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SUPERVISOR – ESL TEACHER TRAINEE COMMUNICATION DURING TEACHING PRACTICE

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DECLARATION OF INTEGRITY

I **Muhamad Raja Abdullah**, registration no. **TGBY01012**, hereby declare that this dissertation titled "**Supervisor-ESL Trainee Teacher Communication During Teaching Practice**" represents my own academic work except where due acknowledgement is made, and that it has not been previously included in any thesis, dissertation or report submitted to this university or any other institution for the degree of diploma or other qualification.

Yours faithfully,

MUHAMAD RAJA ABDULLAH @
RAJA ENDRAN A/L MURU GAYA

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ABSTRACT

The supervision of student teachers by college lecturers is a common practice in teacher preparation in Malaysia. Nonetheless, relatively very little is known about how the lecturers interact and intervene during this process to advise and support the trainee teachers towards their professional development and autonomy. This study investigated how two ESL lecturers enacted their roles as supervisors on four ESL student teachers during a first phase teaching practice.

The data was collected by means of observations, interviews, a questionnaire and from written documents. Two case study content analysis and a cross-case inductive analysis (Patton, 1990) of the data was conducted focusing on the perceptions, views and practice of the supervisors. The findings are presented in the form of case studies.

The findings show that there is a tendency for lecturers to indulge in directive and prescriptive interventions in both supportive and confronting manners, as the students lacked pedagogical skills. In a positive empathetic atmosphere, the interventions produced positive results and in contrast, threatening, evaluative, judgmental and intimidating interventions were counterproductive. Students not owning the discoveries, and the lack of mutually negotiated action plans and an effective monitoring system limited the students' teaching behaviour changes. These imply that lecturers should stick closely to the theoretical underpinnings of clinical supervision and reflective practice as well as create a positive empathetic atmosphere of helping to promote the professional development of student teachers.

ABSTRAK

Penyeliaan guru pelatih oleh pensyarah maktab adalah amalan biasa dalam penyediaan guru di Malaysia. Namun begitu, tidak banyak diketahui tentang bagaimana pensyarah-pensyarah tersebut berinteraksi dan membantu dalam proses ini untuk menasihati dan menyokong guru-guru pelatih tersebut ke arah pembentukan profesionalisme dan autonomi mereka. Kajian ini menyiasat bagaimana dua orang pensyarah ESL melaksanakan peranan mereka sebagai penyelia terhadap empat orang guru pelatih ESL semasa latihan guru fasa satu.

Kumpulan data dibuat dengan cara pemerhatian, temuduga, soal-selidik dan dari dokumen yang bertulis. Dua analisis kandungan secara kajian kes dan satu analysis induktif 'cross-case' (Patton, 1990) yang berfokus kepada persepsi, pandangan dan praktik pensyarah-pensyarah tersebut dibuat. Penyampaian penemuan dibuat secara kajian kes.

Penemuan menunjukkan bahawa terdapat kecenderungan yang tinggi oleh pensyarah-pensyarah untuk membantu secara terus dan preskriptif dengan cara sokongan dan konfrontasi kerana pelatih-pelatih kurang kemahiran pedagogi. Dalam suasana yang positif, bantuan empetatik yang diberi menghasilkan hasil yang positif dan bantuan secara ugutan, penilaian, 'judgmental' and pencelaan yang tidak disenangi menghasilkan sebaliknya. Penemuan yang tidak dimiliki oleh pelatih dan kekurangan rancangan tindakan bersama dan sistem pengawasan yang efektif menghadkan perubahan tingkah laku pengajaran pelajar. Ini menunjukan bahawa pensyarah harus lebih peka kepada tatacara dan teori-teori dasar penyeliaan klinikal dan amalan reflektif, di samping menyediakan suasana pertolongan yang positif dan empetatik untuk menggalakkan perkembangan profesional guru pelatih.

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LIST OF ACRONYMS AND SYMBOLS

1. Acronyms

CS1 = College Supervisor 1	CS2 = College Supervisor 2
ST1 = Student Teacher 1	ST2 = Student Teacher 2
SM1 = School Mentor 1	SM2 = School Mentor 2

2. Symbols

[	CS1: Did you[ST1: [the pupils	[Left brackets indicate the point at which a current speaker's talk is overlapped by another's talk.
::	stu:dent	Colons indicate prolongation of the immediately prior sound. The length of the row of colons indicates the length of the prolongation.
____	it's your agenda	Underline indicates some form of stress via pitch and/or amplititude
( )	I ask them ( )	Empty parentheses indicate the transcriber's inability to hear what was said
//	Yes // yeah	Slashes indicate pauses in between utterances.
. , ?	Did you?	Indicate speaker's intonation

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