : This small group here. Another group playing some kinds of game
 there.
205. SM1 : As if you, you don't exist, uh?
 206. CS1 : Ye:ah. And then she start teaching one small group here. Another few
 at the back there. Quarrelling at the corner there,
 207. ST1 : (Giggle)
 208. CS1 : Sharpening their pencils (laughs). Ayoh. A bit here, a bit there.
 (Laughs) Ayoh.
 209. SM1 : That's like sometimes, uh, if that is the case, I better stop y' know.

210. CS1 : Hmm.
211. CS1 : Let them see whether they, they realize or not.
212. CS1 : Hmm.
213. SM1 : We teachers are, I will just keep quiet,
214. CS1 : Hmm.
215. SM1 : Sit on my, because I seldom sit y' know'
216. CS1 : Hmm.
217. SM1 : On the chair.
218. CS1 : Hmm. So, you sit down?
219. SM1 : Meaning if I sit down, there must be something wrong.
220. CS1 : Hmm.
221. SM1 : There y' see, if I sit down, there must be something. Then only they will.
222. CS1 : Hmm.
223. SM1 : Keep quiet. Once they keep quiet, I will say "Can we start the lesson?" "Yes" "Okay"
224. CS1 : Hmm. Then you'll start.
225. SM1 : Then only I'll start.
226. CS1 : To get their attention, uh?
227. SM1 : Ah.
228. ST1 : Hmm.
229. CS1 : That's one way, to get their attention. Rather than trying to call them.
230. SM1 : Like this primary. They're also very naughty, y' know.
231. CS1 : Primary five?
232. SM1 : Yeah, because
233. CS1 : (Inaudible)
234. SM1 : The one you entered.
235. CS1 : Ah, yeah...yeah! Yeah! Yeah! Right!
236. SM1 : Quite a...(inaudible) class also.
237. CS1 : Very active.
238. SM1 : Very active...very active...that class is very, super activelah.
239. CS1 : Super active.
240. ST1 : (Giggle)
241. CS1 : Very active. So, I just smile at the back there.
242. ST1 : (Giggle)
243. SM1 : They're enjoying themselves y' know, if you do:n't .
244. CS1 : They enjoy! They enjoy!
245. SM1 : That's why,a number of them, uh, I think about one quarter of this class, about thirteen or fourteen do not know how to read.
246. ST1 : Ah!
247. SM1 : Hmm.
248. CS1 : Do not know how to read?
249. SM1 : Yes.
250. CS1 : Primary three?
251. SM1 : Yes, primary three. That's why I'm very worried. I've been telling the gurubesar,
252. ST1 : Don't know how to read?
253. SM1 : Yes. Yes. Because we, we're doing (a lot of work), but still cannot read.
254. CS1 : Cannot, uh?
255. SM1 : Hmm. Y' see that's the problem. Because they're very enjoying. Taking their on life, I mean taking their own time.
256. CS1 : They enjoy, y' know. They enjoy. I was looking from the back. They

- enjoy. Really enjoy.
257. SM1 : Hmm.
258. CS1 : Doing whatever they were doing, y' know. A small group here, a small group there.
259. ST1 : They have their own group.
260. CS1 : Doing different thing.
261. SM1 : Y' know that Indian boy?
262. ST1 : ()
263. SM1 : Yeah.
264. CS1 : Yeah. Yeah. I saw one. Yeah.
265. SM1 : That's why.
266. CS1 : The father, is from here is it? From here?
267. SM1 : No, no. The father is a West Malaysian. Married to a local.
268. CS1 : Local , uh. Yeah, I saw him just now.
269. SM1 : That boy ()
270. CS1 : So, those are some tipslah, that you can learn from your teacher, here.
271. ST1 : Yeah. Thank you.
272. CS1 : Sometimes, calling, calling.
273. ST1 : (giggle)
274. CS1 : It doesn't work.
275. ST1 : (Giggle)
276. CS1 : You call and call, they wouldn't listen, (Giggle)
277. SM1 : That's always the case.
278. CS1 : (Giggle) They won't listen. Ayoh, poor Linda trying to call them. They didn't go to the front.
279. ST1 : (Giggle)
280. CS1 : Ayoh!.
281. SM1 : Like this primary four, uh, I mean discipTurn wise they're better.
282. CS1 : Primary four?
283. SM1 : Four. But they're still very poor. That's why y' see, uh.
284. CS1 : Hmm.
285. SM1 : When they were in primary three, they were very poor already
286. CS1 : Hmm. Hmm.
287. SM1 : But, once...I mean when I take them in primary four.
288. CS1 : Hmm.
289. SM1 : Some of them even can't read!
290. CS1 : Cannot read...ah? Primary four?
291. SM1 : That's why!...That's what I'm worried, that's why I was telling my Guru Besar...next year primary one...you must give me.
292. CS1 : Hmm.
293. SM1 : Not that I don't want to take...not that I don't want to carry out primary four, but I have problems (inaudible) because every time I'm teaching primary four, five, six, just to bring them up.
294. CS1 : Hmm.
295. SM1 : Then I've to really work hard. Brain wash them, y' know.
296. CS1 : Hmm.
297. SM1 : Then you can get good result, you see?
298. CS1 : Hmm.
299. SM1 : Otherwise you cannot get good, good result!
300. CS1 : Hmm, you start young, uh? You start them very young.
301. SM1 : So in the end, y' know, your result doesn't proof, I mean your hard work doesn't.

302. CS1 : Hmm.
303. SM1 : Match with your.
304. CS1 : Hmm.
305. SM1 : The, the results you see.
306. CS1 : Hmm.
307. SM1 : But before, when, when I always teach primary one, eh!
308. CS1 : Hmm.
309. SM1 : You can see their results.
310. CS1 : You bring them up.
311. SMS : I bring them up.
312. CS1 : Hmm...Follow up...ah...from year to year.
313. SMS : Year (inaudible) I'm very worried of them.
314. CS1 : If one quarter cannot read.
315. SMS : Won't be easy to teach.
316. CS1 : Cannot, uh?
317. SMS : Yeah, ugh last April I think, I conducted one ugh () [A lot of mumbling in the background]
318. CS1 : So...a few thingslah y' know, management, class management ().
319. ST1 : (Giggle)
320. CS1 : Otherwise you cannot do your teaching y' know. Sometimes your plan could be very beautiful.
321. ST1 : Hmm.
322. CS1 : But the management there is not // is not well done, you cannot, you cannot teach the lesson.
323. ST1 : Hmm.
324. CS1 : Okay?
325. SM1 : Hmm.
326. CS1 : You can...you can ask your teacher here, to help with tips and so on. And slowly you try it, lah.
327. ST1 : Okay.
328. CS1 : Okay, besides, uh, the sentence we have mentioned earlier, the writing bit. If you want them to write at the end, y' see. If you want them to write at the end, you must give them some help // the structures and so on. So that they can write. If you don't give them that help they cannot write. Canlah', the good ones can.
329. ST1 : Hmm.
330. CS1 : So, these few things...the language aspect...you must include in your teaching...not just telling story, okay.
331. ST1 : Okay.
332. CS2 : Look at this...my comments...so you can write your reflection of this lesson, okay. Anything you want to ask me?
333. ST2 : Hmm...no.

(End of recording)

POST OBSERVATION CONFERENCE 2

Place: School Staff Room

CS2 = CS2

ST2 = ST2

1. CS2 : Okay, now that the lesson is over Betty, tell me how you feel about the lesson.
2. ST2 : The lesson is so terrible (Softly)
3. CS2 : Louder!
4. ST2 : The lesson is, so terrible.
5. CS2 : What's terrible about the lesson?
6. ST2 : I keep ques... I keep questioning the students.
7. CS2 : Is that all you did? Look at your lesson plan!
8. ST2 : (Flips through the lesson plan)
9. CS2 : Okay, tell me what you did. Why do you think it's a terrible lesson. You yourself say that your lesson is terrible. Now, you tell me what's terrible about it, and why you think it's terrible.
10. ST2 : Hmm. I don't know (inaudible) this... my pupils... the words that because the vocabulary some of the words... they did not understand.
11. CS2 : Why didn't you? // Isn't it one of the most important procedure in teaching reading? That vocabulary work is an important element in teaching reading? Ugh? Is that what you have been doing? Just throw a passage at students, whether or not they understand the passage is not important! Didn't I tell you just now before we went to class, that you need to look at the vocabulary and you actually need to peel up the vocabulary, to help them understand the passage? Didn't I? So why didn't you make the change? You stuck to your lesson plan! I'd already suggested to you just now to go and look into the vocabulary and see how you can help the students understand the passage! Apparently you didn't! Okay, what else is terrible about your lesson? Now tell me. // You said that your lesson was terrible. It wasn't my words. It was yours. It's just that! Look at your group work. Reflect on your group work. Your group work was done when the bell rung after thirty minutes. You gave them thirty minutes to do the group work. What's the purpose of the group work? Tell me.
12. ST2 : Students will discuss the (inaudible)
13. CS2 : Did they?
14. ST2 : No, some of them playing around.
15. CS2 : Yes! What does that tell you about the way you conducted your group work?
16. ST2 : I'm not... hmm... strict.
17. CS2 : You're not strict. What else? They kept asking, "How to do this, miss? How to do that teacher? How to do this teacher? How to do this teacher?"
18. ST2 : *I didn't explain the ... task... quite clear.*
19. CS2 : You just ask them to do what?
20. ST2 : Finish the... (interrupted)
21. CS2 : You just asked them to open the envelope and rearrange! How about

the contents in the envelope? Did you or...ever bother to read it with them? Did you model the task? Did you actually tell them what to do? You just threw the envelopes at the groups. And you expected the groups to be very involved! How many members were there in that group?

22. ST2 : Seven.
23. CS2 : Seven! All seven of them were involved?
24. ST2 : No.
25. CS2 : No! What does that tell you about group work then?
26. ST2 : Too many pupils...
27. CS2 : Is that...is it only the size that's important in group work?
28. ST2 : Hmm...some of them...just playing around. Don't discuss their work with their friends.
29. CS2 : So, it's only the size that's important in group work?
30. ST2 : Hmm...the task is easy. It's quite easy...
31. CS2 : How do you know the task is quite easy? Why is it that they kept asking you what to do? If it's easy, they wouldn't be asking you what to do? I heard them keep ask...I heard them asking over and over again, what, how to do. So, what's important there?
32. ST2 : I must explain to them...ugh...either to this group...I'll explain to them (interrupted)
33. CS2 : Go from group to group?
34. ST2 : To explain...
35. CS2 : Why go from group to group? What a waste of time! Why go from group to group? What else can you do? // Before they went into the groups, where were they? // How were they working, before they worked in groups?
36. ST2 : (Mumble)
37. CS2 : How were they...how were they arranged?
38. ST2 : They work individually.
39. CS2 : You talked to them one by one...work individually! Or were they working as a class? Which is it? If you give them instructions, which is the best way to give instructions? To them one by one? To go to them group by group?
40. ST2 : As a whole class.
41. CS2 : Did you do that?!
42. ST2 : No, I only go to group.
43. CS2 : You did ~~not~~ do that. You only said, "Get into groups" That's all. Why they need to get into groups, you didn't explain! What they're going to do in groups, you didn't explain. Y' know, doing group work is not as easy as it looks. You have got to explain clearly, what you want the groups to do! You don't simply set up groups and throw them into their corners, and throw the task, and expect them to do it! What does it say about you and your role as a facilitator? Ugh? What else are you not happy about?
44. ST2 : The way I conducted the activity.
45. CS2 : Which activity?
46. ST2 : The group work and then...
47. CS2 : And then what? // Hmm? Do you go around in this world, ugh? Holding a word card and reading it, and say, "Selamat Hari Raya"?
48. ST2 : No...
49. CS2 : Can I ask you why that sentence strip in a listening activity? // Did you

plan your activity properly or not? You did not. Obviously you did not. And look at your questions, all of the questions. All your questions were grammatically wrong. Ha! (Giggle) Your questions, "When does Pulau, Pesta Pulau Pinang, held?" "How long does it held?" "How did the vehicles decorate?" If you're not sure whether your questions are right or wrong, what do you do?

50. ST2 : Check with my friends.
51. CS2 : Yes. You know how to say that, but you don't. Because you think you know how to do it yourself! And look at how you flew from one activity to the next, without even asking and checking whether your students are with you. You fly from one activity to the next, activity to the next, ugh? I did not even hear you... ugh... ugh... rounding up the activity. I did not even hear you summarising the activity, and actually making sure that the students u... understand and do the activity before you move on to the next. You were just, "Oh, this activity over, next activity", ugh? It's flying from one activity to another. So the agenda is whose, yours or the students?
52. ST2 : Me.
53. CS2 : Ugh?
54. ST2 : Me.
55. CS2 : Your agenda? What's your agenda? You just want to make sure you complete your lesson plan, ugh?
56. ST2 : No.
57. CS2 : I think so! That's the impression I get! Fly from one activity to the next, without caring or not whether your students understand. And then you look at your activities here. You did not, you did not, time your activity properly. That one was done in a rush! That one was done in a rush! And then you had so much time, for the activity three, the group work, you actually had one whole thirty minute le... lesson. And, and you know what you were doing at the end? Ugh? You were repeating the things you did earlier on! Why? You were playing with time. You were just trying to kill time! Ugh? Don't you think so? And when you talk to a student, asking the question to the students one to one, what happens to the rest of the class?
58. ST2 : They can't hear.
59. CS2 : Not only they can't hear! You're in front. You call out a student to the front. And you just keep asking that student questions after questions, questions after questions. What happens to the rest?
60. ST2 : They're bored. Maybe they, they watch, they...
61. CS2 : It's not maybe you know. It happened just now. Who were you teaching? One student or the class? You were just talking to that student! You called three, just now. And you spent something like ten minutes. Just having a question and answer session with the student. Ugh?
62. ST2 : Because they don't know how... say, without question (interrupted)
63. CS2 : But, why did you go back to that activity? They didn't know how to say! How much guidance did you give them/ // How much input did you give before you practised? You called the students up to practice, alright? Now, how much input did you give before that, in your presentation to make sure they know what to say! Was there any input? // in your presentation? Was there? Yes or No? No? Yes or No?
64. ST2 : No

65. CS2 : And then when you just ask them to practice, how do you expect them to know what to say, if you did not give any input? You did not even give them a, a let's say a, a, a set of a, a guide Turn as to what to say when you want them to come and practice? Ugh! Surely! Surely! Is you had given the students some help, they would, they would know what to say! Ugh! Don't you think so? For instance, before you, you actually get them to come to the front, you talk about a celebration. You tell them, the name of the celebration, the date of the celebration. What you do during the celebration. How you feel during the celebration. What you like best about the celebration. Now, if you give them this kind of guidance, don't you think that during the practice stage they will be able to say things? But, you did not. You did not.
66. ST2 : I ask them what, what do you do during (interrupted)
67. CS2 : But, you only ask them one question after another, during the practice stage, when they're in front! // Ugh! In other words, they're only able to say something because you ask them a question! In the, speaking ugh session, you were supposed to be asking them to talk about the celebration! When you talk about something, you don't respond to questions you know? Ugh? I go and ask you to talk about your boyfriend, you can talk about your boyfriend right? Without me asking you, "What's his name?" "How does he look like?" "How tall is he?" "Ugh!" "Where is he from?" "How old is he?"
68. CS2 : Look at my comment on page 42. Don't you think there is a need to pause, ask questions, to check whether they have understood the lesson so far? This is the meaning of flying from one activity to another. After one activity is over, why don't you just pause, ... go and ask them, a few questions to test whether or not they have followed your lesson. That's why I wrote there your agenda seem to care whether they, follow your lesson or not! That's why I say all, all that you want to do seems, it appears to be you ant to complete your lesson plan, only. What else you want to say? (waiting for reply) And I noticed in your lesson plan, that you did not have a purpose for the activity. For example, your group work. There is no purpose. When you do not write the purpose down, then you do not know why you're doing it, that's when you're not sure, what to do? That's why it's very important for you to write the purpose of the activity, under here. I've been training you all my life to tell, to write down the purpose of your activity. Why is there no purpose there? Why are you doing this group work? What's the reason? That's the meaning of purpose! And then, let's go into the presentation, you know the students walk in front to present their paragraph? One student out of seven went to present their paragraph. Did you see what the others were doing?
69. ST2 : Play
70. CS2 : Ugh! They were playing! What does it say about your activity?
71. ST2 : Maybe it's not suitable
72. CS2 : Why is it not suitable?
73. ST2 : The...
74. CS2 : Tell me first, why you want them to sequence the sentences
75. ST2 : Er... so that they will know the link of the, one sentence with one sentence (interrupted)
76. CS2 : If they don't understand the passage that they're supposed to, to, to form

paragraph, then how can they form a paragraph? Ugh! If I don't understand that sentence.. Because my teacher did not help me to understand that sentence, how can I sequence them into a paragraph? Make sense or not? So what should you, as the teacher, have done?

77. ST2 : Maybe I can ask them (interrupted)
78. CS2 : Not, maybe!
79. ST2 : I ask them to read the, the sentence first, and then I explain the sentence, to them
80. CS2 : Should, Shouldn't that have been done, initially when you were doing the reading passage?
81. ST2 : Hmm...
82. CS2 : Why not? Isn't the passage and the sentences they're supposed to er form paragraphs were the same?
83. ST2 : No
84. CS2 : They're totally different?
85. ST2 : Yes
86. CS2 : No
87. ST2 : No
88. CS2 : No! Yes, no, yes, no, what is it, now?
89. ST2 : Hmm...
90. CS2 : Isn't the passage that you did in the reading...
91. ST2 : Totally different
92. CS2 : the same as what you're asking them to sequence sentences into paragraphs?
93. ST2 : Yes
94. CS2 : They are the same.
95. ST2 : Yes
96. CS2 : Then, why is it that, why, don't you think that back to what we were discussing just now, don't you think that, if you had discussed that passage earlier, in the reading there, it would have helped them in that group work? // Yes or no?
97. ST2 : Hmm...
98. CS2 : If you had explained that passage well, don't you see that they will see the value of that group work/ // They could not see the value of the group work there, that's why 90% of them were playing. They did not see the value because you did not do the explanation well in the beginning. I'm lost, so why should I follow you? If I'm the, I'm talking, I'm the student talking. I don't understand what this teacher is trying to do. I might as well play. Ugh? Now, this is the danger of teaching, where the agenda is yours. This is the danger in teaching. Where you do not even take time to look at your students, to actually look at them, and try to assess them, whether they are with the class or not. This is the danger where the teacher just do not care about the student! You only want to do what you want them to do, and that's it. Doesn't matter whether the students are with you or not. That is, my general assessment of what you were doing! // Against you lesson plan! So, my advise to you, for future lessons is, please make sure, the agenda in the lesson is the student. They need to come out of the lesson, learning something! Not you come out of the lesson, completing your lesson plan. You may have beautiful lesson plan. You may think your lesson plan works. It works just for you, not for the pupils! Who are the people who need to learn? Them! And you provide that opportunity, by, preparing activities that will make them learn! That's your job! Okay! That's the meaning of the students' agenda, and not the teacher's agenda. Okay, you've got a class to conduct, you go now.

(End of recording)

INTERVIEW WITH CS1

Place: Self-Access Centre, MPTAR

R = Researcher

CS1 = CS1

1. R : Could you tell me the number of years you have been a supervisor.
2. CS1 : Ugh, I joined Teachers Training College in '93, so since then I have...been part of the, part of the team that supervise trainees, in particular English, but I've also done ugh, supervision of other majors also like...PJ, Moral and so on.
3. R : For, ugh...for the...for the role of role being, I mean for being a Practicum supervisor, were you actually given some kind of training...before you became a practicum supervisor?
4. CS1 : Ugh... yes, before this I was in Rejang and so the new lecturers, you know, they will tag along one ugh, senior lecturer before they're allowed to supervise the students. But, and also when...it's Practicum season, the practicum committee will have, y' know, a series of talks on...or talks on practicum to brief ugh, the lecturers before they go out. And in cases where you are asked to supervise ugh, students who are not from your major, special ugh...special training would also be given by that 'jabatan', ah, handling those students.
5. R : Okay, from your training you feel that ugh...what you have gained from this training is ugh, sufficient, for you to be ugh, ugh...competent ugh supervisor?
6. L2 : Ugh...the training itself, it's a good ugh...it gives us a bit of...ugh platform, y' know, so that we have guideTurns, but it's actually on, on the job training, I think that is the best because, that's where, because it's real. Because you can see the students, y' know, ugh...doing the teaching. Because in the training we view tapes, okay, to, moderate or mark, how many marks you would give for this kind of teaching. So it's quite superficial to me so in the real practicum it is, it is better, ah, on the job training.
7. R : Okay, for this particular...teaching practice ugh, ugh...students that you observed, ugh were they able to kind of reflect the theory that they learned in school, in college, ugh...in their planning and also in their teaching?
8. CS1 : You mean the students that I, er two? Ugh...they were not really able to do that when we, when I ask them after their...teaching, they will just describe what happened in the classroom. They were not able to go beyond the description, of their, y' know, their classroom experience. So that was what, ah...I mean not just this two, the trainees that I have done before this also, they tend, they tend to do that. They just, if you ask them what were the highlights, so they will tell you. They just tell, tell you what happened, in the classroom. Nothing more than that.
9. R : So, you can see the...relation of ugh...theory and practice then, ah?
10. CS1 : Ugh... not really. It's just a description of what they did?
11. R : Okay, do you then try to, encourage them to...ugh how would you

actually do that to, kind of encourage them to incorporate theory into practice?

12. CSI : Ugh...for example for reading, y' know, in, in college we tell them that you've to have pre-reading, while reading, post reading and so on,...but what happen in the classroom, they have, they don't have that, they just have the, straight away, y' know, they ask them to read, the students to read, so I'll, first I'll ask them...to tell. They're good at that. They'll describe what happened in the classroom and then I'll relate that...to what they have been taught in the college. For example, what you did in your class just now was you didn't do any pre-reading. Y' see why? Y' know, so I ask questions like that so the student will, will explain, y' see, to give you the this one, and then you tell them oh, examples of pre-reading, ugh what activities, while reading and then post. That is an example of a reading, let's say a lesson, ah.
13. R : Ugh...going to the supervision itself, ugh? How do you actually perceive the role of a supervisor?
14. CSI : Ugh...role...in, in in our context, here right? Okay, ugh...supervisor to me is to, to, it's like a, to, to to...to what, to train them, y' know, so that, to train them to, to connect what they have learned in college, that's more, a lot of theories, even though they may have done, quite a bit of micro-teaching, but then again it's not real. To help them to, to connect that, the theory part to the practical. Because they don't see that, they, they see that teaching as...in, in bits y' know, in bits and pieces. They do not see the whole...thing in what they're doing. So, most of the time, besides the language, I, I make them see the connection, y' see, the stages in the lesson ugh from set induction to closure. The language ugh, that one we all know, their accuracy, they're not quite there, most of them. A lot of mistakes. So, that is one, but besides that, we're trying to train them, ugh I mean, my my personal this one, to train them so that they can teach...language, the way we'd like them to be able to do so. Y' know the teaching bit, ah.
15. R : What about their...teaching styles, ugh? Ugh...do you impose your styles of teaching on the students? Ugh what I mean is: what yo:u think is good or bad teaching.
16. CSI : Teaching styles ugh no. But, we expect them ugh in college they, they're exposed to, to language teaching skills ugh listening and speaking, reading, writing, y' know. We expect them ugh to try these, in the class. Ugh...the two that I observed, they...in terms of skills, they're not ugh...they don't, they do not...like to do...listening and speaking. They want to be safe because maybe it's the grades. So they go for...ugh areas that they're in control. Not just of the teaching but also of the students because we have in our forms ugh, we have classroom management, and so if they cannot control the classroom, let's say they're giving, listening and speaking task, y' know, where with all the students all over the place. For they want, maybe, I don't know, but that's what I am thinking. They may not want to take that kind of risk. So their, so it reflects in their strategies, y' know, all the things are very safe. So maybe that is one and another thing could be...they, they're not really confident yet, y' see. So they, they use...ugh they use activities that they are very, I mean that they can do, ah. So even though we'd like them to try, y' know like, have some

- listening or speaking activities, ah. They don't do that. I mean not just these two, those that I've observed, through the years.
17. R : So it's not like, ugh, those days, ugh, where supervisors go to evaluate.
18. CS1 : No
19. R : So, today it's more like...
20. CS1 : Ugh... it's not just evaluation, which is to help them, it's training to me, y' know. To train them so that, they... will, at the end of the training, because they have so much, such a limited time, y' know. So we try to make, maximize the time, especially teaching practice. Ugh... because that would be the... the practical bit of their training. So we try to max, but it's too bad that we don't have, ugh... y' know like the one I, we have observed for phase one, we only see them twice, y' know. It's not, it's not, I feel it's not enough. So, actually it's the school mentor, y' know, they would have a, a better picture of their performance. Hmm.
21. R : So, ugh... I understand that ugh, for clinical supervision, there are three stages. The pre-observation, the observation and the post observation. So the pre-observation, ugh... what's the goal and purpose.
22. CS1 : Ugh... pre-observation is to see what they have... planned to implement in the classroom. So it is also to help, like I've said, ugh, especially in English, their accuracy is not quite there, y' know. You can spot errors in their worksheet, errors in their, tck y' know, their teaching aids. It is that time that we can do a bit of correction, ah, I mean if there's time, we tell them, y' know, it should not be like this, y' know before they go to class. Y' know, so I like to do some sort of a focus y' know. I'll ask the trainee what is it that, especially for the second one, ugh... what is it that you want me to focus? Y' know, your focus in your lesson today. So if they say, okay I want you to, because they, they know their weakness, y' see. Let's say, usually it's classroom management, for the new ones. So, I'll look at that. So I'll look at that in very detail. Let's say classroom management. But if they say okay you just look at my lesson as a whole, so I'll do that. So, that we'll do in the... ugh pre-observation, because we have to agree on something, besides checking all their lesson plan, all their, y' know, their teaching aids, y' know, so their worksheets, activities to teach the content and so on.
23. R : So how do you actually go about doing that?
24. CS1 : The... the...
25. R : The deciding of the... ugh, ugh certain aspect to be observed or ugh how you kind of scrutinize the, the lesson plan, y' know?
26. CS1 : Ugh, so, that's why for ugh... it's very important to, to be there early, y' know. Because we need, quite, quite a bit of time to, to go through, especially the lesson. And for these two, because they're staying... in the dorm, so I make appointment with them, ah. Come and see me, the lesson is tomorrow. So it's very convenient for them to come, to the college, ah. But, but ugh... so what I do is, I would, they would show me the lesson, I would not read it, I'd ask them to tell me. Sometimes they ask me to read. "You can read madam". "No I said. Tell me. First, what you're going to do". Because I want them to be able to, sometimes they just go ah, ah... they don't, they don't see sometimes the connection between what they're doing, for, the, y' know the flow there, would not be there. So I'd actually ask them to describe, tell me, what, what do you do first? Okay, next. And then what do you do after that? And then, ugh if they're like, they, they ugh the, the correction

you can see because they would have, they would show you the, the passage, y' know? Or the teaching aids, they would show you there. So you can ask them, okay, this one, you've mistakes here, you'd better correct it before you go to class, and so on. So you do that here, during the, the what, the pre...pre-conference. So that's what they do, pre-conference ugh pre pre-observation.

27. R : Ugh, what about the observation stage? What's the goal and purpose of it?
28. CS1 : Ugh...the obser, because we've seen, I've seen what they want to do, for that lesson, so what I'd do is, ugh most of the time they'd give me a their, their record book, so I can follow, so I, I'll observe what, what they have planned, y' know. How they, ugh...how they implement what they've planned. You now, like, but, usually, what happen is, of course there are changes, y' know, it doesn't go exactly as planned, but, ugh, I think, ugh, but most of the...time, it goes as planned. And, and especially the questions that they ask, y' know, because, again, ugh, this is language. They're very weak in, even the classroom language. So usually in the, going back to the pre-observation again, I usually like to ask them to write, exactly what is it that you, as a teacher, y' know, is going to ask your students. Because we, we want, they're going to be language teachers, we want their language to be, as far as possible, error free, all the time. So, even the classroom language ugh, I'd ask them to, to write it down ugh, because they'll make mistakes. What they put there, they can read, y' know, what they put there is error free, the one that I've checked, ugh. The thing that spontaneous, that is where they always make their mistake. So, it's, it's, it's usually that that become the focus, y' know. Y' know in my notes, the accuracy bit of the lang, of the lesson.
29. R : How do you normally position yourself in the class?
30. CS1 : Oh, the class ugh? Most of the time, I'll be sitted at the back. Unless of course if they have, ugh, story-telling, ugh. So the children will be in front and so I'll be, still behind, but, slightly closer to the group, y' know, because I want to see, because all the children are in front, so it's good to be near them also. But most of the time I'll be behind, ugh, behind the...
31. R1 : What's the reason?
32. CS1 : Ugh, ugh, it's y' know if you sit in front, it may, it may, maybe a distraction: It may distract the students. And we don't want, we don't want the trainee to tck, to feel, y' know very...ugh uncomfortable, about y' know, you're there, she's here, y' see. So it's nice to be ugh...hidden at the corner there, but at the same time you can observe, ugh, what, what's going on. It would be nice if we have a video, and then put in the class, and you, you view the tape better. Maybe that would be better. I don't know. (Giggle).
33. R : Do you move around?
34. CS1 : Oh, yes. I move around, especially when they're doing the production part. Because I like to see, y' know, how the students are doing and at times I, I mean when I can help them, I help them also. I do move...ugh, especially towards the end. Y' see, I don't think, I don't know, it's not disturbing because the students are doing their work, I think it's okay...to move around.
35. R : How do you normally collect your data?

36. CS1 : Ugh...ugh, I, I usually take notes...so I'll follow the lesson from the beginning, like I take note of what she did, and sometimes I time, y' know, how, how long is the set induction, y' know that kind of things also would happen. And uasually, as I said these are language teachers, so I like to tck, y' know, correct their what, their errors that they have made, ugh, I mean write exactly what they, what they said, especially in the oral ...ugh, the questioning part, ugh. Or even their own sentences, the spontaneous ones. They tend to make mistakes there. So, so that when we have our post, sometimes I ask them, y' see, about what they have said. And then, if they can, if they can correct it, maybe it's just this one, ah. I mean they know that it's wrong. Sometimes they, they're not aware of it, y' see. So it's mainly notes, ah, I write notes.
37. R : There is also a special form, right?
38. CS1 : Yes, there is also the special form, the PR1. So I follow that also...because we need to use that form. To fill in, y' know to have evaluation. So that and the this one, ah.
39. R : For the post observation conference, ugh... what, what's the purpose ugh, of having it?
40. CS1 : Ugh, this one is more for feedback. To discuss how, how was the lesson. So I like to start, usually I start off with, I always like the, the student to tell me. Instead of me telling. Like in the pre-conference, "What do you plan to do today?" So post conference, "What, what did you do just now?" So they will tell me. What, what, what was good about your lesson? I like to start off with the good. What did you do well? And then what about your...areas that you would like to improve? So I like to hear it from them first. And then there're bits and parts missing, and then I will add, ah, and then, and then focus on their weaknesses. How they can, y' know, can suggest ways to improve...ugh, maybe their questioning technique and so on.
41. R : Do you normally like kind of suggest to them what to do or...you kind of guide them into coming out with their own solution?
42. CS1 : Ugh...it can be both, y' know. It depends on the, on the student. Ugh...if get a very tck, y' know, very weak ones, they need a lot of...telling. So I just use, but most of the time, I like to ask them, what would you do...next time? If you were to carry out the same lesson. So they would suggest, "Oh, maybe I should have ugh more of this or less of that or the passage should be shorter. So they ugh most of the time, I would ask them to suggest. And then you can improve. You can improve, I mean I can suggest ah, how to improve their suggestions.
43. R : Ugh, normally do you meet immediately after the ugh...ugh... lesson or you give them some time before you meet. Some time meaning ugh they go back, and reflect on it.
44. CS1 : Ugh...most of the time it's right after the lesson. Unless of course I've to, I mean they have another class after that. I'll wait. So, the post observation is done: on the same day. On the same day because I, I think it's nice to, to talk about their experience right away. They're still fresh, y' see. If you call them back, let's say in the evening, they may not get, tck, especially the details ugh, they might miss some of the details very often. So right after the lesson, that's what I would, that one, I would do, y' know. Not, not a day or later. Not a day later.
45. R : Ugh what is your, your perception of ugh reflective practice ugh during clinical supervision?

46. CS1 : Reflective practice. Ugh looking back, looking back at what they did ugh in class, their good points, their weaknesses. That, that's what, in the, the post-observation, what conference. They look back. The questions I ask ugh I make them look back, at their strengths and weaknesses.
47. R : Ugh is it just that, to look back at their strengths and weaknesses.
48. CS1 : Ugh of course ugh after that they ugh they suggest ways to, to improve.
49. R : Okay, besides the counseling dialogue, ugh, do you also require them to discuss with their peers or mentors or do some other kinds of activities to kind of ugh...ugh reflect back on their lesson?
50. CS1 : Oh this is after teaching, is it?
51. R : Hmm.
52. CS1 : After teaching ugh I give them ugh my written comments, after the post conference. They also write their reflections of the ugh the lesson ugh in their journal. So, those are also ways, ways I guess to reflect, besides the, the questions I ask, to make them reflect, during the ugh the post observation conference. Also, ugh... because requirement of the teaching practice, their mentor, the school mentor, that is, must be in the classroom ugh with them as they're teaching. So, with them meaning that the mentor know, should know what happen in the class, also. So that they can have discussions, after the lesson. If they're not in, they cannot talk about the lesson, y' see. And usually, and also they have pair teaching also...y' see. So, so unless this two requirements are met, they cannot discuss about the lesson, after...the student had taught it. So, I think, ugh assuming that, assuming that these two, these two things are done, I think that, I think it's okay ah, I mean, depends again, it depends again on the mentor, I mean the commitment of the mentor. Ugh...the mentors are...ugh as I've said to you earlier, these two students, they have very good mentors. Very committed, y' know. Willing to suggest, because the two times that I was there, I could see, y' know, her commitment to, to helping them. "Oh, you do that. Next time you do that". But then, ugh...she also told me, in one of my visits there, despite that, ugh they, they still, y' know, would prefer it to do their way, y' see. I mean the student teachers. They, even though she says, "Okay, you do, you make the text slightly...y' know, easier you, you recycle the text, because this is level one, y' know. So, at times I could see her disappointment, ah. Especially in the suggestions, that she had made-because she knows the class well. Their standard and so on. But I think ugh...mentor, again it depends ah...on their commitment.
53. R : So, ugh after a discussion like that or after discussions with their mentors or among, among themselves, ugh, ugh do you see that they, they're able to come out with the action plan...to kind of do better in the next lesson?
54. CS1 : Ugh...it should be that way I think. It should be that way. But, like what I said that mentors can, she can suggest, lots of ideas, good ideas actually. And I've learned from her also. But, so, it it it, now it it it all depends on the students. If she or he, wants to follow up with an action, y' know. Let's say, "Future lesson, I'll do this..." That will help her. But that bit, unless it is being monitored, unless the mentor will go, to the class, ugh, and see whether it's done or not, and then we can see whether if she, she really, y' know carry out the plan, otherwise it

maybe it will just be, like that, ah. It'll remain a suggestion, that's it. It doesn't go beyond that. So...

55. R : Okay, from your observation, ugh, this uh teachers, this trainees, say this is their first experience, uh, are they actually able to...their concernlah, what is their main concern? When, when teaching. Is it just ugh how they perform, or are they able to go beyond that by looking at, ugh how well the class can receive what they teach. I mean even to the extent of looking at the individual needs of their pupils?

56. CS1 : Ugh...being ugh...this being their first experience, these two they've never taught before, y' see, if I'm not wrong, so, their first concern is their planning itself, y' know. The planning itself is the main: obstacle. Y' know planning the lesson:, putting in, y' know, activities to be put into the lesson: and of course their own language because these two they're not, I mean they're average, ah. One, I think is below average. Really weak. So, so they're struggling with the language. So, to me that is their main concern. They're not really, I mean, tck talking about, y' know, uh activities, they're not really thinking about that. How to give y' know effective, carry out effective strategies in the classroom. They're more tck into, into their own what, their language. They're more concern about the language. Ugh...another part would be, I think, I think it's quite visible to them, at that level, maybe is the management of the classroom. Because that one is very visible, y'know. The students are noisy, y' know they're worried about that. Because when they're noisy, they: would uh interpret it as,They as they, they're not good. They cannot, y' know, make them be quiet... y' see. So, to me, those are the two main concerns ah, that, that, I mean tck ah these two are those who have, that I've observed, especially in phase one. Management of the classroom, they're worried about, they're worried about their own planning. Ugh they they're not so much worried about the, the strategies, uh. They're worried about, just that, for that level.

57. R : Hmm...ugh were they, were they, I mean ugh, ugh...had access to resources that would actually help them in planning their teaching? If they were able to have access, ugh were they able to use them effectively?

58. CS1 : In terms of access, I think these two are very fortunate because they're...staying in. In the school, it's very nearb, it's nearby. So they could, y' know borrow things from the SAC, things from the library. And then they can use it, to, to school. I mean in, in their classroom. And, also they have done quite a bit of like, tck ugh teaching aids, y' know, when they are in the college. So they bring that with them. Like for story-telling uh, they bring it with them to, to the school. Because the school it's not old school, like this school, they don't have tck ugh, it, they don't have any resources, for the teach, for the teachers even, what more to say for, for the trainees. So, so that is what they, I could seem them bringing things uh, borrowing things from their, y' know from the SAC, from the library. So I'm not sure how the other students are managing it. And...for and then, y' know that how they use in the classroom. Ugh...the two that I observed, they, the teaching aids, were, were the ones that they had prepared themselves, ah. So, I didn't, I didn't get to see the things that they have...borrowed from here. So the teaching aids are more, more of what they have done...on their own.

59. R : Ugh...besides the, the counseling and all that ugh, ugh did they also

have ugh other opportunities like for example to observe experienced teachers teach, or peer discussion or peer teaching to enhance their skills?

60. CS1 : The peer teaching bit, they do, they do have it because it's part of the requirement of the teaching practice. They have to have, y' know, peer teaching. Ugh...in terms of observing the teacher, ugh...these two, ugh, ugh they, they can actually go and y' know, again it goes back to the mentor, the school mentor. If they're open, about: having ugh a person in the classroom, y' know with the purpose of training that person, it should be okay. But, some they're a bit tck, they don't want y' know the classroom, is their world. They don't want people to, to, to intrude, uh. So again it goes back to the mentor uh. Actually, it's good, because the student can see how, let's say, they're weak in classroom management, so they, they would see how uh an experienced teacher, manages her class. "Oh, maybe I could use that, strategy in my own class", y' see. That kind of, it's good to see, y' know, instead of the, the mentor, let's say, tell "Okay you do this" because they see it being done there.
61. R : So, you actually encourage them to ugh do that?
62. CS1 : Yeah. It should be done. It should be done, more often. Ugh...maybe, y' know like when they're free, they should be invited...to y' know, sit in: and see what how teaching is done.
63. R : Do they do that?
64. CS1 : Ugh..I don't, I don't think so. I don't think so. Not in uh most schools. They don't do that.
65. R : What about other activities like, ugh...for example like, ugh, do you encourage them like to go and do more reading on certain strategy or certain activities that they want to try out? Or...even sharing their experience with a larger group, y' know when they come back to college, do you get them to: discuss with other students who have also experience in their own schools?
66. CS1 : Right, ugh in terms of sharing, that bit, we do that in the classroom, after they have...uh, y' know, after they've, they're done with their teaching practice...in our: different tck, classrooms. For example, like I'm doing language assessment...with that group now. I think so, my focus, in my class, that, right that week, y' know, after they have...returned to the college, we'll be discussing, okay, how, how did the teachers in the school prepare their monthly test or their term test? What do they do? What're the steps that they, they follow, y' see, because in the college we're telling them, "Okay, first, you come up with a table of specification:. And then you write your text:. Then you have your marking scheme. Has to be in detail". We're telling them these here, y' see. This is theory. They go to school, we want to see them, we want them to see what is happening out there. So, when they come back, we want to check, is what we're telling them here, does it match with their school experience. And a lot of time, they say, "No". Y' see. They have a table of specification:. What they do have is for example, they take bits, passages from the workbook:. They just put them: together, y' know. So the, so there's a mismatch of theory and practice. So, that we need to tck, y' know, let's say in my assessment class, just to make them aware...hat act...you should be doing this. We're telling them, "You should be doing this." So that your test will

be valid, and all those things in testing, uh. Ugh so that you can have a good test and so on. But they don't see that in the school. Y' see. So we, we do get to talk about it, their teaching experience, when they come back. But in terms of ugh...that is the sharing part uh, just with their uh with their class. With their class. They, they at this point I don't see them sharing with, with y' know, with the, the teachers themselves. I don't think that, I don't know, maybe there is, but I don't know. Maybe it's good for them, y' know, those who have just: finished, share with those...in the school. So that, because we're partnership, the school and the college. We 're doing, y' know, we're doing the same thing actually, but that one is more: effective. So, they know, to bridge the gap between theory and practice, y' see. Because we're dealing with the same ugh person. So, that part I think is not done. It's only when the trainee come back, come back here and we do a bit of discussion. But in terms of sharing things with other groups, I don't think that, I don't think that they're doing that.

67. R : Okay from these experience that they had ugh, ugh what do you think was the most valuable aspect, for example the counseling dialogue that you 'd given them and all that. So, for themlah, what do you think is the most: valuable thing that they can take back...to be used say in the future?

68. CS1 : From the session that I had with them? Ugh...that maybe, that there are so many things that they can still learn, y' know. That it's all right to, to I, I tell them that it's all right to, to make mistakes...we learn from these mistakes. Ugh I think class management, controlling a noisy class, that, that she has learned I think. Ugh she knows she cannot ugh keep shouting at the class. Other things like pre, while and post reading activities ugh she has tried, and linking activities, I think ugh she is aware of it. And also she knows ugh her spontaneous questions, she has errors ugh so she is aware I think of the importance of writing them. Hmm...that's good for a start, right?

69. R : Hmm. Okay. That's all. Thank you very much for your help.

(End of tape)

INTERVIEW WITH CS2

Place: Language Department MPTAR

R = Researcher CS2 = CS2

1. R : Okay, first of all if you could share with me your experience as a teacher trainer, the number of years that you've been in it.
2. CS2 : Ugh: teacher training since ugh October 1989. So, it's something like thirteen years. // Yeah.
3. R : Ugh, what about ugh as a: practicum supervisor?
4. CS2 : That length of time too.
5. R : Same, uh?
6. CS2 : Yeah.
7. R : Ugh did you all actually, kind of undergo: // any kind of training for it?
8. CS2 : In the first year that ugh I was in teacher training: I actually went with a: senior colleague. Ugh ugh the colleague who has ugh, who has been in teacher teaching earlier than me, I did. So, I kind of went with her and just observed the way she was supervising: practicum at that time. And I did not. I wasn't involved in doing any y' know, any assessment or evaluation or giving feedback. I was watching, what she did. So it was a kind of arrangement ugh what's it? Sitting with Nelly sort of arrangement.
9. R : Buddy-buddy kind of thing?
10. CS2 : Yeah. Sitting with Nelly.
11. R : So, ugh now I'll go straight to the: ugh; to this practicumlah, uh?
12. CS2 : Hmm.
13. R : So, from your observation, uh ugh these trainees, do they actually kind of reflect: the theories that they actually ugh were exposed to in college, in their planning and teaching?
14. CS2 : My opinion, uh?
15. R : Hmm.
16. CS2 : It's when trainees go out to schools, they tend to forget what we tell them here. Of course they shouldn't do it. They, we, we don't expect them to just do: what we want them to do.
17. R : Hmm.
18. CS2 : But we give guideTurns here. And then there are, of course theories that we, we share with them here. But when they go to schools I find that there's a fair amount of interference from their, from the teachers who is guiding them in those schools. Because the teachers out there in those schools have their own concept, have their own ugh theories of good and bad teaching. And they tend to be influenced by that. So, sometimes the, our trainees are confused. Ugh as to: y' know, what is: the right practice. Their lecturer's tell them this, but the teachers out there telling them: to do what they're doing. So, whether, your questions is, do they do what we...
19. R : Whether you can see [
20. CS2 : [Whether we can see it. Yes and nolah the answer. Yes and no.
21. R : So, when you tend to see that they're kind of being influenced by the [

22. CS2 : [Not to say influenced, uh. They tend to also have to jive in with the culture of the teachers working with them in the schools because these are their school mentors. And they work very closely with their school mentors. So, I find that the school mentors have a fair share of, let say, maybe the word influence is a bit strong, uh.
23. R : Hmm.
24. CS2 : A fair share of ugh impactlah on their, on their work. On their work.
25. R : So, ugh // in situations like these. How would you actually kind of ugh if you find that: that impact was ugh towards negativelah? So, how, how would you actually go about ugh correcting the trainees, to bring them ba:ck to the // right path or something like that.
26. CS2 : Very seldom it's actually negative, per saylah. Very seldom. But the impact that might not be so good on the trainees is that the, the school mentors // at one point or another might want to impose on the trainees: ways which we: are trying to discourage trainees to do. For instance, I'll give you an example. Like ugh mixing teaching of spelling. With reading, with writing, y' know.
27. R : Hmm.
28. CS2 : My tend, the tendency, I, I tend to, I don't know because when I teach teaching of writing in the college, I, teaching of spelling is a separate component all together. There are techniques to teach spelling. But the thing, the way I look at it, in school is that, spelling tends to be in everywhere. When they're doing a reading text, and there, there as long as a word is put up, then they say spell the word y' know.
29. R : Hmm.
30. CS2 : It's like as if teaching of spelling is just, spelling the word, and saying out the alphabets that form that word. So that is one example to show you that, that. This is the way I learned spelling, in the days of old. And I, into teacher training I find that there're proper was to teach spelling. There are techniques to teach spelling. There are procedures to teach proper spelling. And ugh that is one area I, I have always been quite unhappy about. The minute a word is put up, they, they get the students to spell. Even though the word is put up for reading purpose, y' know. You see what I mean or not?
31. R : Hmm.
32. CS2 : So, what, what, what I'm saying is that, school teachers tend to // they tend to like impose like, because this is the way I teach. And I want the trainees to follow. And then here I have got proper techniques for students to teach spelling. So the students do not know whether // to do it the way the teachers want or to do the way that they have been exposed to in my class. And to do it the way the teacher wants seems to be the, the preferred way, not because everyday they to show the school teacher, that they lesson plan. And when they do things differently, the school teacher will say "Do it like this." Y' know. So the school teacher tend to be very prescriptive. Prescribe to them, "This is what you should do, this what you should do. This is what you should do." Y' know.
33. R : Hmm.
34. CS2 : Whereas we're trying to get our students to think through procedures. That thinking part, how can if you are asked, impose on people what to do that isn't thinking already.
35. R : Yeah.
36. CS2 : Yeah. It's just doing things.

37. R : So, ugh probably this one is kind of answered, but anyway just to ask you again, uh.
38. CS2 : Hmm.
39. R : How do you actually perceive the role of a supervisor?
40. CS2 : // Tck (breathe in) my role actually // supervisor // Ugh: // is more formative and developmental. To develop // skills. To develop // right attitudes and aptitudes. And to: to help them: ugh develop y' know, develop as a, a teacher, in their career. And to give them feedback as they go along. So the development has got stages. The stages of development. To give them feedback. And // as a versus telling them what to do, at every stage. So it's like: holding them by the hand, yet allowing them to take // walk ahead of you. And then when they do: like: tck pause or: stammer, uh then you and then this is the: moment for discussion, in practicum.
41. R : Okay, ugh, in the pre-observation stage, uh. Ugh what do you, ugh I mean what's your purpose of it, or what's the goal? In your, your opinion?
42. CS2 : // Pre-observation, uh? Pre-observation is just to: to: to help them first plan. Because: beginning teachers they can't go to class and, y' know think of a lesson. Even we serving teachers we have to have a rough plan, but pre-observation is to see what their planning is like. Helping them to structure their thoughts. Helping them to pull together all the elements in the lesson, to see if as a whole y' know.
43. R : Hmm.
44. CS2 : And then to also see that uh there is ugh, ugh a link between the things they were going to do. So, pre-observation really is to give them, develop confidence because it is a very traumatic experience to actually have a supervisor parachuting into your classroom, and then just scrutinising what you're doing and then you're not sure what you're doing is right or wrong, y' see. Because in the, the classroom, the student actually wants to perform well. Nobody wants to, to show, (breathe in) to perform badly in front of anyone, y' know?
45. R : Yeah.
46. CS2 : We, we are also, we included. So pre-observation is to help them prepare for that performance. And it's only fair: for us to see their best. I do not think that a, a, a supervisor should catch the students off hand and walk in: just to catch them at their worse. It's not fair for a human being. So, we want to see them at their best. So the pre-observation is to, to kind of ugh ugh tck get the best out of them. Let and able them to present their best show, so to speak.. It may, it may not, I mean those people in the days of old where the supervisors will just parachute in and say. In our days, we, our lecturers just walk in. Ha that is evaluating in naturelah.
47. R : Hmm.
48. CS2 : But here, this is developmental in nature. So that will tie up the role of, my role as a supervisor to help them develop, develop skills. And then in pre-observation, you, we can also ask them questions, y' know. All the "whys" can come in. Why did you choose this? And then, then they will tell "I choose this because..." and that is where the thinking already comes in. So they can rationalise their steps the procedures in the lesson. So that when they actually lay out that lesson then it make, gives them meaning y' know. Because now, now they already planned

to do like this and this is the reason why they want to do it. And they actually ugh carry out the lesson to find out whether: what they'd wanted to do: will be achieved. So if: we do not have a pre-observation, I feel that ugh it is very traumatic, very threatening, intimidating experience for the trainees. They are already beginning teachers. The, the feeling of, not sure, insecurity will be there. And then it will come out to be a bad lesson. And I don't think that any supervisor should take deli:ght in catching them, at their worselah.

49. R : Hmm. Where do you normally have ugh this pre-observation?
50. CS2 : For me preferably I like to, them to have their lessons discussed with me. day:s before they present it.
51. R : Hmm.
52. CS2 : Some people go: before the, the lesson and then talk about the lesson. They have already (). To me if I go today, to see them teach that lesson, there isn't much time for them to change it. So, I much prefer to do it the day before or even days before. My practice always has been, you show me on, on, on ugh Friday the drafts of your lesson for the following week. Just drafts. Then I like to go through the activities with them.
53. R : Hmm.
54. CS2 : So, if I'm not free to go on a Monday, at least maybe if I drop in on Wednesday, I still would have discussed that activity, that lesson with them. So, my preference is always: // looking at, at drafts of their lesson, maybe not so comprehensive, but just a draft of the type of activities they want to carry out, y' know. For each language skill for the following week, for all the days they're teaching. And very, very often students don't teach everyday. At the most three times a week. And you will be seeing three lesson plans on a Friday, before that week. I, I normally do that.
55. R : Okay. For the observation stage, uh. Here again, what's the goal or purpose?
56. CS2 : Of course we have to, to, to ugh to go and see them, to see whether the lesson that they had wanted to carry out, whether or not they, they carry it out the way... It's actually testing your recipelah.
57. R : Hmm.
58. CS2 : See whether it works. // It's exactly that. I have already planned this menu: and then now I'm going to see whether it works. So, it's actually testing to see whether it works.
59. R : Hmm.
60. CS2 : My plan. Basically it's that.
61. R : The plan that you've suggested to them?
62. CS2 : Hmm. Hmm. That they have planned.
63. R : Hmm.
64. CS2 : And checked together with me.
65. R : Okay, I see your [
66. CS2 : [To see whether it works.
67. R : I would like to ask you one question for the: ugh the pre-observation, uh. ugh do you also during your discussion ugh in, during this pre-observation
68. CS2 : Hmm.
69. R : Ugh decide together on a certain aspect that you want to focus on during the observation?

70. CS2 : Usually okay I'll tell them, yes actually, theoretically yes, it's like that. Ughm // I normally ask them, which is the: activity that they want me to focus on. But our trainees don't, don't seem to be able to identify. They always say leave it to you. And then I tend to go in and watch everything
71. R : Hmm.
72. CS2 : I tend to go in and watch everything. Because lecturers y' see, we only go to see them twice in their practicum. So there isn't the luxury of time where you can focus on: small bits of their lesson y' know.
73. R : Hmm.
74. CS2 : I know what you mean. If I were to be in the, in school with them, this is where the, the school mentor: should be doing that. That's why the mentoring system, the school mentor should be doing that. The school mentor should actually be assisting them, (breathe in) to develop bits of their teaching y' know. Like today the school mentor say, "Today I'm just going to focus on your use of teaching aids."
73. R : Hmm.
74. CS2 : "So, I'm going to write all the comments about your use of teaching aids." Because the school mentor is there with them and school mentors lesson is taken by the 'guru pelatih'
75. R : Hmm.
76. CS2 : So, the school mentor should be with the 'guru', with the 'guru pelatih' every teaching session.
77. R : Hmm.
78. CS2 : So, perhaps the next lesson the school mentor will want to focus on: her giving instructions. And then the following day he may want to, she may want to focus, to focus on say ugh, ugh, linking of activities, how do you link activity one and two, y' know, the linking whether there is a chronology or not. So linking of steps. For me from the college, I, I don't have that luxury:, of time. I only see them twice. So, I tend to look holisticlah. Everything.
79. R : Hmm.
80. CS2 : Yeah.
81. R : Hmm: normally when you're observing the students ugh where do you normally position yourself, in the class?
82. CS2 : Usually at the back.
83. R : Why is it so?
84. CS2 : Because ughm, ughm, a bird's eye view of the whole class. Because if I put myself in the front, I can't see her:, very well. You, you would like to see them:, their facial expression, how they interact with their student, their eye contact, their body language, y' know.
85. R : Hmm.
86. CS2 : And then the voice: audible or not. That's why I, I think normally everybody sits at the back.
87. R : Ugh what about moving around? Do, do you do that?
88. CS2 : I don't. I don't because I know that it is very intimidating.
89. R : Hmm. At any time?
90. CS2 : No, I don't.
91. R : (Clears throat) Ugh the collecting of data. How do you go about it. Say when you're observing, you're collecting data, information about what we're observing, uh. Ugh how do you [
92. CS2 : [I actually, I actually, I don't like to be inhibited by forms when I watch

- students teach. If you see the notes I gave you, it's all open y' know.
93. R : Hmm.
94. CS2 : I always like to, to say, what I saw. So, I just write down what I saw. And then on one side I'll just comment: on ugh what I saw: perhaps ugh some mistake the students made, especially the utterances. And the, based, based on what I saw, that is my basis for discussion after the lesson. So, I actually just report on what I saw. What you did. You did this. You did this. And sometimes when I see that there're certain ugh behaviours that is inconsistent, with what I think, which my perception of good teaching, I will write it down. So, that's collect, collecting data. That's the way. And then I'll have her lesson plan open. And then I'll look at what she does. And then from the lesson plan, what she does I'll triangulate between the two, and then make comments.
95. R : Hmm.
96. CS2 : You left out these steps.
97. R : Hmm.
98. CS2 : Steps number five, six, seven in activity two, for instance. Or activity two wasn't complete. So, I always have the lesson plan open, and then I watch her. And then from there I just write. Open remarks. This one.
99. R : I understand that there's also a form that you all use.
100. CS2 : That one. That form is: more for evaluation, which I don't do when I'm watching. I usually fill in that form after discussion with the trainee. And I tell why I put you at level three. Why I put you at level four, whichever.
101. R : And then for the post observation conference, uh. Again ugh: I would like to ask you the goal or purposelah.
102. CS2 : It's very important that post, in fact to me it's the most important stage in: supervision because // I mean, we ourselves, we're supervised and watched and somebody just goes off. We always have a lot of questions unanswered. First thing you want to know how did you do. What did the person think of my performance? So, so, so to with teaching practice. I think that post observation, ugh post observation conference is: very important because that is where the learning and the reflection takes place. The reflection. Going, reflecting on the lesson, both from the person teaching, the trainee, and the person observing her.
103. R : Hmm.
104. CS2 : And I always, and I'll spend a lot of time on this. And sometimes I'm very, very-harsh. (Giggle) Very harsh.
105. R : When do you normally meet the trainees?
106. CS2 : Immediately after.
107. R : Ahmm. Why is this so?
108. CS2 : Because it's still fresh in their minds. Because it's still fresh.
109. R : Hmm.
110. CS2 : Because they can still remember exactly what they did.
111. R : Okay, how do you usually conduct the post observation dialogue. I mean, how do you start, how do you get the students to recall their lesson and then talk about the lesson?
112. CS2 : Well, first I want to know how they feel about the lesson. So, I ask them to tell me. *"Now, that the lesson is over, how do you feel about the lesson?"* You see sometimes they're not happy about their lesson. So I ask *"What is it that you're not happy about?"* Some students find it hard to say and we've got to help them. *"Tell me, what you did in the*

set induction" "How did you do your speaking activity?" And when they, especially the lazy ones (giggle) they plan their lessons at the last minute and they don't show you early. And when they're in class, they forget.

113. R : Hmm.
114. CS2 : Then I'll go, "Why didn't you teach as you planned?" "When did you do your worksheet?" "You planned it last night?" "Look back at how you behaved in the classroom. The way you questioned the students!"
115. R : (Giggle) How would they react to that?
116. CS2 : (Giggle) They, y' know, they know their mistake. They know, ugh that I know they're lazy. So you can see them squirm in guilt. But if they can't see their mistakes, I point to them "You kept asking questions to test their general knowledge. Was there any language focus? Was there a sentence pattern?" Then they see better.
117. R : Hmm. In your opinion ugh what is reflective practice ugh and how do you get them to reflect on their teaching?
118. CS2 : Reflective practice ugh my opinion? It is thinking deeply about what you have done, in the lesson. And, and finding ways to improve on your practice. That's what reflective practice is to me. How I get them to reflect? As I mentioned just now, I always start on "How do you feel?" "What do you think of your own lesson?" They will tell you all the answers. You don't have to tell them anymore things. And they know where their blunders are.
119. R : Hmm. Okay. // Ugh at times when ugh you see that they're not able to reflect on their, their practice that they have just gone through. How do you actually get them to: look back?
120. CS2 : I'll get them to look at the lesson plan.
121. R : Hmm.
122. CS2 : Together. And then look at my comments. // And then together we, we, we usually they will, I can help them recall what they did. They can actually tell me which part of the lesson plan.
123. R : So, it's not actually by telling them or maybe question them...
124. CS2 : No. I say, "Look here. Just now remember what you did? Look here. You planned to do this. Did you do this?" Y' know. Actually let, let them look at the lesson plan. // Not that I expect them to follow lesson plan, y' know, word for word.
125. R : Hmm.
126. CS2 : Because plans can change. But then when it changes, there must be a reason. And I want them to be able to tell me why: that change. If they can rationalise why they changed and it's a good rationale, that means, they are, they can think on their feet.
127. R : Hmm.
128. CS2 : In fact I always like trainees who are able to explain why they make changes. And the changes are good changes. "I planned to do this but actually I did that because when I saw this boy like that, like that, now I decided I want to change this". That means this trainee has made a decision for the better.
129. R : Hmm. Ugh in particular these two trainees, were they able to do that?
130. CS2 : No! They were not.
131. R : Hmm.
132. CS2 : In fact, they just left out the steps because: they don't have enough time.
133. R : Hmm. //

134. CS2 : And, they: they decided to put in procedures that were inconsistent with the plan. And that did not make the lesson any better. It made it worse actually. (Laughs)
135. R : Okay. Let's say ugh when you have actually got them to identify one of their problems uh, how do you go about ugh, ugh getting them to come to a solution for that?
136. CS2 : // When I see something is a problem, I'll ask them, "You remember you did this. And, and if they agree, "Yes! Yes!" Do you think that it's a good. Ask them to assess themselves. // Very often they can. And ask them: "Is there any: way in which you could have done it differently?" Ask them to think of alternatives. And they can give. Very often they can give. Not these two students, but in my years of experience, uh, students, if when we say "Is there a different way of doing it?" "Given a chance would you do it differently?" They will say "Yes". "How?" "How would you do it differently?" "Can you think of an alternative?" They can.
137. R : So, that is actually signs of reflections on their part?
138. CS2 : Hmm. Yes, yes, yes. Reflecting and planning ahead.
139. R : Hmm. So besides the, the counselling dialogue, uh, are they also required to: let's say discuss with other people. Let's say their peers or: their mentors and [
140. CS2 : [They're expected to discuss it with their peers, y' know. But those students won't do them. Very often the students do things alone. Because that's the culture of schools, I noticed. Teaching is a lonely enterprise. // We don't want to share with people what we're doing. I don't want to tell people what I want to do in class. That's why we have designed this mechanism called 'team teaching:', where we actually force our trainees to actually sit down and discuss lessons with one another. That's why the team teaching element is brought into practicum. To encourage teachers ugh the students to actually ugh not work individually, but to work with their friends. Because y' see, the trouble with teaching practice is, ugh, ugh trainee 'A' will be given say Year Three, trainee 'B' will be Year Four. So, they will be planning different things and very often they don't meet to discuss. Unless trainee 'A' and trainee 'B' has both year three, different classes. Say Three 'Merah', Three 'Biru'. Then they will talk. If they're given different levels, they won't talk. They won't discuss.
141. R : You, you were mentioning 'Team Teaching' just now, ugh, ugh was it done during this practicum?
142. CS2 : Yes, yes it was done once.
143. R : These, these two trainees?
144. CS2 : Yes, yes, they did.
145. R : Pair, pair teaching?
146. CS2 : They have to. It's a requirement.
147. R : So, when they did that, uh, did you see any difference, when they, I mean compared to [
148. CS2 : The lesson was better. Because y' see, you have the comfort of a friend. And the: ugh not only comfort, the confidence that there is someone to fall on to:, in case anything happen. Always doing things in twos is better than one. Of course the lesson was better, I know. Could be or and of course it was better because the class control was better, there were two of them.

149. R : Hmm.
150. CS2 : And then there's a mentor sitting at the back.
151. R : Okay, ugh once they have actually, their, after your first visit, uh, you've actually kind of pointed to them their weaknesses and then, ugh do they actually come out with an action plan after that for the next lesson? Are they able to do that? Based on [
152. CS2 : [Their next lesson, their immediate next lesson, was better. But then after that, I noticed that it was more routine. I find that the two trainees, they are not creative at all. Their, their activities seem to be repeated. And it's not because they haven't been told, or they were not guided by the teacher. In fact they've got a very good school mentor. It's just their attitude. It's too much hard work to think of something different to do. And these two trainees have always been difficult trainees to handle. That's why I took them, for practicum. I always assign myself the most difficult trainees. (Giggle)
153. R : From your observation also, uh, ugh these two trainees ugh what did you notice actually were their main concerns? Were they actually, uh just looking at ugh how they teach,? Or did they go actually slightly beyond ugh by looking at how the class actually ugh received their teaching or even further like looking at individual needs of the students?
154. CS2 : No. Definitely not, not none of the three. These two trainees were only there doing the minimum and just fulfilling the requirements. // Not. None of the three that you mentioned.
155. R : Is it because they were not able to [
- 156.. CS2 : [~~They're..~~ they are able to: if they had wanted to. But they did not want to. They took advantage of the fact that I was sick for along time.
157. R : Hmm.
158. CS2 : And even when I was on sick leave, I actually called them to my house to discuss their lesson plans. And when I, told them to do that, they thought that I was out to get them., which I wasn't, really. And when I helped them, first two lessons after that was okay. Then they were back to square one. They just do not want to think of something different to do. There is just no proactivity. They're not proactive and creative. It's very difficult to: to, to ,to guide students with this kind of attitude, y' know.
159. R : You mean they could have if they wanted to?
160. CS2 : They could have if they had wanted to.
161. R : Hmm.
162. CS2 : Because they have a very supportive 'guru besar' and a very, a good school mentor, very experienced. The school mentor is very helpful. I've talked to her.
163. R : What about accessibility to resources and all that?
164. CS2 : They are very near the college.
165. R : Hmm.
166. CS2 : They can come here. They, they stay in the college and they are free every afternoon. They can use the self-access centre, library.
167. R : But do they make use of these?
168. CS2 : They don't. They have attitude problem among our trainees. These two definitely lah.
169. R : What about the mentor herself? Ugh did he or she give ugh enough guidance?

170. CS2 : She did.
171. R : Ugh?
172. CS2 : She did. But you see the nature of school mentors is that, they're also busy with their own lessons, y' know. They do not only have the students, the 'guru pelatih'. Infact the guru pelatih's presence there is an added burden on them. Because they have to monitor them, check their lesson plans, make sure the students, the trainees are teaching ugh, ugh according to their schedule. Because the scheme of work is their schedule. And then they have to triangulate between what the students, trainees are doing with their scheme of work. It's a burden on them. And when I observed, the school mentor had been helping these two. And the 'guru besar', particularly. Because she's an English language teacher. And if you read the comments written by the school mentor, and the 'guru besar' in their lesson plan book, you know that these two are monitoring them very closely. Even giving them advice like, read up, improve your English proficiency and things like that. Where you get school 'guru besar' who do that?
173. R : But yet these teachers didn't actually take ugh [
174. CS2 : No. No.
175. R : It boils down to their attitude?
176. CS2 : Boils down to attitude.
177. R : So, as you were saying just now, they were encouraged to do some reading [
178. CS2 : Yes they were. I've these evidence. If you ask them to produce their lesson plan it shows there. The, the 'guru' besar actually asked them to read articles, read more to improve your proficiency, check your lesson plan. Check your teaching aids before you put them up because she has discovered and I've discovered, that they have put up teaching aids, they have got mistakes. // Because if you do your teaching aids in a hurry, there're bound to be mistakes. And I've actually encouraged them to have palm-notes y' know, for questions that they want to ask. Write down your questions before you, if you're not sure, because I know for a fact that if you ask them to struck, if you ask them to formulate questions ugh spontaneously, there'll be lots of grammar errors in them. This is exactly what happened. Because they don't take your advice! They don't write the questions down:, and refer to them. I said it's not wrong for you to have questions. Palm notes, small little notes. And so there are wrong questions, asked. What is the boys are doing? For instance, ugh!
179. R : Okay. Just to: kind of round up the thinglah, uh. Ugh this teaching practicelah, uh, especially the counselling dialogue and the reflective practice that ugh they experienced, uh. Hmm do you think that ugh there was ugh anything ugh valuablelah in the aspect of teaching, uh, that they actually gained? Those two. Were they able to gain some kind of valuable ugh [
180. CS2 : [They, they did, y' see. They, I do not doubt at all that they have not learned anything. I don't want to say they haven't learned, they have. But the thing is if the had put in a lot or more they would have learned a lot more.
181. R : Hmm.
182. CS2 : Because y' see, it's very exhaustinglah, Raja to actually monitor:, a

person's development so closely, y' know. If you're not watching them, they just fall back. They sleep and, they just do not do anything. So, I find it very exhausting to, to supervise students like these because there is no initiative on their own part. All the initiative is from me. If there's anything that's fruitful, it is because I asked them to do it. If there's anything that they gain, it's because I make them do and they found that it was useful.

183. R : Hmm.

184. CS2 : But on their own, they would not do it. It's just:, they're not resourceful. But they did them because, y' see I kept pushing from my side, their school mentor because I work very closely with the school, it's just nearby only, and the 'guru besar', we're all into phone call y' know. I phone the 'guru besar' check on the two of them. Even when I was on sick leave I called her because she's my friend, y' see.

185. R : Hmm.

186. CS2 : So, I make this kind of personal contact with the school and the 'guru besar' and the school mentor, that's how we managed. I had somebody with personal conviction. I'm very passionate about teaching practice, because I really want trainees to learn because I had been telling them that always tell you things in a hypothetical situation. Here you are with real classroom, real students, real human beings. This is where you should be actually trying out all the strategies that we have been thinking of: in the 'maktab'. See whether it works. And if it doesn't work why? And if it works, why? And how to improve on it. How many trainees want to do that? There arelah, we have one or two who will do it.

187. R : So:, what has gone wrong actually? Where...

188. CS2 : I do not know what has gone wrong. That is one question I cannot answer. Because attitude is, is a something you bring even from your home, y' know. If you have not been brought to be resourceful, I think you cannot be resourceful. If all your life you have been pampered, and you have things done for you, then you expect people to continue do things for you, don't you think? So, I think it is also to do with upbringing. And it could be cultural, I do not know. (Laughs). I really do not know. And I do not know why I also, I'm so passionate and resourceful and, and I expect other people to be like me and when they're not like me, I also do not know why. (Giggle) But I do tell the trainees why I do, function in a certain manner. And what I expect from them. They know what I expect from them. And they know my style. They try. I must say that the two girls tried. But I wish they had tried harderlah. I know that if I had another set of trainees, it would have been different. The way I guide them. So, my interview with them, you would have noticed that I was very harsh sometimes.

189. R : Hmm.

190. CS2 : To the extent that I was really fed-up. // That's the reason why. I's attitude. I mean they are very pleasant girls and they are also very lazy. (Giggles) And that is something we can't change very much. If, the only thing that we can change is to raise their awareness.

191. R : Could it also be that teaching was their last choice or [

192. CS2 : Possible. And the, well it's not too late. We still have another year to make them realise that: ugh there are things that they can do about it. to say that it, it's their first teaching practice is an excuse because everyone

else also it was their first practicum. But why is it that there are some students who were doing quite well. Y' know really taking advantage of the situation and even 'guru besar' who call us and say this student is really good, very hardworking, very resourceful.

193. R : These two students, they were also required to teach another subject, right?
194. CS2 : Yes. They have two now.
195. R : How, how did they actually perform in the others?
196. CS2 : Just as bad.
197. R : Just as bad.
198. CS2 : Just as bad. Because I checked with Puan Adibah, KT. They actually go into the class without a lesson plan. Hmm. Just as bad. So if they do well in one subject, they are bound to do, do well in another. Because it's attitude. I want to do well in this subject and that subject.
199. R : So, you believe that ugh, ugh clinical supervision and ugh reflective practice actually, y' know, if it was ugh, I mean the part of the supervisor, they do carry out as what they're supposed to, but it's because these students who do not actually ugh go along as what they're supposed to [
200. CS2 : [There're three important players in clinical supervisionlah. First player is youlah, the supervisor. The second is the student. The third is the school. Like in my case, uh of the three players, only two are playing the game. And this third one is () them so much .So clinical supervision will only work, if the most important of the three players, which is the student, is playing their part.
201. R : Hmm.
202. CS2 : So, the three players there, the school, the supervisor and the supervisee. In my case the supervisee was only reacting y' know, to, to, to that, to the players, y' know, when you tell them this, they react. They were just being reactive.
203. R : Hmm.
204. CS2 : Hmm. There wasn't anytime when they were proactive. I can see that.
205. R : Could there also be, from your experiencelah, cases where, the other way round. Where the trainees, y' know [
206. CS2 : [Are proactive?
207. R : Ah, proactive [
208. CS2 : [And the lecturers, laid-back a bit?
209. R : Hmm. ~
210. CS2 : Yes, I've seen that.
211. R : So, even their mentorslah?
212. CS2 : I've seen that.
213. R : So, if any one of these are not playing their part, [
214. CS2 : [The whole thing cannot, it will not achieve it's objective. The three players must really play their part. Mentoring the three. It's a triangular love affair, what. (Laughs) Everybody must be passionate about their work.
215. R : Okay, I think that's about all.
216. CS2 : Hmm.
217. R : Thank you.

(End Of Interview)

INTERVIEW WITH ST1

Place: SAC Room MPTAR

R = Researcher ST1 = ST1

1. R : Okay, ugh can you just tell me about your academic qualifications before you entered college?
2. ST1 : Academic qualification, ugh SPM. "Sijil Pelajaran Malaysia". What?
3. R : How, how did you do in your English?
4. ST1 : Ughm, so far, I think ughm quite okay.
5. R : For the exam?
6. ST1 : For the exam, ughm I got grade 3. Yeah.
7. R : Okay. Before joining college, ugh did you have any experience of teaching?
8. ST1 : Ughm, no.
9. R : None at all?
10. ST1 : No, I don't have any.
11. R : In your teaching plans ugh, were you able to: reflect on: the theories and techniques that you learned at the college? Were you able to apply the teaching and learning theories you learned in college?
12. ST1 : Ughm, not really. Because ughm ugh sometimes, what happens in the class is ughm out of my expectation so: cannot apply what I learned in my college. Ha. What I learned at college.
13. R : But in your lesson plans you tried to incorporate the theory?
14. ST1 : Yeah. Yeah.
15. R : In planning: you tried to incorporate ugh the theories, but when it comes to ugh real teaching, you're unable to apply them?
16. ST1 : Quite difficult.
17. R : Why do you ugh find it difficult?
18. ST1 : Because uh. No, it's different. Because ugh, in real situations ughm we don't expect ugh like what we plan, we: ugh how to say, // we plan, okay we plan ugh, we plan our lesson plan, but we try to carry it out but sometimes ugh we've ugh what to say, ughm ugh problem in classroomlah, like, like uh pupils () something...
19. R : Ugh (clears throat) does your supervisor actually encourage you to: incorporate theory: in your planning and teaching?
20. ST1 : Pardon.
21. R : Does your supervisor, encourage you to incorporate theory in your planning and teaching?
21. ST1 : Yes.
22. R : How does she do that?
23. ST1 : She said that, ughm she looks at my lesson plan, and she said ah, "This one, you can, you can improve on this one. Like this, like this, ah, like that. And then, after I'm teaching, she comments. She gave comments.
24. R : What style of teaching do you adopt, during your teaching practice? What I mean is ugh, do you tend to: follow your school mentor, or you supervisor or you have your own style?
25. ST1 : Both. Ah, I follow my supervisor and then I follow my

- mentor, eh lecturer. Ha.
26. R : School mentor?
27. ST1 : Ah, school mentor. Yeah.
28. R : So you follow your school mentor and supervisor?
29. ST1 : Yeah.
30. R : Which one do you ugh kind of follow more?
31. ST1 : Both.
32. R : You don't have your own style?
33. ST1 : I have. I combine the three of them. Ha.
34. R : Now we go to supervision, uh? What do you think, ugh is the role of the supervisor?
35. ST1 : Ughm to guide, to: ughm // to guide. And to give help.
36. R : To guide?
37. ST1 : Yeah.
38. ST1 : Not to test you or evaluate you?
39. R : That also, but of course ugh the: supervisor, they need to guide us, right? Ha.
40. R : Ugh, y' know that ugh, in your teaching practice, you have a few stages. Ugh you have the pre-observation stage, where you meet with your supervisor...
41. ST1 : Hmm.
42. R : Okay, during that pre-observation stage, ugh what do you think is the purpose of: that?
43. ST1 : Ughm, ugh, how to say it, uh // to give us picture, ha. How to carry our: lesson plan. Ha.
44. R : So, how does she help you during the: discussion?
45. ST1 : Ah, she give me tips:, like ughm // because I, I, you mean our supervisor, right?
46. R : Hmm.
47. ST1 : Because ughm, she used to teach that class, right. So, she tell me what should I do ugh with certain pupils. And then ugh if hmm problems, okay, what should I do, something like that.
48. R : You're talking about your mentor. What I mean is your college lecturer. She discusses your lesson plan before you teach, right?
49. ST1 : Oh! Yes. She, she first...she asks me "*What do you plan to do?*" Then, I tell her ugh. She let me tell her ha. Then she suggests, how ugh how I can improve my lessons, activities.
50. R : Do you: and your supervisor decide: on something specific, a certain aspect of teaching, that you want to be observed during the: observation? Or you actually, ugh do you decide on, okay, "I would like you to: focus on: the use of the blackboard or my questioning techniques". Do you discuss like that?
51. ST1 : No. // No.
52. R : So, ugh, ugh during the pre-observation conference you discuss the overall plan?
53. ST1 : Yeah, yeah. She just comment on my lesson plan and then ugh // how to, how to improve my lesson plan. The activity for example.
54. R : She suggests to you or [
55. ST1 : [Ah, ah.
56. R : She asks you questions ugh to come out with your own
57. ST1 : Gives suggestions, and...
58. R : Gives suggestions?

59. ST1 : Ah.
60. R : Okay, now we go to the observation itself, uh. What do you think is the purpose of the observation?
61. ST1 : Ughm the purpose?
62. R : Hmm.
63. ST1 : Because ugh after they observe us they: gave comments. So, ughm // so we know what is our weaknesses. Ugh so that we can improve on it.
64. R : During the observation, ugh where do you prefer your: supervisor to sit?
65. ST1 : At the back of the class.
66. R : Why?
67. ST1 : Because: it's usually like that.
68. R : But, ugh do you feel comfortable?
69. ST1 : Ah. Okay.
70. R : What if: your: supervisor wants to sit in front?
71. ST1 : I don't want like that. Because if she sits at the back, I can see: ha: what's she doing. Ugh I can, I can see uh the gestures, uh.
72. R : You mean she shows you signs?
73. ST1 : No. Like ugh I can say that ugh // how is it?
74. R : What if she sits in front of the class?
75. ST1 : Sit in front! Cannot! Because I'm teaching in front. Hmm.
76. R : Do you think that would distract ugh the pupils?
77. ST1 : No, not really.
78. R : Even if she sits in front?
79. ST1 : Yeah.
80. R : Ugh, does she move around? When she: observes you?
81. ST1 : Yes, when I do writing activity.
82. R : Do you mind that?
83. ST1 : No.
84. R : Ugh while you're teaching, ugh do you take note of any problems you face?
85. ST1 : Hmm, yes.
86. R : How do you do that?
87. ST1 : Ugh after, after teaching...
88. R : While you're teaching?
89. ST1 : While teaching. Ah, while teaching no.
90. R : No, what I mean is, do you take notice of: your problems.
91. ST1 : Yes. Take notice, but yeah, yeah, yeah.
92. R : You mean, you watch, and you keep it in your mind?
93. ST1 : Yeah.
94. R : What do you do about it?
95. ST1 : Ugh sometimes I write it, in my journal. And then sometimes I discuss with my: supervisor. (She means mentor)
96. R : Ugh, what do you think about the, what do you think is the purpose of the: post observation conference? Because you meet and discuss after the teaching, right?
97. ST1 : Hm, hmm.
98. R : What do you think is the purpose of it?
99. ST1 : // Because [
100. R : [After your teaching
101. ST1 : Yeah.
102. R : Then you, your supervisor will meet you, right?

103. ST1 : Yes.
104. R : Okay, what do you think is the purpose of that?
105. ST1 : Ah // to interact.
106. R : Yeah, why do you do that?
107. ST1 : Ugh to comment on: ugh to comment on how we teach. And then to reflect back ugh what we have been doing.
108. R : Hmm where do you normally meet?
109. ST1 : At the staff room.
110. R : Do you think that place is suitable ugh with other teachers around?
111. ST1 : Yes.
112. R : No problem for you?
113. ST1 : No.
114. R : You don't feel tense or stressed...
115. ST1 : No. In fact I feel, quite happy because I've finished it, finished my lesson.
116. R : I mean the place.
117. ST1 : Okay.
118. R : It's okay for you? No problems?
119. ST1 : No.
120. R : Ugh how does she make you reflect on: on your teaching? What does she do to make you reflect?
121. ST1 : Ugh first she asks me, "Okay, how do you feel?" And then ughm, ugh he ask me, she ask me, "How do you feel?" And then, "Do you think..."? And then ughm //
122. R : Does she asks you questions?
123. ST1 : Ah. Yes.
124. R : What type of questions? What does she asks you? I mean the questions she asks you.
125. ST1 : The questions ugh "So, how do you think about your lesson today?" Like thatlah, eh!
126. R : I mean ugh, does the questions she asks you, make you think?
127. ST1 : Yes. She asks me, "How do you think about your lesson plan?" Ah. So, I give my, opinion. Ah. Like ugh, "Is it okay? Is it fine?" And then like, "What happened // during the teaching?"
128. R : Does she, does she actually tell you " Okay, this is your problem ugh [
129. ST1 : [Yeah.
130. R : That I noticed in your lesson. Or does she make you discover yourself?
131. ST1 : First, she make me . First, ugh she let me, she make me say it. Then, ugh after that she gave her comments.
132. R : She gives you suggestions on how to do it better?
133. ST1 : Ha. Yes. Suggestions and comments. Sometimes she asks me to give.
134. R : Oh, she asks you to give what?
135. ST1 : Suggestions ugh how I can improve my activities.
136. R : At other times, she just tell you what to do?
137. ST1 : Hmm.
138. R : Okay, besides these counseling dialogues, uh, are you also asked to ugh discuss with your peers, or mentor or other friends after your classroom teaching?
139. ST1 : Yeah. For pair teaching.
140. R : Y' know when you're teaching, ugh you said you noticed some problems, ugh do you talk about these problems with anybody else, other than your supervisor?

141. ST1 : Yes. Sometimes, I talk with my partner, [Lina] and then sometimes I talk to the headmaster.
142. R : The headmaster?
143. ST1 : Yeah.
144. R : Not with your school mentor?
145. ST1 : School mentor also. Ugh, what I mean is, after I'm talking with my mentor.
146. R : When you go back to your hostel, do you talk these things with other friends?
147. ST1 : Sometimes.
148. R : Does that help?
149. ST1 : Hmm. Sometimes.
150. R : Okay, when you discuss these things with other people, ugh how does it help you? Does it help you to: find ways to solve your problems?
151. ST1 : Yeah.
152. R : Do you feel ugh do you feel that you're able to solve your problems on your own or by talking to somebody?
153. ST1 : Ah, by talking to somebody.
154. R : Why?
155. ST1 : Because they might ugh have better idea.
156. R : So, your friends also must have faced the same problems?
157. ST1 : Yes. Of course. (Giggle)
158. R : Okay, when you have noticed your problems, and then your supervisor has talked to you, and you've discussed with your friends, do you come out with an action plan? "Okay, in the next few lessons I must do this, I must do that so that I won't face the same problem." Do you do that?
159. ST1 : Yeah.
160. R : So, when you do that, ugh what's the outcome?
161. ST1 : Ugh sometimes ugh it works. Ugh for example, ugh I want to control my pupils,
162. R : Hmm.
163. ST1 : Ugh I, I divide the class into groups. I mix them ugh with others. Not just mix them with their friends. So that they make less noise.
164. R : So, that was your problem earlier on,
165. ST1 : Yeah.
166. R : And when you divide them into groups, they make less noise?
167. ST1 : Yeah. Yes.
168. R : That idea, did you come out with it on your own or after discussion with others?
169. ST1 : On my own.
170. R : You decided on your own to divide them into groups?
171. ST1 : Yeah.
172. R : Okay, when you're planning your lesson or when you're teaching, okay. Is your concern: ugh "How well I'm going to teach today." Is that your concern or do you also think like "Are the students able to understand, are they going to be able to receive my teaching" or do you go further like looking at: individual pupil's ugh needs?. So, what's your concern?
173. ST1 : My concern? Ughm I think about my: the pupils. Whether they can: understand me or not.
174. R : Your pupils?
175. ST1 : And then ugh whether my lesson plan ugh whether I: carry my lesson

- plan well or not.
176. R : Do you also realize that certain pupils need simpler activities than others?
177. ST1 : Yeah. The slow learners, right.
178. R : You realize that?
179. ST1 : Yeah.
180. R : Do you do anything about it?
181. ST1 : Ughm enrichment activities. [Remedial?]
182. R : You give them different activities?
183. ST1 : Ah.
184. R : So, when you're planning you also think of that?
185. ST1 : Hmm.
186. R : So, this idea of thinking of them, does it, is it from your experience with them or is it suggested by the supervisor or your friends?
187. ST1 : Ugh through my experience. Ugh my first wee:k teaching them. And then I ask ugh and then I ask my supervisor ugh "Why is some pupils like that, like that." And then she told me ughm that ugh some pupils are very weak. Hmm they some of them cannot read! Some cannot write. So, and then I think of a way. Yeah.
188. R : Ugh, next on resources, uh. Teaching resources. The school, does it provide enough resources for you to teach your lessons?
189. ST1 : Yes. Like teaching aids?
190. R : Hmm. Everything you need is there?
191. ST1 : Yeah. Yes.
192. R : You don't need to buy or find some other ways?
193. ST1 : Not really. Sometimes I have to find on my own.
194. R : Out of school, uh?
195. ST1 : Yes.
196. R : Other than ugh, teaching in class ugh, do you also get the opportunity to observe experienced teachers teaching or teaching with another friend?
197. ST1 : No.
198. R : You never got the opportunity to observe another teacher teaching?
199. ST1 : No.
200. R : What about teaching with another friend?
201. ST1 : Teaching with my partner, only L2, for peer teaching.
202. R : You did peer teaching?
203. ST1 : Yeah.
204. R : So, what difference did you feel, teaching on your own and teaching with your partner?
205. ST1 : The difference? // I think teaching with partner is ugh both okay.
206. R : Which one do you feel more comfortable?
207. ST1 : More comfortable? Teaching, teaching on my own.
208. R : Teaching on your own is better?
209. ST1 : Hmm.
210. R : Teaching with your friend ugh is not comfortable for you?
211. ST1 : Not really. But I prefer teaching on my own. Yeah.
212. R : Why, why do you prefer to teach on your own?
213. ST1 : // Ugh because ughm I think, I think of it first.
214. R : Okay. Did you do any other activities? I mean were you asked to do other activities that can actually enhance your teaching ability? Say your supervisor ask you to read up on a certain teaching strategy, or you

- share with a certain group. When you come back to college, you share your experience with others.
215. ST1 : No. Sometimes.
216. R : Things like what?
217. ST1 : Like group discussions. How we:, how we: teach in class.
218. R : What happened in class?
219. ST1 : Yeah. What happened and how we overcome the problem.
220. R : So, when you're discussing like that, do you think it's useful?
221. ST1 : Yeah, because we know ugh others opinions, and then how they: handle the problem.
222. R : So, you think you have learned from this discussions?
223. ST1 : Yes.
224. R : You can solve those problems next time?
225. ST1 : Yes.
226. R : What's the most valuable thing ugh that you learned ugh from the counselling dialogue? Y' know, before the observation, after the observation, okay. What do you think is the most valuable thing you learned from that?
227. ST1 : Hmm: the way: how to handle pupils. Ugh the naughty pupils.
228. R : But that, that you see in class, right?
229. ST1 : Yeah.
230. R : What I mean is when you discuss with your supervisor, what did you get?
231. ST1 : Ugh, tips lah.
232. R : Okay, the tips that she gave you, you think they're useful? You think ugh that can make you think and solve your own teaching problems in the future? You're a better teacher now and ugh you can go out and teach confidently?
233. ST1 : Hmm so far, not yet.
234. R : The way she asks you, the way she makes you think, to overcome your problem,
235. ST1 : Hmm.
236. R : You think that makes you a critical thinker? Does she ask you questions, probing questions to make you think, to solve your problems?
237. ST1 : Yeah. Yes.
238. R : Or does she just give you suggestions to do like this, like that?
239. ST1 : No. She asks me questions and then ugh [
240. R : To make you think.
241. ST1 : Yes.
242. R : And when she does that, doing that, do you think it's beneficial to you?
243. ST1 : Yes. Because it help me think.
244. R : Ugh being, ugh I mean thinking in that way, do you think it would be useful when you go out to teach on your own later on?
245. ST1 : Yes, of course.
246. R : When you face problems , you will think on your own, no need for somebody to help you find solutions for your problems?
247. ST1 : Ugh yes. I think so.
248. R : What about reflective practice? When they ask you to think back of your lessons, when you go back and write in your journal: the problems that you faced. So, that exercise, that practice. Do you consider that useful for you?

249. ST1 : Yes, of course.
250. R : How is it useful?
251. ST1 : Because ughm by reflecting we know what, where, where, where have done wrong and ugh we can: // ugh what to do, ah improve ah.
252. R : Improve your teaching?
253. ST1 : Yeah.
254. R : So when you look back, when you reflect back, what are the things that you reflect on? When you look back, what comes to your mind?
255. ST1 : Ughm Ugh, what I did in class, and ugh pupils ugh responselah.
256. R : When you look back at all those things, maybe there are some strengths in what you did, some success and some failures, right?
257. ST1 : Hmm.
258. R : When you look back at your success and failures in class, what, what does that make you feel you must do?
259. ST1 : Ughm ugh:
260. R : Let's say you look back at your failures, what does that make you feel?
261. ST1 : Yeah. I think I should do more and [
262. R : Do you feel like you want to teach again, the whole thing?
263. ST1 : No, ugh, ugh change the way I ugh, ugh
264. R : You mean you can teach, try again ()
265. ST1 : Ugh we try some other ways, uh. So that we don't have to make the same mistake again.
266. R : When you go out to teach in the future, uh. Do you think you'll be able to, y' know during the counseling sessions your supervisor made you look back at your teaching, identify your mistakes and find ways to correct them, do you think you will do that?
267. ST1 : Yes, of course.
268. R : Why would you do that?
269. ST1 : Because if we don't do that we: will never improve.
270. R : So, you think it's good to reflect?
271. ST1 : Yeah.
272. R : So, you will keep on doing that?
273. ST1 : Yeah. A good teacher must always reflect on what they do. Yeah.
274. R : Do you think this teaching practice was a success for you?
275. ST1 : Hmm?
276. R : Do you think this teaching practice was a success for you?
277. ST1 : Ah, yes.
278. R : Why? ~
279. ST1 : Ugh because I've never teaching before. This teaching practice gave me ugh experience ugh how to taught and then give me the picture: of the real: classroom situation.
280. R : Do you feel like you're prepared to go out and teach?
281. ST1 : Ugh I think I need more practice.
282. R : More practice?
283. ST1 : Yes.
284. R : Okay, thank you very much.
285. ST1 : You're welcome.

(End of interview)

INTERVIEW WITH ST2 AND ANOTHER STUDENT

Place: SAC Room MPTAR

R = Researcher ST2 = Ms ST2ST3 = Student 3

(Responses from Student 3 are italicised)

1. R : Okay before you joined college, ugh... what level of education did you have?
2. ST2 : Hmm... I'm ugh... SPM
3. R : So your qualification... you've got SPM qualification. What about you?
4. ST3 : *Uhm... me too but, I'm ... I, I, I... I'm, tck, I'm, I'm in, mean 'm in form six, I, I... I sit for MUET, Malaysian University English Test. Then, I only got three.*
5. R : All right. Ughm, in terms of experience, uh. Before joining college, did you have any teaching experience?
6. ST2 : No
7. ST3 : *No.*
8. R : Both of you didn't have any teaching experience?
9. ST2 : No.
10. R : So, this teaching practice was something totally new to you?
11. ST2 : Yes.
12. R : So going to school and teaching... ugh teaching pupils is something very new?
13. ST2 : Yeah.
14. R : You've never seen students before?
15. ST3 : *Wai, I've seen students[*
16. ST2 : [never taught
17. ST3 : *but never taught before. (Giggle)*
18. R : What I mean is in class. Teaching, hmm. All right. So, I'm going to ask you about some theories and teaching and learning techniques ugh techniques uh? // Okay, ugh in college your lecturers have actually exposed you to some // teaching theories, okay. So, were you able to use these-theories when... you: were preparing your lessons... for your: teaching practice?
19. ST3 : *For me, I find out... ugh... that is, we, I[*
20. ST2 : [I (Giggle)
21. ST3 : *I (giggle) found that it is very difficult to: apply what we've, ugh:: been taught in this, in the maktab. Maybe that, because, ugh: during planning the lesson plan, ugh: // I (giggle)*
22. R : You used this techniques, that ugh:[
23. ST3 : *[Yeah (giggle) some[*
24. R : the lecturers taught you [
26. ST3 : *[Some of the techniques ugh:, ugh this is depends on the topics. Because there are several topics (giggle) that we can, for example we can use jazz chants or ugh or story telling. I mean that's depend on the topic.*
27. R : What techniques did you learn in college and ugh have you used any of

- these?
- 28 ST2 : Like story-telling ugh ah reading, writing ugh also spelling, using songs ugh
- 29 R : Did you try these techniques?
30. ST2 : Yes ugh tried story-telling, and for: topic "Direction" I used ugh action. I calls up pupils to: practice the direction.
31. R : What about you?
- 32 ST3 : *Me too. I also used story telling.*
- 33 R : Did you try ugh group activities, pair work ugh listening and speaking activities?
- 34 ST3 : *Yes. Speaking and, and listening not succeed.*
- 35 ST2 : Me too. Group work (giggle) pupils noise, very noisy.
36. R : ; All right, as for teaching styles. Ugh: when you were teaching, did you use your own style of teaching or: you actually ugh try to follow your mentor's style of teaching or the way: the lecturer tells you how to teach?
- 37 ST2 : Actually, I try to follow what she: told us, but, sometimes because we never experienced it before, ugh sometimes it's very difficult to: apply. Because this is my first ugh experience.
- 38 R : What about your mentor's style?
- 39 ST2 : My mentor's style: she, for example, when my [
40. R : [Do you follow, do you follow her style or you have your own style
41. ST2 : I try to follow styles hmm, I always try to follow her style, but, but sometime, she ugh, she told me that I'm, for example, when I'm start the lesson, I'm not teaching them. I'm testing them. //
42. ST3 : *Il, for me: ugh no. Totally no, because ughm: our mentor taught us reading and she: she's the one who doing reading ugh so, in the class, ugh we are not ugh, we are not the one who learn how to read, but: the pupils. So, I most of the time I ask the pupils to read after me.*
- 43 R : So, you actually use your own style of teaching?
44. ST3 : *Hmm.*
45. ST2 : Yes.
46. R : Okay. What would you like to be in the future? Would you be like ugh: a teacher who: 's independent. Be able to think on your own. Make your own decision. Solve your own problems. Or will you be, would you like to be a teacher...who...you can refer to somebody. Every time you have a problem, you'll refer to somebody? // What kind of teacher would you prefer to be in the future?
47. ST2 : Hmm maybe it depends on situation. For example, if I, if I can follow my style, my style is effective, then I, I 'll prefer to: ugh use my style.
- 48 R : What about you?
49. ST3 : *For me, it's better ugh for me to ask...for the: for someone's guide, guidance, right? Ughm, if I found out that their way is better than mine, I think I use theirs, but I think mine is better...I, I'd use mine.*
50. R : Okay, Ugh: (clears throat) What's your opinion about the supervisor? What is your: view of the person, your supervisor? What do you think is their role? Why, why, what are they supposed to do for you?
51. ST3 : *Hmm for me, I think they should be a guidance. Ugh: they should tell us if, they should tell us, tell us our mistakes. Because: we as a human being we did, we did never know ugh, we never know what, what*

problems or sometimes tck our mistakes, because we cannot see ourselves, but we can see the others': mistakes.

42. R : You.
53. ST2 : Ughm: I also...have the same opinion as my friend. Because ugh: I think supervisor ugh is the person who can guide us whenever we need help, for example, during this ughm this teaching practice, we, we, we do not know the situation in this class, when because of the supervisor they, she already know the background of the pupils, in that, in that class. Then he will, she will ugh, ugh told us about this pupil, this pupil is [
54. R : [That one you're talking about the mentor, right?
55. ST2 : Yes.
56. R : No, I'm talking about the supervisor, the lecturer who comes from the college to see you. What do you think is her role?
57. ST2 : I think hmm...
58. R : Is it to come and test you...or to come and help you, to guide you in some way?
59. ST2 : I think ugh both, right?
60. R : They come to test as well as to guide you?
61. ST2 : Yes.
62. R : Did they do that?
63. ST2 : Hmm...yep.
64. R : Okay. Now, ugh as far as ugh teaching practice is concerned, there are three stages, right? // The pre-observation stage, then the observation, then you have the post observation. So, before you go to teach, there's something called the pre-observation conference where you meet the lecturer and talk to her. Show your plans and all that, right? Okay, ugh (clears throat) when you're meeting your supervisor, for that, during that stage, okay. What do you discuss?
65. ST2 : Ugh: we discuss about the lesson plan. Then ugh we discuss about the tck the objective in of in the lesson plan:. For example, ugh whether the, the objective is achieved or not. Ugh: and then, the skill is suitable for the topic and the: ughm, uh I've said it, ugh tck () ha suitable for the activity.
66. ST3 : *Ugh for me ugh: we always discuss about the conten:t and activity. Ughm the vary the v the variety of activity is the ugh The variety of activity used in the class.*
67. R : So, you make changes according to her suggestions? Does she make suggestions for you to change or to improve?
68. ST3 : *Hmm...yes*
69. ST2 : Yes. But sometimes ugh we // it is very difficult to think of tck the activity because hmmm we, we, we // for example, today, we have to teach this and then tomorrow: [
70. ST3 : *[Another one.*
71. ST2 : We very hard to think about the tck [
72. R : [Activities.
73. ST2 : Activities.
74. R : Very hard for you to come out the activities.
75. ST2 : Yes.
76. R : So, do these lecturers, I mean the supervisors suggest activities for you?
77. ST2 : Yes. The idea is there:, but how to carry out.
78. R : Okay. So, during your discussion, does, do they help you to come out

- with the activities?
79. ST2 : Yes.
80. R : And you use that?
81. ST3 : *Hmm.*
82. ST2 : Yes.
83. R : Okay. Ugh during the discussion also, do you all actually focus on one aspect of teaching that you want to be observed. For example, ugh (clears throat) you and the supervisor decide, okay during this observation, I: want to focus on the questioning technique questioning technique...or I want to focus ugh: focus on the use of the blackboard. Of course the supervisor will observe the whole lesson, but the main focus, because that is going to be the area that you want to improve. Did you discuss like that...with the lecturer. Choose one specific area [
84. ST3 : *[Discuss for the content, is it?]*
85. ST2 : *[Content. The content of [*
86. R : *[Of the whole lesson*
87. ST2 : Yes.
88. R : So you don't choose a specific aspect to observe?
89. ST3 : Yes.
90. R : You don't, uh? // Okay. So, before you go into the class. That means after the discussion. That means you're very confident. You feel confident...of teaching.
91. ST3 : *Yes, I feel confident. At the first time I uh I'm having a difficulty to, to, to adapt with new, new environment. I, I have to know...*
92. R : No, what I mean is: the lesson plan. After discussing the lesson plan with your lecturer ugh supervisor, and then ugh: you feel confident that you can: teach using the lesson plan. Do you feel that way after the discussion? // Or you still feel very: ugh confused and not sure?
93. ST3 : *Ugh: after discuss I think ugh I, I'm confident.*
94. R : You feel confident?
95. ST3 : Yes.
96. R : What about you?
97. ST2 : Yeah, me too.
98. R : More confident than [
99. ST3 : *[But, about [*
100. ST2 : I feel more more confident but, in the class I, I forget (giggle) the, the lecturer there...I'm scared.
101. R : So, the lecturer's presence makes you ugh lose your confidence?
102. ST2 : Yes
103. R : What do you think is the:, the role of the supervisor? Why do you think they come to observe you? What's the purpose there?
104. ST3 : *Hmm: to see our weaknesses. Hmm (clears throat) how we, how we, ughm: tck what to say, to improve on it. After she observe, and then, we are ask to: ughimprove on it. For example, this is not suitable, this is suitable, after he suggested the activity. Then: tck we, we need to change: ugh some things like the objectives like thatlah.*
105. R : What about you?
106. ST2 : Ugh: for me hmm, the supervisor, also I agree with, I agree with her uh: this is because as I said earlier: to improve ourself and we should know our, our mistakes.
107. ST3 : *Hmm:*
108. R : So, they are there to: point out your: mistakes, uh? [

109. ST2 : [Yes.
110. ST3 : Yes.
111. R : To help you improve the [
112. ST2 : [Hmm.
113. R : Okay. Ugh: when your lecturer is there to observe you: uh, do you prefer her to be sitting at the back or in front or moving around? Which do you prefer?
114. ST3 : *Hmm: I prefer tha:t, huh that she should ughm moving aroun:d.*
115. R : While you're teaching, she moves around?
116. ST3 : Yes.
117. R : Don't you think that will disturb your class?
118. ST3 : *// No, because // ahem ugh while, while she moving around, then she kno:w our: what: what are the pupils is doing. Then she will know uh the: tck if the students: are for example play, then she will know that the pupils during that time playing, but if she only sitting at the back there, she don't kno:w whether the pupil:s at the in front // play or: pay attention to the lesson.*
119. R : What about you?
120. ST2 : For me, I prefer the, the supervisor to sit at the back. This is because she or can see me teach. Pupils also not, not what to say...not disturb the pupils.
121. R : Pupils' attention not distracted?
123. ST2 : Yes. So, that's difficult to: control.
124. ST3 : *For me, I'm not saying that, this ugh: ugh: ugh: tck what to say // this is the: observe the: pupils, not observe me: an:d when she moving around, she will know the situation. She will feel my situation. She will uh: how to say that?*
125. ST2 : She know the situation.
126. ST3 : Ah, she, she will know about my situation.
127. R : Yeah, I understand what you're trying to say.
128. ST3 : Okay.
129. R : Okay. See when you're teaching ugh the supervisor sees that you're making some mistakes ugh you're facing some problems, would you prefer her to: ugh point out your mistake there. Tell you your mistake in front of your students: or tell you later?
130. ST2 : Ugh: I think because after the lesson, ugh we use to: have a discussion after the lesson. So I think it's, I prefer ugh ughm the supervisor to: [
131. ST3 : [Discuss-()
132. ST2 : Discuss the mistakes after my lesson, because that is not only will: ugh disturb the lesson, but also will: it sometimes ugh it's how to say will feel bad, I will feel bad when: for example she say that: ugh the that one is not good, it is not 'is', it is 'was' for example. Even though it is good: for her: to: point out our mistakes, but I don't want, I don't prefer that: ugh she do it on that ugh...
133. R : Has this happened, during your teaching practice?
134. ST3 : Yes.
135. R : That a: lecturer has pointed out [
136. ST3 : *No. The supervisor uh the mentor.*
137. R : Not the lecturer?
138. ST2 : No.
139. R : When the mentor did that how did you feel?
140. ST3 : *Very shy. My pupils...they look at me.*

141. ST2 : Yes. Ashamed.
142. R : Both of you got that?
143. ST2 : Yes.
144. R : So, you didn't feel: comfortable?
145. ST2 : Yes.
146. R : So, you feel that is not ugh: not a: good way to correct your mistake?
147. ST2 : Hmm.// Because our room is ugh down [
148. ST3 : /yeah
149. ST2 : [(decrease) already, [
150. ST3 : [(Giggle)
151. ST2 : We don't know anything, you we: our: that one. Outside there[
152. ST3 : /Suddenly, you, you are
153. R : You [
154. ST3 : /very confident
155. R : You lost your confidence.
156. ST2 : Ha.
157. ST3 : Suddenly //
158. ST2 : Ha.
159. R : So you lost your confidence?
160. ST2 : Yes.
161. R : While you're teaching, do you notice yourself, by yourself do you ugh realise: the mistake you are making, the problems that you're facing. Do you realise it? Sometimes you've already planned this way, but when you're teaching, it doesn't ugh happen the way you planned. // Do you realise it?
162. ST2 : // Yes. Because sometimes we tend to forget to ugh to: to refer to palm notes. We tend to not // ugh how to say, refer to palm notes. That's our lecturer // have:, have been told us.
163. R : So, you, you realise your mistakes or problems while you're teaching?
164. ST2 : Yes.
165. R : Do you see them? Or you only realise them: when the: supervisor tells you later on?
166. ST3 : *Sometimes I do realise ugh the mistakes that I have been made, for example, during the: ugh spelling: activity. I still remember that one. During the spelling activity I suppose to have: been ugh giving them input first, for example how to spell 'grasshopper' but, I just called them up and then, an:d call I, I ask them to spell, but they seems to: // being not, uh they doesn't know how to, what to do. Then some of the pupils are busy talking with their friends, and I lose my: class control (giggle).*
167. R : And you?
168. ST2 : Hmm: // Hmm: // I also: have the same problem as Tracy. Sometimes I, I write something wrong on the blackboard. I know, I, actually I know the spelling part, it is a: how to say that? Technical: error. Then when I: ugh: tck go to ugh go to a [
169. R : [()
170. ST2 : [go to the back, and then I, I saw that the, there is a spelling mistake. Then I: come to the front an:d [
171. R : [Correct
172. ST2 : Correct the mistakes.
173. R : // Right uh, when you realise these problems in your class or some: problems that you face, ugh do you discuss these problems with you supervisor or mentor? // Let's say you have some difficulty in carrying

out some: strategy; let's say you want to carry out 'group work', okay. And then: you're not able to carry out because of a certain problems that come along uh. So, do you discuss this with your:: supervisor: or mentor?

174. ST2 : // Ha// we, we [
 175. R : [Have you ever voiced out your problems to your supervisor? Any problems that you face in the class?
 176. ST3 : // *Hmm, no actually.*
 177. ST2 : Because after, because our supervisor, supervisor: she: know, know very well: ugh she // observe us very well, y' know. Ughm she will know everything that is , for example there is mistake there, she , she will be able [
 179. ST3 : [*Very meticulous.*
 180. ST2 : to spot. Yes.
 181. ST3 : (*Giggle*)
 182. ST2 : Meticulus about the mistakes.
 183. R : Now what I mean is, let's say that is the lesson that she observed, right? What about:, the, the other lessons that she doesn't observe, isn't it?
 184. ST2 : Hmm. Ugh, we //
 185. R : So, you must have faced some problems while you're teaching another lesson. Did you?
 186. ST2 : Yes ugh I realise my mistakes.
 187. ST3 : Me too.
 188. R : So, do you discuss those problems with your supervisor? // How to overcome this problem? (.6) No, you just...what do you think? Have you ever?
 189. ST2 : No.
 190. ST3 : *No! (Giggle)*
 191. R : What about with your mentors?
 192. ST2 : Yes, sometimes.
 193. ST3 : *Yes.*
 194. R : So, you feel more comfortable discussing with your mentors, uh?
 195. ST2 : Hmm.
 196. R : (...) Any, any of the problems that you face? Is it?
 197. ST2 : Yes.
 198. R : And you feel she is able to help you?
 199. ST3 : // *Because our mentor, during that time she is // very busy, is it?*
 200. ST2 : Busy. ~
 201. ST3 : *Busy.*
 202. ST2 : Our mentor!
 203. ST3 : *Oh, yeah.*
 204. ST2 : // Then she tck she don't have that one ugh much: time // with us.
 205. R : So, she doesn't help you muchlah? You were saying.
 206. ST2 : Hmm // Not to say that: she does not help, help us, but hmm because // she was busy, so that sometimes, we, we didn't ask.
 207. R : So, okay.
 208. ST2 : We, we don't want to disturb, uh: [
 209. R : [()
 210. ST2 : Our mentor.
 211. R : So after the observation: you ugh does your supervisor meet you immediately after that? Or meets you on another day?
 212. ST3 : *Immediate /*

213. ST2 : [Immediately, after the lesson.
 214. ST3 : Hmm.
 215. R : Immediately after the lesson?
 216. ST2 : Yup.
 217. R : So, why do you think she meets you: immediately after?
 218. ST2 : Maybe there is so many problems // in my lesson. She want to
 comment: about the lesson plan, and the way I teach.
 219. R : What about you?
 220. ST3 : *Maybe she doesn't want to: forget: all the things [*
 221. ST2 : [Yes.
 222. ST3 : *That she has ugh*
 223. ST2 : All the [
 224. ST2 : [All the problems
 225. ST3 : *Problems: and all the mistakes that we have made.*
 226. R : Okay. Ugh so, she sh:ares all these problems with you after that. Tells
 you about[
 227. ST2 : Yeah. And she asks us to reflect back what can we, what should we do,
 what should I do. I.
 228. ST3 : *We need to improve.*
 229. R : Okay. Does she tell you okay, you did this wrong, this is wrong. So you
 must do like this. [
 230. ST3 : [*Yeah.*
 231. R : You must do like that.
 232. ST3 : *Hmm.*
 233. R : Does she tell you that way or: she poses questions to you?
 Okay.[
 234. ST3 : [*()*
 235. R : Okay, in this situation you were doing like this. What can you do to
 improve on this? What, what way does she approach the problem?
 236. ST3 : *She, she just tells us, you should have: been, you should have do like*
this [
 237. ST2 : [Hmm.
 238. ST3 : *Like this, like this.*
 239. R : Tells you what to do?
 240. ST3 : *Yeah.*
 241. R : Now, what [
 242. ST2 : [Before that she ask: our opinion first.
 243. ST3 : *Ha.*
 244. ST2 : What do you, what do you: how can you: how do you improve[
 245. ST3 : [*What should you ha*
 246. ST2 : What should you do to improve on it?
 247. R : When she asks you like that ugh she makes you think, right?
 248. ST3 : *Yes.*
 249. R : So, when she makes you think, do you, can you come out with some
 ways to: improve on: the problem? // The way she questions you, she
 makes you think. So, does that help you to come out with a solution?
 250. ST3 : *Sometimes.*
 251. ST2 : Sometimes.
 252. ST3 : *But most: of the time no. (Giggle)*
 253. R : Most of the time you're not able to [
 254. ST3 : [*Yeah. (Giggle)*
 255. R : Come out with the solution. So, you: she tells you what to do?

256. ST3 : *Maybe because at that time we: [*
 257. ST2 : [Our mind is [
 258. ST3 : *We are still [*
 259. ST2 : [()
 260. ST3 : *What to say? Ugh scarred for: (giggle)*
 261. ST2 : Scarred because [
 262. ST3 : *[because [*
 263. ST2 : [after the lesson, y' know, [
 264. R : You get tensed.
 265. ST3 : *Yeah, tensed.*
 266. ST2 : We do not tck our mental is
 267. ST3 : *(Giggle)*
 268. ST2 : How to say ugh [
 269. ST3 : *(Giggle) blocked.*
 270. ST2 : Not to say blocked ugh.[
 271. ST3 : *[(Giggle)*
 272. ST2 : Ugh we don't know what to say! We can't [
 273. ST3 : *[Think of anymore [*
 274. ST2 : [We can't think of anything.
 275. ST3 : Yeah.
 276. R : You feel hard to think.
 277. ST2 : We worried about the [
 278. ST3 : *[May be the*
 279. ST2 : [the, the marks and then the comments, all these ()
 280. R : So, you're not able to give your opinion, uh?
 281. ST2 : Hmm.
 282. R : But then she also ask you to:, does she also ask you to: write these things in your journal or something like that?
 283. ST3 : *Yup.*
 284. ST2 : Yeah, she did.
 285. R : So, do you go home and reflect, reflect on that? // In your journal:, do you write about the problems that you faced and the mistakes that you did, and then you think about it. Do you think about it?
 286. ST3 : *Yes.*
 287. R : So, so when you think about it on your own, ugh and then also based on what she had explained to you on your own, do you: feel that you can come out with some kind of ugh solution for your problem? Or you feel:, even though you have written there, but still you can't? // What do you think?
 288. ST2 : Sometimes can, sometimes: cannot. But, as for me, during this uh practicum, I ask, I ask my friend Tracy to: To give me an idea how to: carry out this activity [
 289. ST3 : *[Sometimes we discuss the lesson again.*
 290. ST2 : Because I always did the same activity. How am I going to carry out another activity. Things like that.
 291. R : So you feel more comfortable discussing with your friend? Ugh: on the:, how to carry out your lesson?
 292. ST2 : Hmm, yes.
 293. R : Do you find that very helpful?
 294. ST2 : Sometimes it help, helpful, but sometimes because ugh we're: still learning. Ugh because: she 's still learning and I'm still learning. So: ugh it is helpful.

295. R : So, sometimes it is and sometimes it's not, uh?
296. ST2 : Yes.
297. R : Okay, reflect on the lesson that you have carried out, uh. Ugh when you go back and think, does it make you ugh realise the mistakes that you have made? Do you see? When you go back on your own, oh I should have done like this, I should have done like that. Do you realise that when you go back and look back at, at your lesson? // Did you ever feel that way?
298. ST2 : Hmm // (Giggle) Sometimes.
299. R : You have experienced that feeling: lah?
300. ST2 : Yes. Sometimes we: as what I've said before, our mental during uh the practicum is: sometimes is very: [
301. ST3 : /Yeah very: tense
302. ST2 : Tense
303. R : No, I mean it's your, you yourself. Y' see after the lesson you write in your journal, right? And you also go back and think about it, isn't it? Think about your lesson. Do you go back and think about your lesson?
304. ST2 : Yes.
305. R : So, when you think about your lesson, does it make you ugh realise that ugh you should have done, oh this way or you should have done it that way? Does it make you feel that way?
306. ST2 : Yes.
307. ST3 : Yeah.
308. R : So, by, by looking back at your lesson or reflecting back on your lesson, do you think it's very useful?
309. ST2 : Yes.
310. R : Hmm? Or is it better that you finish the lesson and you forget about it? // Or is it better that you go back and, look at it again, I mean look back at the lesson [
311. ST3 : /I sometimes feel that I wanted to do that lesson again.
312. ST2 : Yeah. Sometimes not comfortable with the: our feelings:
313. ST3 : /Not satisfied [
314. ST2 : [Not satisfied with the: we knew that this today I got:
315. ST3 : /Very terrible
316. ST2 : Very terrible [
317. ST3 : / () sometimes
318. ST2 : Sometimes.
319. R : So you wish, you wish you can teach that lesson again?
320. ST3 : Yeah.
321. ST2 : Yes.
322. R : But in a different way?
323. ST2 : Yes.
324. ST3 : Yes.
325. R : Now, that is what you call reflection, y' see. So, you reflect and you realise your mistake and you: ugh kind of ugh thinking of a different way of handling that. You feel that way?
326. ST3 : Ughm.
327. ST2 : Yes.
328. R : So, do you find by doing that ugh is useful? Very useful to do that? Looking back and reflecting?
329. ST3 : Yes.
330. ST2 : Yes. It is useful.

331. R : Makes you a thinker? Does it make you a thinker?
 332. ST2 : Oh, yes.
 333. ST3 : *Higher thinking level (giggle).*
 334. R : So, ugh when you think like that, do you feel, when you're preparing the next lesson, in the future, you, you tend to change what ever things that didn't work // then, so in the future lesson you carried it out differently? Do you do that?
 335. ST3 : *Different.*
 336. ST2 : Different.
 337. ST3 : ()
 338. R : Do you? // From that reflection
 339. ST3 : *Hmm.*
 340. R : Do you in your future, the next lesson that you're planning
 341. ST3 : *Hmm*
 342. R : Do you tend to ugh try to overcome all those things that you: did not do or you did, which was not right?
 343. ST3 : *You mean like some changes?*
 344. ST2 : Some. Some changes.
 345. ST3 : *Yes.*
 346. R : You made changes?
 347. ST3 : *Yes.*
 348. ST2 : Especially the activities.
 349. R : Based on your reflections.
 350. ST2 : *Hmm.*
 351. R : And also: ugh on what the: supervisor had advised you? You make changes based on the advice also?
 352. ST3 : *Hmm.*
 ST2 : *Hmm.*
 353. R : Okay, other then discussion, okay, what other ways do you communicate with your supervisor? // That means during your: pre-observation, she talks to you; post she talks to you' okay. Is there any other way that you or she communi, communicate?
 354. ST2 : Ah. We have to go to the that one ah, the [
 355. ST3 : *Okay, we talk.*
 356. R : Okay, any other way? Do you write to her?
 357. ST2 : No. We just, after the lesson, discuss about the lesson or after the discussion finish, then: every [
 358. ST3 : *[after that also*
 359. ST2 : [Every Friday we need to go [
 360. ST3 : *[see her, right.*
 361. ST2 : to see our ment, supervisor. Then she will: tck ugh..
 362. R : Give you the comments?
 363. ST2 : Comments ugh she will check the [
 364. ST3 : *[lesson plans*
 365. ST2 : And then discuss about the lesson plan that she: have not observed.
 366. R : What about the: journals: that you have wrote?
 367. ST2 : The journals [
 368. ST3 : [She checks.
 369. ST2 : She checks.
 370. R : She checks the journals also? So that is written communication, right? That means you've written your, your opinions there
 371. ST2 : *Hmm.*

372. R : So, she, she looks at it?
373. ST2 : Hmm.
374. R : Okay, let's say you're preparing your lesson, and then you, you find some difficulties, do you telephone her: or anything like that?
375. ST2 : No.
376. R : Never have done something like that?
377. ST2 : Because at that time she was admitted to the hospital.
378. ST3 : Yes.
379. R : Who?
380. ST2 : Our supervisor.
381. R : Your supervisor. // So, how would you prefer your supervisor to provide help? In what way would you prefer her to provide help? // Tell you: what to do and how: to do? Or you prefer her to guide you and then you discover yourself the solution? Which one, which way do you prefer?
382. ST2 : Ugh for me, I prefer that she guides me ugh: she: no need, (...) no need for her to tell me what to do, but ugh just guide me.
383. R : (...)
384. ST2 : No, I feel that ugh she's not confident with me. I feel that she doesn't have the:, the: what to say, the: tck the confidence in me to do my, to do the things myself, just like little kids y' see, ugh ugh somebody ("Chichy you go take bath, chichy you go there"). Just like little kids, y' see. But, so [
385. ST3 : /Treat us just like a: /
386. ST2 : [Ugh, ugh I doesn't want that she
387. R : So, you don't like to be treated like that?
388. ST3 : Yeah, yeah.
389. R : You prefer, her: to like guide you
390. ST2 : Yes: To [
391. ST3 : /ask questions so that, to make me think, to make like that, "Why don't you do,do,do like this", and then I will think. I think it's better than, "You must do this, this, this" ugh: not like that.
392. R : So you prefer her to be as a guide, uh?
393. ST3 : Yeah.
394. R : So, does she be your guide or: normally or she's a person who tells you all the time (what to do)?
395. ST2 : Sometimes she tells, but sometimes she[
396. ST3 : /Most of the time she guides.
397. R : So, when she guides you ,you feel you're becoming a better teacher?
398. ST3 : Yeah. (Giggles)
399. R : Rather than she tells you? Is it?
400. ST3 : Yeah. A better thinker.
401. ST2 : A better thinker.
402. R : When your supervisor discusses your problems or: your shortcomings, ugh do you understand her?
403. ST2 : Most of the time I don't understand her. Hmm maybe the way that she ugh: tell me what to do, ugh she:, uh she: what to do she: tck ugh...
404. R : Is it the language she uses?
405. ST2 : No, not the [
406. ST3 : /Not the language. The volume that she used to [
407. ST2 : [That she more scolded, scolded [
408. ST3 : /Scolded us more than telling us, y' see. More than ugh, ugh.

409. ST2 : Hmmmm, what to do hmmmm
 410. R : Okay the style of explaining.
 411. ST3 : *Yeah.*
 412. R : Like she's grumbling.
 413. ST2 : The way she, she comments.
 414. ST3 : *Yeah.*
 415. R : So that makes it hard for you to understand?
 416. ST2 : Yes. // Sometimes I, my, my:, my mood is not there sometimes
 because: tck because [
 417. R : [The way that she's telling you [
 418. ST2 : [Yes
 419. R : Makes you don't want to listen?
 420. ST3 : *Hmm: yes.*
 421. ST2 : But, not, not that I, not to say that I'm, I'm don't want to listen. I'm
 listen, but it is: very that one. My, my, my head is, what am I going to
 say
 422. R : Your mind is disturbed?
 423. ST2 : Yes.
 424. R : So, you find that that way is not very supportive?
 425. ST2 : Hmm.
 426. ST3 : *No, not very supportive.*
 427. ST2 : It is supportive, but not very supportive.
 428. ST3 : *Not, not very good for the [*
 429. R : It disturbs your [
 430. ST3 : *[For the mind*
 431. ST2 : Mind.
 432. R : Emotion. It disturbs your emotion, uh?
 433. ST2 : Yeah emotion.
 434. R : So, you get emotionally disturbed by the way she tells you the things?
 435. ST3 : Yes.
 436. R : So, okay. Okay, does she also, when she also questions you, okay,
 probing questions. Does it make you think?
 437. ST2 : Yes. Yes. [
 438. R : [When she asks you questions that make you think?
 439. ST2 : Yes. We need to think because we are really ask me ask to think.
 440. R : So, the questions she asks you makes you think?
 441. ST2 : Yes.
 442. ST3 : *Yes.*
 443. R : You think that is useful?
 444. ST2 : Yes.
 445. ST3 : *Yes, very useful.*
 446. ST2 : I'm a good thinker.
 447. ST3 : *(Giggle)*
 448. R : Makes you a good thinker, uh?
 449. ST2 : Yes.
 450. R : Okay. // Where do you normally meet: after the observation?
 451. ST2 : In the school.
 452. ST3 : *In the school staff room.*
 453. ST2 : Staff room.
 454. R : Where there are other teachers all around?
 455. ST2/ST3 : Yup!
 456. ST3 : *During recess.*

457. R : So, does that make you feel comfortable?
458. ST2 : No. [
459. ST3 : /No:
460. R : Do you feel that place is suitable for discussion like that?
461. ST3 : No! /
462. ST2 : [Not suitable. (Giggle)
463. R : So, given a choice, where would you want?
464. ST2 : At the library [
465. ST3 : /At the library.
466. T : So, the place you find is not suitable?
467. ST2 : Yes.
468. R : All right. Do you also discuss with other friends?
469. ST2 : Yes. We ask our friends to: how to carry out this activity: We ask them to sometimes check our: lesson plan.
470. R : So, so when you discuss with your peers, you also: discuss about the planning:
471. ST3 : *Hmm. Discuss about the activities [*
472. ST2 : [Activities
473. ST3 : *Ugh whether it's suitable or not.*
474. ST2 : [Suitable or not
475. ST3 : *And sometimes we ask for the, for their opinions ugh what, what activity should I carry out for this lesson.[*
476. ST2 : [For this topic
477. ST3 : *Ah, for this topic.*
478. R : Okay, what about the problems that you face in the class? Do you discuss with them?
479. ST3 : *Hmm. No.*
480. ST2 : Hmm... Actually my class is a: our I'm teaching year four:. They are very good pupils. I don't have problems with them.
481. R : So, you never discuss any problems with your friends?
482. ST2 : No.
483. R : Okay, your friends, where do you normally meet?
484. ST2 : // At the room.
485. R : At the hostel.
486. ST2 : Hmm.
487. ST3 : *Yes. At the hostel. Sometimes in the staff room when we have time.*
488. ST2 : Staff room () together so
489. R : What about in the canteen, in the library
490. ST3 : *In the canteen, no.*
491. ST2 : In the library ()
492. R : So usually it is in the hostel, uh?
493. ST2 : Yeah.
494. R : During teaching practice, okay you had discussions with your supervisor, you had discussions with your mentor, you had discussions with your peers. Okay, of all these three, uh, who do you think was most useful to you?
495. ST2 : Hmm, the, the supervisor, because she's going to:, she knows everything, about the [
496. R : [No, it's not that. What I mean is, that the discussions that you had. Okay. Not that she knows a lot or what. The discussion that you had, which one do you think was most helpful for you? The discussions with

- your peers, discussion with your mentor or your discussions with your supervisor? About your lessons.
497. ST3 : *Discussions. I think it is with my mentor. I think because that ugh she ugh /*
498. ST2 : [She know the, the pupils in that class. She knows]
499. ST3 : *[The ability of the students.*
500. ST2 : *The ability, their level*
501. ST3 : *Their background.*
502. R : *So, your discussion with the mentor actually helped you to teach better?*
503. ST2 : *Hmm.*
504. ST3 : *Hmm. For example, if we got, they () if we want to teach 'events' for the class [*
505. ST2 : *[Hmm.*
506. ST3 : *That ugh she knows the pupils are all Ibans and maybe she, and then she asked us to: teach somethings or somethings that more related to them. Sometimes [*
507. ST2 : *[Familiar, topic that familiar, for example "Hari Gawai" like that.*
508. ST3 : *And then sometimes she ask us to separate the:, the what to say, worksheets, for this A group is this kind, like this, like this, and then C group you should prepare like this. So, I find it (giggle) okay. (Giggle).*
509. R : *Is it also because you meet her more often?*
510. ST3 : *Yeah, because, because ugh because we are taking the class that she is teaching.*
511. ST2 : *Hmm.*
512. ST3 : *So, when we, when ugh we teach her class she comes /*
513. ST2 : *[She knows well about the students*
514. ST3 : *In the class so she gives us more opinions, more opinions an:d advice.*
515. R : *Ugh I'm sure you've picked up some aspects of teaching during your teaching practice, through your: your: practice and also through suggestions in the discussions with your supervisor. Can you name one or two of these things that you have learned. Which should be useful to you when you go out to teach later on.*
516. ST2 : *I think one of the, of my lesson is I think is quite okay. And then my pupils also understand. That I also satisfied with the lesson. That is when I teach compound word. And then, I, I bring the real object to the class, and then I ask them to: to name the object and then, when I, when they saw a real object, then they [*
517. ST3 : *[They know.*
518. ST2 : *They know it very well. Then [*
519. R : *[So you found that that is something very useful that you have learned?*
520. ST2 : *Yes.*
521. R : *During this practice and you can use it later on?*
522. ST2 : *Yes.*
523. R : *What about you?*
524. ST3 : *For me, I learned how to: control the class. During my, during the observation, ughm she, ughm there is a time where the pupils ugh are very noisy. So, maybe they find, they find out that my lesson was boring, because I ask the: pupils to retell back the story and some of them doesn't know how to retell the story and the others got bored. The A level pupils, I can say. And then I keep on asking the other, the pupils to retell the story, even though: they sometimes say "ahh" "hmm" and they started sometimes they don't say anything. And then they ughm my*

supervisor said, "Why don't you, after, after the after the observation she said, "Why don't you move to another activity? Don't just stick, don't, don't don't keep, keep on going with the bored uh maybe because they, because the pupils are, are find out that your lesson is bored for them. That activity is (). Why don't you move to: other activity." So I find out that ugh how to control the class.

525. R : Okay, based on this experience that you all had, uh, do you think in the future, when you're teaching, you'll by yourself be able to realise your problems, realise your: mistakes in the class. And then try to think of ways to: ugh find a solution to that problem?
526. ST3 : *Yes. Of course. (Giggle) When we see the pupils are talking at their start started to make noise, so that means your lesson is bored. That's what she told me. Then, I think I know what to do, next time.*
527. R : So...
528. ST3 : *Move on to next activity*
529. ST2 : Activity. I'll think about the, she also ask, ask to prepare a standby activity.
530. R : So, what I mean is ugh on your own, later on when you are teaching in the actual situation. Do you think you'll be able to identify your problems on your own?
531. ST2 : I think because of the this is the first ugh teaching practice, practice, and then: the second we will ugh I think I will tek I will know the problem. And then how to overcome it. //
532. R : So, during your: teaching practice, ugh you would have experienced a few, few things. For example, like peer teaching or discussion with supervisors, mentors and peers, and then reflecting on your success and your failures. Okay, of all these things that you have experienced, which one do you think was ugh most beneficial to you? // That you think that you have learned most from that thing? // Was it peer teaching that ugh gave you a lot of ideas, gave you lot of experience, gave you lot of ugh (clears throat) or was it that discussing with the supervisors that actually the: have made you a better person today, or made you more knowledgeable about teaching practice or the comments that they gave or was it the reflections that you did ugh of your lesson, looking back at your lesson. Which, which one do you think was ugh was actually ugh given you the most?
533. ST3 : *I think the reflection after the lesson. Hmm. After we sit, after, for me after I ugh do did a lesson, then sit down and realised that sometimes I (clears throat) reflect back what I have done ugh I think that that I realised that I can identify most of: the: ugh most of the ways to overcome the problems that I have faced in the class.*
534. R : So, you feel that reflecting on your lesson was, is a very helpful [
535. ST3 : *[Yes.*
536. R : Way to make you a better teacher?
537. ST3 : *Hmm. Sometimes also discussions with the: [*
538. ST2 : *[For me discussion with the supervisor.*
539. ST3 : *supervisor.*
540. R : Was more helpful?
541. ST2 : *Yes.*
542. R : Why?
543. ST2 : *Because ugh from that I got: a lot of ideas. Then, I know what to do after that. After discuss the the //*

544. R : So, so by discussing with the: supervisor you feel, you are able to: come
out with ways to solve your own problems and you feel.
545. ST2 : I got the idea how to: carry out these activity.
546. R : More ideas, lah.
547. ST2 : Yes.
548. R : You get more ideas. But, in your case, you feel ugh the reflection
helped you to: [
549. ST3 : *(Hmm.*
550. R : [be able to teach better.
551. ST3 : *(Hmm.*
552. R : You feel that way?
553. ST3 : *(Hmm. (Giggle)*
554. R : Okay. I think that would be all. So thank you very much.

(End of Interview).

**CS1'S OBSERVATION NOTES
AND WRITTEN COMMENTS**

Family and Relatives

Year 3

26/07/02

(1020 - 1120)

Pupils are seated in front of the class.

Vocabulary

- Thorns
- Throw
- kept on moving
- cut her hands

No Sentence Patterns?

- drill them on sentences you
expect them to produce later.

(1030)

- Passage is up on the b/board
- Brief discussion of pictures
- Reading aloud: Tr → Students

Oral Qs:

- * How many brothers do Megan have?
- * What happen in the end of the story?

1045

'Fill in the blanks'

Poor visibility from the back!

Suggestion: Use white paper
Or dark/black ink with brown paper.

Reading aloud...

(1050 - 1115) - Writing

- A lot of time was spent on copying or trying to decipher what - you've put up in front.
What about stringing words together?
- Many students were occupied with their agenda - playing around, disturbing their friends,...

**CS2'S OBSERVATION NOTES
AND WRITTEN COMMENTS**

Topic : Events

What you did/My observation

1. You began by showing pictures on festivals, asking many questions, with pupils answering in chorus.
2. I'm wondering what your set induction is? From the plan there is no set induction.
3. Mistakes: Do you visit Chester house?
What are you see in this picture?
Are you celebrate Chinese N Y?
Model purpose, correct sentences, please.
4. You showed word cards/ sentence strips on greetings & put them as a L/Sp activity. Qn. For you: Do you go around holding a sentence strip when you want to greet a friend? Maybe for you, it's yes! But a normal person only needs to know - They don't read!
5. You call up pupils to talk about festivals. The poor student stood there not knowing what to say. Why? → no guidance from you. How about writing out what you want them to talk about e.g. name of celebration, date of celebration, how you feel, what you like best about the celebration..., etc. Some guidance is necessary.

My comments of your speaking activity:

1. You must plan it properly.
2. You should give adequate & good cues to help pps say something. Don't just put them in front. They can be embarrassed!
3. Recycle the activity. Call as many pps as possible.

Your reading activity.

You read the passage & tried to explain the passage at the same time. I can sense that the pps are not with you. They do not seem to understand your explanation e.g. boria, fireworks display, float procession, cultural dances & and many, many more! You made no attempt to help them understand these words/terms.

Your questions are grammatically wrong! Check:

What does Pesta Pulau Pinang held?

How long does it held?

How did the vehicles decorate?

You had to tell the pupils the answer & they repeat after you! They are not able to answer on their own. What does it show about their ability to understand a reading passage.

Your "flow" from one activity to another. Don't you think there is a need to PAUSE, ask pupils qns to check whether they have understood the lesson so far. My bet is: Ten out of ten pupils did not follow your lesson. Your agenda seemed to be more important, not theirs. You did not seem to care whether they follow your lesson or not. All you want to

do seems to be to complete your lesson plan... regardless of whether your pps learn anything or not so far.

Did I hear "Don't shy" / Jangan malu! Don't BE shy.

* Rearranging sentence strips into paragraphs. Qns. For you.

1. Why are so many pupils asking "How to do this teacher?" "What to do, teacher?"
2. This activity is a follow up of your reading just now. What can you do to help pps see the value of this activity? Not all were involved. You didn't scan the class to see how everyone behaved. Half the class was not doing the activity. What does it say of the activity?
3. Check your instructions... Why are you repeating your instructions to every group over & over again? How did you give instructions before the start of the activity? You were playing with time towards the end. You rushed over activity 1 & 2 in 30 minutes & spent 30 minutes on the group work which didn't involve all the pupils actually. I see no value in the last activity (group work arranging sentences into paragraphs!) During the recopying of the sentences, only one pp. Per group of 7 or 8 was writing. The others were playing!

You need to time your activities. Certainly in this lesson, you should have given more time to activities 1 & 2 - the L/S & Reading. I really think your reading activity was very sloppy! For future lesson plans, put the duration down - time each activity, to ensure equal treatment.

You got pupils to "present" their paragraphs. What should you do to make sure all the pps are listening to the "presentation"? As it is, it was just you and the presenter! The rest were doing anything they liked!

My general observation: You are a long way to being a teacher! You see frightened to explore other activities/strategies. Your techniques/strategies are the same nearly every week. What happened to all the techniques you were exposed to? EXPLORE.... Try out strategies you haven't done at all. Teach the whole class not isolated groups of students or individuals. The important people in a lesson are the students. You prepare a lesson to help them learn. You don't prepare a lesson that is easy for you to carry out, regardless of the objective & the interest of the pupils. You must put the students first not just you!

You repeated your questions at the end of the lesson - only to kill time! What a waste!

You called up pps. again to say/talk about festivals...repeating an earlier activity. What does it say about your sequencing of activities? You just had an qn/answer session with one student. What happens to the rest of the class? Very disorganised indeed!

ST1'S WRITTEN REFLECTION OF HER LESSON

Today in the class I found that my pupils are getting bored so easily especially when it is listening and speaking activity.

They maybe happened because they felt bored (the good students). I tried to control them but, I cannot.

In the future, I should ask the pupils not to retell the whole story. I should have asked them to retell parts of the story. I also should have moved on to the next activity.

ST2'S WRITTEN REFLECTION OF HER LESSON

Today I realised that my pupils are very boring with my lesson. They are playing with each other. I also realised that I wasted a lot of time, on some activities. I kept asking them questions based on the picture. My lecturers told me I was so long asking questions with two pupils and other pupils boring and played. Also I didn't give them input first.

I also forgot to follow the steps of my lesson plan. Actually, I did a beautiful lesson plan but I did not carry it out.

So, next time I will write it on palm notes so that I will remember all the stops.

I also do activities very fast. She said I fly from one activity to one activity. No pause.

I should also need to check my grammar first. I should be careful with my grammar. So that I do not teach my pupils wrong thing.

So, *in the future I should use palm notes to avoid this kind of mistake again.*

CHECKED BY THE SCHOOL HEADMASTER

SMI'S RESPONSES TO THE QUESTIONNAIRE

A. Personal Background Data

1. Please check (✓) accordingly.

Sex: Male () Female (✓)

2. How long have you been an English teacher? 14 years

3. How times/ number of years have you been a mentor for trainee teachers?
This is my first time.

4. Have you had any training in mentoring trainee teachers? If yes, how long was the training? Who conducted the training?

Yes. A one day briefing at Maktab Pereuruan Tun Abdul Razak

5. How do you perceive your role as a mentor?

My role is to help the trainees improve their teaching skills. I guided and
gave them a lot of help. They did not have confidence and were nervous.

B. Theoretical Perspectives and Teaching Styles

1. Were the trainees able to reflect on theory in their planning and teaching?

Yes. They tried the teaching techniques they learned in college.

But their grammar and pronunciation were bad. Many errors in their
worksheets and their spoken English in class.

2. If they were unable to, how did you encourage them to do so?

I discuss with them their lesson plans and activities.

3. Did the trainees adopt your teaching style, their supervisor's or had their own style?

Seldom they followed my style. They have their own styles but usually they

cannot follow the steps they have planned.

C. Pre-observation Conference (Dialogue)

1. Did you have a pre-observation dialogue with the trainees? What was your goal/purpose of the dialogue?

Yes. To discuss their lesson plans. To see they teach the right thing.

2. What were the things you discussed during these dialogue sessions?

The activities, teaching aids, grammar errors and time management.

3. Did you together with the trainee decide on a specific aspect to observe? If yes, please state at least 2 aspects that you decided on and observed intently?

Yes. Reading and writing activities. My pupils are weak in these areas so

I ask the students to focus more on these two.

D. Observation

1. What was your goal/purpose of observing the trainees teaching?

To see if they can follow the lesson plan and teach the right thing to the students.

2. Where did you sit during the observations? Why?

I always sit at the back but sometimes I go around to check the pupils' work.

3. Did you move around? If yes, when and why? If no, why?

Yes to check the pupils' work and to help them do the exercises. Many of

them are weak and cannot do the exercises without help.

4. How did you make notes during the observations for the post observation dialogue?

I write what they did in my notebook. I follow the observation form.

E Post Observation Conference

1. What was your goal/purpose for the counselling session?

To discuss their weaknesses and help them improve their teaching.

2. When did you have the post observation dialogue? Why?

After the lesson because they want to know how they taught.

3. How did you get the trainees to reflect on their lessons?

I ask them to think about what they did in class.

4. Did you point out their weaknesses or made the trainees discover them?
Why? How?

I pointed out their weaknesses because they don't know their mistakes.

I tell them their mistakes and suggest what to do next time.

5. Did they make any action plans to improve on their weaknesses in the next lesson?

I tell them that I want to see them make the improvements in the next lessons.

6. If yes, did they show any improvement? Please state any aspect of teaching that they reflected on and made positive changes.

They improved. They can follow their lesson plan and control pupils better.

F. Needs of Trainees

1. Were there enough resources in the school for the trainees to use? If not, how did they manage?

The school does not have many resources. The trainees make their own

teaching aids. They make good teaching aids

2. Did they have any opportunity to observe experienced teachers teaching? If yes, how was it helpful for their professional development?

No. They were busy with their own lesson planning and making teaching aids.

3. Did they have any opportunity to do peer teaching? If yes, how was it useful in their professional growth?

Yes. They were able to have better activities and were more confident.

G. Others

1. What do you think was the most valuable aspect of teaching that they got from

i. the counselling sessions?

Their ability to plan better teaching activities.

ii. their reflections on their practice?

They saw their weaknesses and realized they needed to prepare better activities.

2. If the counselling sessions and the reflective practice were not able to promote the trainees' professional growth, what do you think were the causes?

I think it was able to improve their teaching.

3. Did you and the supervisor work collaboratively? If yes, how often did you meet? In what ways did you work together?

Yes. Every time she came for the observation we discussed about the students'

progress. We observed the students' together. Once for each student.

After the lesson, when the lecturer was discussing with the students, I was

also present and gave my opinions.

SM2'S RESPONSES TO THE QUESTIONNAIRE

A. Personal Background Data

1. Please check (✓) accordingly.

Sex: Male () Female (✓)

2. How long have you been an English teacher? 12 years

3. How times/ number of years have you been a mentor for trainee teachers?
1 time

7. Have you had any training in mentoring trainee teachers? If yes, how long was the training? Who conducted the training?

Yes. one day. A lecturer from Maktab Perseuruan Tun Abdul Razak

8. How do you perceive your role as a mentor?

I perceive that I have to be flexible and give a lot of help to the trainee teacher.

B. Theoretical Perspectives and Teaching Styles

1. Were the trainees able to reflect on theory in their planning and teaching?

No, they sometimes did not follow what they have planned. They

were seldom prepared for their lesson and even their lesson plans were not

completed. Actually I had a hard time with them.

2. If they were unable to, how did you encourage them to do so?

I help them in their teaching and sometimes ask them to observe me teaching

3. Did the trainees adopt your teaching style, their supervisor's or had their own style? Sometimes. Most of the time. they follow their own style. which were more like

testing than teaching

C. Pre-observation Conference (Dialogue)

1. Did you have a pre-observation dialogue with the trainees? What was your goal/purpose of the dialogue?

Yes. To make them more confident.

2. What were the things you discussed during these dialogue sessions?

Student's discipline in the class, time management, written exercises, closure

3. Did you together with the trainee decide on a specific aspect to observe? If yes, please state at least 2 aspects that you decided on and observed intently?

Yes. Written exercises and closure. I found that the trainees always do

their closure at the end of their lesson because of poor time management.

have insufficient time to give the students written exercises and they never

I keep on reminding them but they could hardly change.

D. Observation

1. What was your goal/purpose of observing the trainees teaching?

To ensure that they teach the right things to the students. follow their planning correctly and to use correct grammar to the students.

2. Where did you sit during the observations? Why?

At the back of the class. To have a clear view of the teaching and learning process.

3. Did you move around? If yes, when and why? If no, why?

Yes. When I need to explain the words, phrases and even to pronounce the

Words correctly to the students because the trainees sometimes make

a quite a number of mistakes in pronouncing words and a lot of grammatical process.

4. How did you make notes during the observations for the post observation dialogue?

I made notes using point form inside the trainees' record book and also in the observation sheets given by the college.

E Post Observation Conference

1. What was your goal/purpose for the counselling session?

To help them to improve their weaknesses and to be a better teacher than the previous one.

2. When did you have the post observation dialogue? Why?

After the pre-observation. To tell the trainees their strength and weaknesses.

3. How did you get the trainees to reflect on their lessons?

Through their own observations in the class during their teaching and learning activities

4. Did you point out their weaknesses or made the trainees discover them? Why? How?

I pointed out their weaknesses on the spot if necessary so that they can reteach

The correct thing to the students. Otherwise I need to point out their weaknesses

After their lesson so that they can improve themselves in their next lesson.

5. Did they make any action plans to improve on their weaknesses in the next lesson? *Sometimes.*

9. If yes, did they show any improvement? Please state any aspect of teaching that they reflected on and made positive changes.

Sometimes. Actually, they are quite lazy to change their behaviour and give

attitudes. Their lesson plans even sometimes not completed and they really

me a hard time to mentor them

F. Needs of Trainees

1. Were there enough resources in the school for the trainees to use? If not, how did they manage?

No. They have to make their own.

2. Did they have any opportunity to observe experienced teachers teaching? If yes, how was it helpful for their professional development?

Yes. To enable them to have more confidence in their profession and to

expose them to real teaching situation.

3. Did they have any opportunity to do peer teaching? If yes, how was it useful in their professional growth?

Yes. To enable them to work in pair and show their team work.

G. Others

1. What do you think was the most valuable aspect of teaching that they got from

- i. the counselling sessions?

The teaching techniques that they can apply in their teaching process.

- ii. their reflections on their practice?

The strengths and weaknesses of their own teaching.

2. If the counselling sessions and the reflective practice were not able to promote the trainees' professional growth, what do you think were the causes?

Personal attitudes. I observed that the trainees that were being sent to my

school were lazy and they have no intention to improve themselves.

3. Did you and the supervisor work collaboratively? If yes, how often did you meet? In what ways did you work together?

Yes. almost everyday. We often discuss on matters arising especially about

the teaching and learning process and we do help each other in the above

matters because we are trying hard to improve our English standard in the school.

LETTER OF CONSENT FROM JPN SARAWAK



JABATAN PENDIDIKAN NEGERI SARAWAK
BANGUNAN TUN DATUK PATINGGI
TUANKU HAJI BUJANG
JALAN SIMPANG TIGA
93604 KUCHING
SARAWAK

Telefon: 082-243201
FAX: 082-246750
Kawat: PENDIDIKAN

Ruj. Kami : 24/JP/2053/LAT(Kajian)/Jld.IV

Tarikh : 8 Oktober 2002

ENCIK MUHAMMAD RAJA BIN ABDULLAH

No. 2, Lorong BLM 3/10,
Bandar Laguna Merbok,
08000 Sungai Petani,
KEDAH DARUL AMAN

Tuan,

KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH, MAKTAB-MAKTAB PERGURUAN, JABATAN-JABATAN PENDIDIKAN DAN BAHAGIAN-BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Dengan hormatnya saya diarah merujuk kepada perkara di atas untuk tindakan tuan selanjutnya. Surat tuan bertarikh 1 Oktober 2002 adalah berkaitan.

2. Sukacita dimaklumkan bahawa pada dasarnya Jabatan Pendidikan Sarawak tiada sebarang halangan untuk membenarkan tuan menemuramah guru-guru sekolah rendah di Jabatan Pendidikan Sarawak bagi tujuan kajian peringkat Sarjana.
3. Tuan adalah diingatkan bahawa sepanjang tempoh kajian tersebut, pihak tuan adalah tertakluk kepada peraturan yang sedang berkuatkuasa dan menjalankan kajian seperti tajuk yang tersebut di atas.
4. Jabatan ini memohon agar sesalinan laporan kajian dihantar ke Unit Latihan, Jabatan Pendidikan Sarawak sebaik sahaja selesai untuk tujuan rekod dan rujukan. Dengan surat ini pegawai-pegawai terlibat adalah dimohon untuk memberi bantuan dan kerjasama yang sewajarnya bagi menjayakan kajian tersebut.

Sekian. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(PONIMAN BIN BEJOK)

Sektor Pengurusan Perkhidmatan Pendidikan
b.p Pengarah Pendidikan,
Sarawak

s.k. Pegawai Pendidikan Bahagian
Jabatan Pendidikan Bahagian Kuching/Samarahan

Pengetua
Maklan Perguruan Tun Abdul Razak

C:\KebenaranKajianKajian.doc

APPENDIX H (ii)

LETTER OF CONSENT FROM MPTAR



Maktab Perguruan Tun Abdul Razak
Jalan Dato Mohd. Musa
94300 Kota Samarahan
SARAWAK.

Telefon : 082 - 672973/672977/673800
Fax : 082 - 672984

Ruj. Tuan :

Ruj. Kami : MPTAR/PENT/144/72

Tarikh : 8 Oktober 2002

Ketua Setiausaha
Bahagian Biasiswa
Kementerian Pendidikan Malaysia
Paras 6, Blok E (Utara)
Pusat Bandar Damansara
50604 KUALA LUMPUR

Tuan,

**KEBENARAN UNTUK MEMBUAT PENYELIDIKAN DI MAKTAB PERGURUAN
TUN ABDUL RAZAK**

Dengan ini saya mengesahkan bahawa Encik Muhamad Raja Abdullah (No. K/P : 580117-10-5011) adalah pensyarah Bahasa Inggeris di Maktab ini yang sedang mengikuti Rancangan Ijazah Sarjana Bahasa Inggeris sebagai Bahasa Kedua di Fakulti Bahasa dan Linguistik, Universiti Malaya.

2. Beliau kini sedang membuat pengumpulan data untuk penyelidikan beliau yang bertajuk "Supervisor-Trainee Communication During Practikum" di Maktab Perguruan Tun Abdul Razak mulai 3 Oktober 2002 sehingga 3 November 2002.

Sekian, terima kasih.

Terima kasih.

"BERKHIDMAT UNTUK NEGARA"
"CINTAILAH BAHASA KITA"

Saya yang memurut perintah,

(RABIAH BT JOHARI)

Pengetua
Maktab Perguruan Tun Abdul Razak

s.k. Fail MPTAR/144/P/72

(sila catatkan rujukan maktab ini apabila berhubung)

SAMPLES OF ST1'S JOURNAL REFLECTIONS

1. (First week: 1 – 6 July 2002)

This was our first week in school. The teachers were very friendly. Everything was fine. We were asked to start teaching on Tuesday. Our time table were already given by the headmaster.

I was asked to teach Year Three class for English and Year Four class for Kajian Tempatan. My class were the biggest class with 41 pupils. My first day of teaching was quite difficult. I was teaching Year Three class for English. Teacher who taught the class before told me that pupils in that class was divided into two groups, A for the fast learners and B for the slow learners.

I have been teaching the class for one week and i could see the problems. Almost half of the class do not know how to read and write. My facilitator asked me to teach the pupils step by step. This is to ensure that the pupils can really mastered the topic/lesson before i move on to another topic.

CHECKED BY HER MENTOR

2. (Final week: 12 - 16 August 2002)

This week was our seventh week in school and it was our second last week here. Everything was fine. So far, I have no discipTurn problem with the pupils.

I have been teaching for seven weeks in this school. In my year three class, I could see improvement. In the class, I told them they must do their work and must always passed up their work on time. At the beginning, only the bright pupils did as they were told but now all of them did their work and passed it up. Eventhough they could not read or write properly at least they did their work.

So, I hope they will continue their good attitude. It does not matter whether if they could not do it well because I knew that they have listened to me and try their best to do their work.

CHECKED BY HER MENTOR AND THE HEADMASTER

APPENDIX J

A Sample of CS2's Assessment of ST2

Component	Aspect	Level	Comments
(A) PLANNING	a. Objective	1 2 <u>3</u> 4	<i>Suitable objectives on paper.</i>
	b. Lesson contents	1 2 <u>3</u> 4	<i>Suitable for objectives and topic.</i>
	c. Teaching-learning strategy	1 2 <u>3</u> 4	<i>Reasonably easy.</i>
	d. Teaching-learning resources	1 <u>2</u> 3 4	<i>You could have explored the topic in depth.</i>
	e. Incorporating values	1 2 <u>3</u> 4	<i>There is a value "polite"</i>
	f. Elements of CCTS	1 <u>2</u> 3 4	<i>There is a mention of CCTS</i>
(B) IMPLEMENTATION	a. Beginning	1 <u>2</u> 3 4	<i>You don't have a set induction. It was part of your lesson already.</i>
	b. Development of lesson	<u>1</u> 2 3 4	<i>Lesson developed very poorly.</i>
	c. Classroom management	<u>1</u> 2 3 4	<i>You don't care about pps. You just went on with your agenda.</i>
	d. Communication	1 <u>2</u> 3 4	<i>I am not sure the pps learnt much esp. during the group work.</i>
	e. Quality of learning	1 <u>2</u> 3 4	
	f. Closure	<u>1</u> 2 3 4	<i>Very poor closure</i>
	g. Achievement of objective	1 <u>2</u> 3 4	<i>Only two objectives of 4 were achieved</i>
(C) REFLECTIVE PRACTICE	a. Reflective thinking	<u>1</u> 2 3 4	
	b. Recording reflections	1 <u>2</u> 3 4	<i>Your earlier reflections were - Turns only. What depth can that be?</i>
	c. Keeping a Portfolio	1 2 <u>3</u> 4	
(D) ATTITUDE AND CHARACTER	a. Dressing	1 2 <u>3</u> 4	
	b. Sensitivity	1 <u>2</u> 3 4	<i>You do not care much about what the pps. Learn!</i>
	c. Morality	1 2 <u>3</u> 4	
	d. Professionalism	<u>1</u> 2 3 4	
(E) OVERALL COMMENTS: There is SO MUCH you need to learn!			

SIGNED BY CS2