SUPERVISOR – ESL TEACHER TRAINEE COMMUNICATION
DURING TEACHING PRACTICE

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MAY 2003
SUPERVISOR – ESL TEACHER TRAINEE COMMUNICATION DURING TEACHING PRACTICE

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A DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS OF ENGLISH AS A SECOND LANGUAGE

FACULTY OF LANGUAGES AND LINGUISTICS
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MAY 2003
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,

[Signature]

MUHAMAD RAJA ABDULLAH @ RAJA ENDRAN A/L MURU GAYA

May 2003
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 menyiaskan bagaimana dua orang pensyarah ESL melaksanakan peranan mereka sebagai penyelia terhadap empat orang guru pelatih ESL semasa latihan guru fasa satu.


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 ugotan, 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 menunjukkan 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.
ACKNOWLEDGEMENTS

My sincere and heartfelt thanks to my supervisor Ms Narindar Kaur who guided me patiently throughout this study.

I am indebted to the lecturers and students of MPTAR for allowing me to peek into their practice and also for being very accommodative and co-operative during the interviews and for providing me with the written documents.

My special thanks to Mr Krishnan Mariappan of UPM for allowing me to use his computer and printer, borrow books for me from the UPM library, and also for his technical advice on formatting the text.

Finally, to my dear wife and children, I extend my gratitude and love for tolerating my unpleasant moods when things got tough and stressful.
CONTENTS

Abstract
Abstrak
Acknowledgement
Contents
List of Appendices
List of Figures
List of Tables
List of Acronyms and Symbols

CHAPTER ONE : INTRODUCTION

1.0 Introduction

1.1 Background

1.1.1 The English Studies Program
1.1.2 The Teaching Practice Program
1.1.3 The School Orientation Program
1.1.4 PRACTICUM
1.1.5 Journal Writing
1.1.6 Clinical Supervision

1.2 Statement of Problem

1.2.1 The Present Demands on ESL Teachers
1.2.2 The TESL Student Teachers’ Competency in English

1.3 Rationale of the study

1.4 Purpose and Significance of the Study

1.5 Research Questions

1.6 Definition of Terms

1.7 Scope and Limitations of the Study

1.8 Summary
CHAPTER TWO : LITERATURE REVIEW

2.0 Introduction

2.1 Theories and Perspectives of Teacher Preparation
   2.1.1 The Models of Teacher Preparation

2.2 Teaching Practice and Supervision
   2.2.1 The Supervisory Triad and the Need for Collaboration

2.3 Clinical Supervision
   2.3.1 Theoretical Perspectives and Models
   2.3.2 Interventions
   2.3.3 Interactions
   2.3.4 Counselling
   2.3.5 Implementing Clinical Supervision

2.4 Reflective Practice
   2.4.1 Teaching and Reflective Practice
   2.4.2 The Notion ‘Problem’ in Reflective Practice
   2.4.3 The Importance of Reflective practice
   2.4.4 Effective Reflective Practice
   2.4.5 Developing Effective Reflective Practice
   2.4.6 Phases of Reflection

2.5 Methods used in the Studies

2.6 Conclusion

CHAPTER THREE : RESEARCH DESIGN AND DATA ANALYSIS PROCEDURES

3.0 Introduction

3.1 The Subjects

3.2 Data Collection
   3.2.1 The Sources of Information
CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.0 Introduction

4.1 Case Study One

4.1.1 College Supervisor 1 (CS1)

4.1.2 Student Teacher 1 (ST1)

4.1.3 The Supervisor's Role

4.1.4 The Three Stage Cyclical Process

4.1.5 Reflective Practice

4.1.6 Supervisor - Mentor Collaboration
4.1.7 Changes in ST1 84

4.2 Case Study Two 84
  4.2.1 College Supervisor 2 (CS2) 84
  4.2.2 Student Teacher 2 (ST2) 85
  4.2.3 The Supervisor's Role 86
  4.2.4 The Three Stage Cyclical Process 87
  4.2.5 Reflective Practice 98
  4.2.6 Supervisor - Mentor Collaboration 100
  4.2.7 Changes in ST2 102

4.3 Cross-Case Study 102
  4.3.1 The Supervisors' Role 108
  4.3.2 Focus 110
  4.3.3 Helping Atmosphere 114
  4.3.4 Supervisory Styles 118
  4.3.5 Micro Interventions 121
  4.3.6 Critical Thinking 124

4.4 Conclusion 126

CHAPTER FIVE : DISCUSSION, IMPLICATIONS AND LIMITATIONS 127

5.0 Introduction 127

5.1 Discussion of Findings 127

5.2 Implications 134

5.3 Limitations 136

5.4 Suggestions for Further Research 137

APPENDICES 138

BIBLIOGRAPHY 226
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix A (i)</th>
<th>Pre-Observation Conference 1</th>
<th>138</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A (ii)</td>
<td>Pre-Observation Conference 2</td>
<td>145</td>
</tr>
<tr>
<td>Appendix B (i)</td>
<td>Post Observation Conference 1</td>
<td>150</td>
</tr>
<tr>
<td>Appendix B (ii)</td>
<td>Post Observation Conference 2</td>
<td>158</td>
</tr>
<tr>
<td>Appendix C (i)</td>
<td>Interview with CS1</td>
<td>163</td>
</tr>
<tr>
<td>Appendix C (ii)</td>
<td>Interview with CS2</td>
<td>172</td>
</tr>
<tr>
<td>Appendix D (i)</td>
<td>Interview with ST1</td>
<td>184</td>
</tr>
<tr>
<td>Appendix D (ii)</td>
<td>Interview with ST2</td>
<td>192</td>
</tr>
<tr>
<td>Appendix E (i)</td>
<td>CS1’s Observation Notes and Written Comments</td>
<td>208</td>
</tr>
<tr>
<td>Appendix E (ii)</td>
<td>CS2’s Observation Notes and Written Comments</td>
<td>210</td>
</tr>
<tr>
<td>Appendix F (i)</td>
<td>ST1’s Written Reflection of Her Lesson</td>
<td>212</td>
</tr>
<tr>
<td>Appendix F (ii)</td>
<td>ST2’s Written Reflection of Her Lesson</td>
<td>213</td>
</tr>
<tr>
<td>Appendix G (i)</td>
<td>SM1’s Responses to the Questionnaire</td>
<td>214</td>
</tr>
<tr>
<td>Appendix G (ii)</td>
<td>SM2’s Responses to the Questionnaire</td>
<td>218</td>
</tr>
<tr>
<td>Appendix H (i)</td>
<td>Letter of Consent from JPN Sarawak</td>
<td>222</td>
</tr>
<tr>
<td>Appendix H (ii)</td>
<td>Letter of Consent from MPTAR</td>
<td>223</td>
</tr>
<tr>
<td>Appendix I</td>
<td>Samples of ST1’s Journal Reflections</td>
<td>224</td>
</tr>
<tr>
<td>Appendix J</td>
<td>A sample of CS2’s Assessment of ST2</td>
<td>225</td>
</tr>
<tr>
<td>Figure</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Figure 1</td>
<td>The Teaching Practice Program Concept</td>
<td>4</td>
</tr>
<tr>
<td>Figure 2</td>
<td>The Process of Professional Development through Practicum</td>
<td>5</td>
</tr>
<tr>
<td>Figure 3</td>
<td>The Clinical Supervision Cycle</td>
<td>9</td>
</tr>
<tr>
<td>Figure 4</td>
<td>Approaches to Clinical Supervision</td>
<td>32</td>
</tr>
<tr>
<td>Figure 5</td>
<td>The Cyclical Process Viewed as a Helping Cycle</td>
<td>41</td>
</tr>
<tr>
<td>Figure 6</td>
<td>Collaborative Assessment: A Three-Stage Model</td>
<td>42</td>
</tr>
<tr>
<td>Figure 7</td>
<td>The Phases of Reflective Cycle</td>
<td>51</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>Table 1</td>
<td>CS1's Practice</td>
<td>106</td>
</tr>
<tr>
<td>Table 2</td>
<td>CS2's Practice</td>
<td>107</td>
</tr>
</tbody>
</table>
LIST OF ACRONYMS AND SYMBOLS

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

2. **Symbols**
   
   [ ] CS1: Did you]  
   ST1: [the pupils  
   :: student  
   [Left brackets indicate the point at which a current speaker’s talk is overlapped by another’s talk.  
   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 amplitude  
   I ask them ( )  
   Empty parentheses indicate the transcriber’s inability to hear what was said  
   // Yes // yeah  
   Slashes indicate pauses in between utterances  
   .. ? Did you?  
   Indicate speaker’s intonation