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A MODEL FOR EFFECTIVE SUPERVISION FROM THE SUPERVISOR AND THE STUDENT-TECHERS' PERSPECTIVE: A SOCIAL CONSTRUCTIVIST APPROACH

GÜLDEN İLİN

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This thesis is very affectionately dedicated to my father's memory.

ÖZET

Danışman ve Öğretmen Adayının Bakış Açısından Etkin Danışmanlık için bir Model: Sosyal Yapısalcı bir Yaklaşım

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Bu çalışmanın amacı, Çukurova Üniversitesi İngiliz Dili Eğitimi Bölümü öğretmenlik uygulaması dönemi danışmanlarının etkili danışmanlığı nasıl algıladıkları ve bunun danışman olarak uygulamalarına nasıl yansıdığının genel bir tanımını yapmaktır. Çalışmadaki bir diğer amaç, öğretmen adaylarına dönüt verilmesinin adayların etkin öğretmenlik ile ilgili bakış açılarında yapısal ve içerik olarak herhangi bir değişikliğe yol açıp açmadığını ortaya koyabilmektir. Bu amaçlar doğrultusunda, Çukurova Üniversitesi İngiliz Dili Eğitimi bölümünde görev yapan toplam 6 danışmanının etkili danışmanlıkla ilgili görüşlerine "Repertory- Grid" tekniği ile ulaşılmış, ve dönüt verme görüşmeleri kaydedilmiştir. Böylece, bu danışmanların ileri sürdükleri görüşlerin uygulamalarına yansıyıp yansımadığı gözlenmiştir. Diğer yandan, aynı bölümün 15 son sınıf öğretmen adayının etkin öğretmenlik ile ilgili görüşleri çalışmanın başında ve sonunda "Repertory-Grid" kullanılarak alınmış ve var olan değişikliklerin danışmanlarca verilen dönütler doğrultusunda olup olmadığı araştırılmıştır. Öğretmen adaylarının öğretmenlik uygulaması dönemindeki dersleri araştırmacı ve danışmanları tarafından gözlemlenmiş ve

derslerini dönütlerle paralel olarak işleyip işlemediklerine de bakılmıştır. Öğretmen adayları her dönüt toplantısı sonunda aldıkları dönütlerle ilgili yorumlarını araştırmacı tarafından verilen formlara doldurmuşlardır. Elde edilen bilgilerin doğruluğunu geçerli kılmak amacıyla, katılımcı danışman ve öğretmen adaylarıyla birebir görüşmeler yapılmış ve varılan sonuçların doğruluğu denetlenmiştir. Son olarak, hem danışmanlara ve hem de aday öğretmenlere öğretmenlik uygulaması döneminde gözlemledikleri sorunlar sorulmuş ve olası çözümlere ulaşılmıştır.

Anahtar Kelimeler: Algı, Danışman dönütü, Dönüt Verme Görüşmesi, Uygulama Dönemi, Etkin Danışman Dönütü, Değişim.

ABSTRACT

A Model for Effective Supervision from the Supervisor and the Student-Teacher's Perspective: A Social Constructivist Approach

Gülden İLİN

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This study was conducted in order to provide a general description of how the supervisor teachers of the ELT Department of Çukurova University perceive effective supervisory feedback, and how their perceptions influence their practices as supervisors. The overriding purpose is to find out whether feedback sessions lead to a change in the student- teachers' perceptions both in the content and structure. In order to achieve the aim of the study, supervisors' perceptions of effective supervisory feedback were elicited. Their feedback sessions were recorded and the supervisors were interviewed to see whether and to what extent their perceptions influenced their behaviours as supervisors. On the other hand, participating student-teachers were observed during their practice sessions to find out whether they planned their lessons according to the feedback that they received. The data gathered from the student- teachers were triangulated by interviews and their feedback forms.

Keywords: Perception, Teaching Practice, Effective Feedback, Feedback Session, Change.

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CHAPTER 1

INTRODUCTION

1.1 Background to the Study

Most teacher education programmes are organised to provide student-teachers with opportunities to practice teaching. The goal of the practice sessions is to allow student- teachers learn more from practice because wise action is not possible without the knowledge acquired from practice (Carvero, 1992).

The extent to which the teacher education programmes and the teaching practice period plays a role on the student- teachers' change toward a professional growth is disputable. Opposing views the scholars hold on the issue compile in the related literature. For example, student- teachers' ideologies are resistant to change (Zeichner and Liston in Ulla, Peltokallio and Paivi, 2000). Student- teachers' reflection is generally superficial (Calderhead, 1987), teaching practice and supervisors do not influence student- teachers and feedback sessions has not got a powerful effect as the supervisors wish it to be (Turney et al., in Roberts, 1998). On the other hand, practical experience is the source of student- teachers' knowledge (Calderhead and Miller; Shulman in Richards, 1998). In addition, practical experience is vital for people to learn because people change as they learn and this is a cycle of experience, reflective observation, abstract conceptualisation, and active experimentation

(Kolb in Zuber Skerritt, 1992). Considering Kolb's views, student- teachers are in a position to experience, construe over their experiences, conceptualise certain issues, and actively experiment them during the teaching practice period which may end up with learning and professional change. In order to find evidence on the issue, teachers' thinking should be investigated because it serves to reduce the gap between theory and practice in education (Kelly, in Zuber- Skerritt, 1992).

1.2 Statement of the Problem

Since there are contradicting views for the effective outcomes of supervision, the issue seems to worth an in-depth investigation. For some scholars, supervisors are believed to be very effective on the student- teachers' development while some others hold the belief that it is impossible to change student- teachers' preconceptions. Depending on what roles these people attribute to supervisors and how they perceive the concept of supervision the definitions vary. For example, Wallace (1991) defines a supervisor as someone who has a substantial element in her or his professional remit, the duty of monitoring and improving the quality of teaching done by other colleagues in a given situation. His definition reveals how important he deems the issue. Supervision is a duty, which requires a sense of responsibility and understanding of both the supervisors' his/her own, and the student-teachers' personal beliefs and perceptions. There are various factors that affect the quality of supervisory feedback. For example, Eken (1996) points out that the

language used in practice feedback sessions is of extreme importance as criticism can be a face-threatening act. She suggests that for a successful training and development, there should be a match in the trainer and trainee perceptions of trainer language.

The effects of supervision and feedback on student- teachers have also been a focus of studies conducted on teacher training. According to Turney et al. (1982b), the feedback has not got as powerful an affect as supervisors suppose it to be (in Roberts, 1998: 154). They set some criteria for supervision to be most effective. These are sociality, mutual understanding of each other's perspectives of teaching and classroom incidents, matched values, supervisor's attitudes toward the student-teacher (i.e. not merely telling and advising but rather channelling and focusing on the student-teacher). However, the studies conducted to put light on the facts about the teaching practice period, mostly seem to consist of pre and post administration of surveys or questionnaires in the beginning and at the end of this period. Such studies have not examined what actually happens during the experience itself. In fact, the phases and different aspects of teaching practice period may have various impacts on the student- teachers. Field experiences entail a complex set of interactions among programme features and people, and thus, these also have to be taken into consideration (Zeichner, Tabachnick, and Densmore, 1987).

Taking these views into account, supervisory feedback sessions appear to be procedures that are worth investigating, but they should be considered within the context of teaching practice period, and the events that take place

during this period should be regarded as a whole. This, at the same time, matches the social constructivist approach.

During the teaching practice period, the student- teachers are exposed to a lot of new experiences. The ecological conditions of the practice schools they are assigned to, their mentors and supervisors, the students they have to teach, the nature of the feedback they receive, and how they perceive it, among others, may be some examples for these experiences.

In contrast to the previously conducted studies, this study attempts to draw a general picture of the happenings that take place throughout the teaching period. In order to achieve this goal, the study firstly considers the type of schools involved in the practice period. (Private schools, Anatolian High schools and Super High schools). The study also takes the qualifications of the supervising teachers into account. That is, the supervisor teachers were selected on the basis of whether they were specialised in methodology or other areas. As supervising student-teachers during the practicum can be said to be more related with methodological issues, the way the teachers with a methodology base and the way the teachers from other areas approach the period was thus, considered. The study further questions the way the supervisors perceive effective supervisory feedback, whether or not they can apply their perceived effective supervisory strategies with all students and under any circumstances, and the influential factors. The student- teachers were also asked to comment on the positive or negative effects of the mentors on themselves, if any, although the issue was not one of the main focuses of the study. Finally, how student-teachers perceive the feedback provided and

whether or not any of the factors mentioned above lead to a change in the student- teachers' thinking was the ultimate question of the study.

1.3 The Aim and Scope of the Study

The study explores how supervisor teachers perceive supervision, what in their opinion are effective strategies for supervision, and how and when they can make use of these strategies successfully. In addition, the study looks into the teaching practice period from both the supervisor and the student- teacher's perspective and attempts to put light on their ways of perceiving the period. One of the other aims of the study is to achieve a general picture and an interpretation of the happenings in their natural courses during this period.

The aims of the study may be displayed as follows:

1) to provide a broad description of what really happens that is important to learning, in Allwright's (1988) term, during the teaching practice period within the supervisor teacher, the student-teacher and the feedback triangle in the teaching practice context, as well as taking the ecological conditions of the schools, and the mentors involved,
2) to find out about the supervisor teachers' views about effective supervisory feedback and whether or not, to what extent, and under what circumstances they can put their perceptions into practice in their feedback sessions,
3) to define the ways and the extent to which the supervisor teachers and the feedback they provide influence the student-teachers,

4) to draw a general frame of the happenings regarding supervisory feedback in the light of the information gathered from both parties,

Student-teachers in teacher training programmes are offered methodology instruction that constitutes the theoretical aspect of their future practices. The methodology syllabus used in this department was also taken into consideration in order to see the types of methods, techniques and approaches that are introduced to the student-teachers. This enabled us to have a general view of what kind of expectations we have for the student-teachers in terms of classroom practices. Briefly, this was expected to indicate what is given to and what is required from them.

The research questions subject to this study are:

1. How do the supervisor teachers of the above-mentioned department perceive effective supervisory feedback?
2. Are the supervisor teachers' espoused theories consistent with their theories in action during their feedback sessions?

   If not, what are the influential factors?
3. What are the consequences of feedback on student-teachers' change regarding the way they perceive effective pedagogic practice?
4. In what ways, if any, the peers, school types, and the mentors play a role in this period?
5. What are the problematic issues regarding the teaching practice period from both the supervisors' and the student- teachers' point of view? What possible solutions to these problems do they offer?

1.4 Assumptions and Limitations

This study was conducted through an intense contact with the two involved parties (15 student-teachers and 6 supervisor teachers). In order to provide an in depth description of what really is happening during the teaching practice period, mainly focusing on the effectiveness of supervisory feedback, every contact between the two groups of participants was attempted to be followed. These contacts included pre and post feedback sessions –immediate or delayed- and classroom observations with all participating student- teachers in all three types of schools (an Anatolian High School, a State High school and a Private High school) involved. The effects of mentors on the student-teachers were also considered in the study. The student- teachers were asked whether or not and how their mentors had influenced them. However, this aspect was not explored in an in-depth manner. The contacts between all the participating supervisor and the student- teachers were followed; all the participant student- teachers were visited in their practice schools, and their classes were observed with their supervisors, all the feedback sessions of all the supervisors were followed and recorded. The student- teachers and the supervisors were interviewed. Appointments with the participants for the first and the second rep-grid applications were arranged. For each contact, contact summary sheets were filled (see Appendix C). All these procedures were rather occupying, and made it impossible to work with a larger population. A greater number of participants would have let the researcher have a broader

frame of the happenings, which might make the study findings more generalisable. However, in this study, the amount of data to be collected made it impossible.

1.5 Operational Definitions

Perception: In this study, perception refers to the supervisors' and the student-teachers' recognition and understanding of events, objects, and stimuli through the use of senses.

Supervisory Feedback: In this study, the term supervisory feedback was used to refer to any feedback provided by the supervisor teachers of ELT Department regarding student-teachers' performance before, after and/or during their teaching practice sessions.

Feedback Session: Throughout the study, the instances when the student-teacher and the supervisor get together before and/or after the teaching practice sessions for discussions of and criticisms for student-teacher's performance, and for the preparation of the lessons were called as feedback sessions.

Teaching Practice: This is the period fourth grade student- teachers' practice teaching in high schools for a period of ten weeks.

Effective Supervisory Feedback: In the study, the term effective supervisory feedback was used for feedback:

a) That creates awareness in student-teachers' way of thinking about his/her personal theories regarding effective teaching.

b) That leads to a change in the student-teachers' perceptions on effective pedagogic practice during the practicum.

Change: The term change, in this study, refers to student- teachers' conceptual change, but not behavioural change. That is,

> ...making coherent sense of personal meaning regarding new ideas and information; mapping new onto old, formulating beliefs in light of experience and input, forming ideas in light of beliefs, and reviewing ideas in light of observation and reflection.
>
> (Mathur, 1987 in Yumru, 2000:8).

Similarly, change sought to be seen in the content and the structure of the participating student-teachers' perceptions on effective pedagogic practice in this study.

CHAPTER 2

REVIEW OF RELEVANT LITERATURE

The extent to which the In-service Teacher Education (ITE) programmes affect student-teachers to improve and change themselves toward a professional growth has been one of the major inquiries in language teaching area. There are conflicting views based on different theories. For example, Lortie proposes that we all have personal theories about the characteristics of teachers, classrooms, and schools, and these are derived from our experiences as students. According to his observation, established teachers expose a student to about 15,000 hours of teaching which he suggests would lead student- teachers to gain experience regarding teaching process (in Roberts, 1998, p.66). During this period, the interaction between the students and the teachers shapes the students views on effectiveness in teaching. Lortie emphasises the power of this interaction and suggests that student-teachers' experiences (apprenticeship of observation) lead them through the ITE programmes, and during their practices. In other words when they enter these programmes, the student- teachers have already formed preconceptions about effective ways for teaching. As Calderhead (1988) suggests, student-teachers' conceptions of teaching and learning may be said to be vague and undifferentiated, they start their pre-service training with images in mind. These images are based on recollection of teachers who had taught them at school. These models do not necessarily be the teachers they believed to be

very effective. Occasionally, they may have negative models that they do not want to be like. Positive or negative, these images have powerful influences on the student-teachers' practices. Similarly, Horwitz (1985) points out,

> Prospective foreign language teachers enter the methods class with many preconceived ideas about how languages are learnt, and how they should be taught. These beliefs can directly interfere with their understanding of and receptivity to the information and techniques presented... (p.333)

On the other hand, the "apprentice" model Lortie proposes has faced criticisms, and as a reaction to this model a new concept "reflective practitioner" has gained more credibility. Practice is seen as the pivot of this approach (Schön, 1987; Soloman, 1987; Fish, 1989). It is believed that when trainees start critical evaluation and try to understand their classroom experiences, then they will develop a kind of intuitive professional know-how. In line with the views above, "becoming conscious of 'images' activated by practical teaching situations is aid to be a catalyst for professional growth" (Carter, 1990 in Black and Halliwell, 2000; 104). Schön, Soloman and Fish claim that it is very difficult to describe effective teaching skills and strategies in behavioural terms (in Kennedy: 1993). Parallel to Schön's (1987) views, Kennedy argues for the effectiveness of apprenticeship model when

trainees are to cope with teaching practice experiences. The idea that experience is the best teacher, on the other hand, is criticised and "pitfalls of experience" are put into discussion. The first, the argument is that the student-teachers should have the capacity to connect classroom experience with formal knowledge and to learn from their further experiences by thinking about them. This capacity is central to teaching and they must be learnt. Immersion to the classroom needs to preclude inquiry, however most student- teachers do not bring an inquiring disposition to their preparation. Such an inquiry is said to be unlikely to be acquired on the job, and thus should be "cultivated" at the pre-service level. Second, a student- teacher's academic success at the university does not guarantee his/her success as a teacher. S/he has to observe real classes, however s/he may not benefit from classroom observations without guidance or help. Without training in how to look and what the notice, the outcome of the classroom observations on behalf of the student- teacher may not be as fruitful as they are supposed to be. Finally, student teaching takes place in somebody else's class, and consequently the student- teacher is expected to follow the routine in the classroom. The daily routine of the specific classroom does not necessarily have to fit the particular student-teacher's thoughts and views on how to conduct a lesson. Teaching somebody's students in the way that s/he does may not contribute to a student-teacher's professional development. In such a situation, what is experienced is limited and biased. Instead, if the student- teacher is given real opportunities to practice making and justifying instructional decisions and considering real consequences of actions taken in the classroom can be confirmed in a view of

teaching. These include filling time, keeping students busy, perpetuating familiar practices without considering their consequences for people learning in the short and the long run. To conclude, "classroom experience alone, whether past or present, cannot justify what teachers do, nor teach teachers to think about their work" (Nemser and Buchmann, 1985: 50).

Teacher education programmes need to be structured in ways that challenge the beliefs preservice teachers possess as they enter into programmes. In the literature of reading teacher education, three approaches that are generally used as conceptual bases in the preparation of teachers: traditional craft, competency based, and inquiry oriented. Traditional craft concept is based on field experience with a mentor teacher. This approach is expected to provide the students with opportunities to define and practice the information they received from their practice sessions and the mentors. On the other hand, competency based concept is based on pre assessment, learning activities and finally, post assessment. This is to become sure that the student has mastered a set of skills. This concept is more widely used at state levels. When we look at inquiry oriented concept, we see that it is defined through two different approaches. In the first approach, a problematic situation is created. Through course work, teachers are expected to reflect on what they know from past experiences. On the other hand, the second approach takes problematic situations with the present practices and shows how changing can make the instruction better. In both approaches, teacher decision making and reflection play an important role (Mallette, Kile, Smith, McKinney, and Readence, 2000).

Student- teachers are said to spend their much of time learning 'the disciplines' in highly academic courses. Theory is presented as a 'pseudo-scientific' justification for practitioner action and the student- teachers are expected to put the theory into practice during the practicum. Due to the inadequacy of such an approach, most student- teachers report that the teaching practice is the only useful component of their higher education. What student-teachers learn in an initial teacher education should have a direct relevance to the problems they face in the classroom (Drever and Cope, 1999).

Lortie on the other hand, in spite of his "apprenticeship of observation" model mentioned above, further comments that the views student-teachers have are incomplete because what the students are exposed to are not the teachers' inner thoughts but only their public face. Methods and content knowledge introduced to student-teachers have little influence on their subsequent actions even during their initial training (Zeichner et. al.in Bennet and Carre 1993:74, 135). Similarly, according to Wilson and Wineburg (1988), beginning teachers base their teaching goals and the way they teach on their undergraduate disciplinary backgrounds. Although belief change in student-teachers constitutes a more important aim in programmes of teacher education than transmission of knowledge, it is evident that what prompts meaningful transmission from existing beliefs to professionally oriented frameworks for teaching (Tillema, 2000).

On the other hand, student-teachers are capable of reflecting on their personal theories and training experiences, which lead to development, when given the opportunity and a supportive environment, prior to extensive

classroom experience (Sendan, 1995). The nature and changes in the structure and content of 54 student-teachers' personal theories regarding effectiveness in teaching are identified in his study. The results demonstrate that although the content of participating student-teachers' personal theories show only limited change, there is a notable structural change.

There are also factors that may affect student- teachers' development negatively. These are their concerns for self-esteem, fear for poor grades, failure in classroom management, among others, and the student- teachers should be convinced that they are competent as teachers. (McIntyre, 1988). Supervisory feedback sessions may be considered as one of the means to convince the student-teachers that they really are so. The teaching practice period is a good opportunity for student-teachers to step into the real world of teaching for the first time. This experience may be very influential for the student-teachers' future practices because they observe teachers and peers, and others observe them. Observation of teaching can serve to develop concepts that can be used to describe and analyse the nature of classroom events as well as developing a terminology to describe and discuss teaching of self and others (Richards, 1998). Furthermore, observations during the teaching practice period provide data for student-teachers, which may enable them to examine central concepts in their own teaching. Observing pre-service teachers may also be very beneficial on behalf of experienced teachers. Although young pre-service teachers may be unaware of the various factors in classroom teaching, their presence as observers can trigger critical self- reflection in experienced teachers (Brock et al., 1994). Practical experience is the source of student-

teachers' knowledge (Calderhead and Miller; Shulman; in Freeman and Richards, 1996: 71). The input and critical reflection about the output provided by their supervisor teachers also support the experience student-teachers gain during their teaching practice period. This period seems to be quite influential on the student-teachers in terms of leading them to reflect on their personal theories, which may end up with change.

The last four above-mentioned suggestions match the constructivist view about learning. Constructivist view implies that reflection and experience can lead to personal change, that is, people change as they learn, and this kind of learning (i.e. experiential learning, Kolb in Zuber-Skerritt, 1992a: 99) is a cycle of experience, reflective observation, abstract conceptualisation, and active experimentation. This cycle is true for the student-teachers' teaching practice period as well. They have their personal experiences, they observe peers and established teachers, construe over the new their experiences, and actively experiment them. In fact, the benefits of practicum experiences are widely accepted by many scholars. For example,

> Practicum experiences can help teach appropriate realities, motivate participants, promote carrier choice, facilitate concentrated exposure at minimal cost, provide inexpensive labour to help community and national needs, and provide academic stimulation for practising and prospective professionals.
> (Gerhrke in Pothoff and Kline (1995; p.103).

According to Kelly, every human being is a personal scientist who is able to create theory at various levels. To explore people's thinking about their present situation is important because as he believes, a person's processes are psychologically channelized by the ways he anticipates events (in Zuber Skerritt, 1992,p.58). As he states, investigating teachers' thinking may serve to reduce the gap between theory and practice in education, because personal constructs may have their roots in formal theories as well as classroom experiences or personal histories. Kelly further claims that teachers use personal constructs in different ranges of convenience. He exemplifies this with the use of teacher's constructs successfully or unsuccessfully, and he states that this may be due to the scholarly achievement of the learners, or their social behaviours. Investigating the ranges of the teacher's use of constructs may yield insight into their thinking in professional situation (in Peretz, 1994, pp.104-106).

In this study, accordingly, the aim is to reach the supervisors' and the student-teachers' thinking about their present situation during the teaching practice period. We also aim to bring insight to the instances for the successful and unsuccessful use of supervisor teachers' constructs about effective supervisory feedback, and to explain their consequences on the student-teachers' change, if any.

This view lacks the sociality aspect, which in fact, is gaining more and more recognition lately (Williams and Burden, 1997; Richards and Lockhart, 1994). Learners make sense of the world in a social context and through social interactions. The quality of interaction the student-teachers have with their

supervisors may be an enhancing factor for them to create their personal theories, and may raise awareness on how to perceive the events from a broader perspective.

2.1 An Overview to Social Constructivism

Social constructivism puts an emphasis on education for social transformation and reflects a theory of human development that places the individual within a sociocultural context (Richardson in Haqq, 1998 p.1). Social interactions lead to individual development, cultural meanings are shared by the members of the group and consequently, individuals internalise these meanings. Individuals construct knowledge by interactions within the environment, and during this process both the individual and the environment are changed. Schools are sociocultural settings where teaching and learning take place and where "cultural tools" such as reading, writing, mathematics, and certain modes of discourse are utilised. Social constructivist view assumes that theory and practice do not develop in a vacuum; they are shaped by dominant cultural assumptions (Martin; O'Loughlin in Haqq, 1998 p.1). Historical and cultural environment is influential on formal knowledge, the subject of instruction, and the way the knowledge is presented. The context of education has to be deconstructed in order to accomplish the goals of social transformation and reconstruction. The cultural assumptions, power relationships, and historical influences have to be critiqued and when necessary, altered (Myers, 1996 in Haqq, 1998 p.2). Situated constructivism,

social reconstructivism, sociocultural constructivism, sociohistorical constructivism, and emancipatory constructivism are the variants of social constructivism. Social constructivism is considered as a theory of learning not a theory of teaching, and translating theory into practice is both difficult and imprecise. Translating a learning theory into a teaching theory has been a challenge for teacher educators. Such an attempt raises questions on what teachers really need to know and be able to do. This involves a balancing the need to acknowledge the different discipline- specific requirements of teaching with the need to model constructivist methods of teaching in teacher education courses and practicums. When applied in an inappropriate way, constructivist approaches may lead to the "abandonment" style of teaching. (MacKinnon & Scarff-Seatter in Haqq,1998 p.3)

Two most well known psychologists of social interactionist school of thought, Vigotsky and Feuerstein emphasise the influence of interaction, the social environment, and the role of the mediator in teaching. Mediators are specific people in the learners' life who play an influential role on the students' learning by selecting and shaping the learner experiences presented to them (Williams and Burden, 1997). From the time we are born we interact with others in our daily life. We make sense of the world through these interactions. Vygotsky (N.D.) a well-known Russian educational psychologist claims that learners can learn some of the things on their own but sometimes they need someone's help to learn. The secret of effective learning lies in the nature of the interaction between two or more people with different levels of skill and knowledge. He writes about "the zone of proximal development" by which he

means a child's potential to achieve higher standards when assisted by a peer or an adult. This person can be described as " a more knowledgeable or capable other". Naturally, he accepts that not all of children's learning occurs socially but children do learn individually. However, "stretching" takes place in the zone of proximal development. A parent who is talking, reading or teaching something to a child as "the capable other", s/he is extending the child's horizon into the zone of proximal development. Bruner (1977, pp ix-x) claims that "any subject can be thought to any child at any age in some form that is honest" and emphasises the use of a spiral approach in teaching. He writes about parent helpers:

> Parents can certainly help in supervising study halls, in guarding routine quizzes, in preparing laboratory materials, and in the dozens of operations necessary in a school. The effect would be to free the teacher for teaching and study. If the teacher is also learning, teaching takes on a new quality.
> (Bruner, 1977, p.90).

Parents' role has changed considerably in the recent years. Parents who used to be seen as problems and often nuisance are today accepted as people who have clearly defined rights and obligations in respect of their children's schooling. Schools demand the parents' active involvement and support, parents are considered to have key roles in shared enterprise with the teachers, and schools are legally obliged to work in collaboration with the parents. In

the past, such an involvement of a parent used to be believed as necessary with very young or special needs children. However, today parents' involvement in the students' education is regarded as very important in all schools. School family relations are encouraged; in fact, they are desired and required. Parents, together with the teachers are seen as the mediators in children's lives.

Social constructivism, on the other hand, has been criticised as having developed in contrast to another theory, behaviourism that emerged in the 19th century. According to behaviourist view, children are considered as empty buckets that knowledge is poured into, and when given the opportunities they can learn by rote (McDonough, 1989). This criticism has faced criticisms as well because not all learning is bad and not all passive learning is unpredictable. Parallel to these criticisms, Fox (1996) claims that some of our learning is the result of the passive shaping of memory by experience. In addition, feelings of value and significance play a crucial part in our learning and not only dialogue and social interaction matter but also individual thinking and other kinds of interaction, such as interaction with all the products of mind are especially important to learning.

In language teaching, the interaction that takes place between the mediator and the student is of great importance in terms of learning. Parallel to Vygotsky's views, Feuerstein emphasises the role of a mediator as a key factor in learning (in Williams and Burden, 1987). He holds the belief that anyone can become an effective learner, and people can continue to develop their cognitive capacity throughout their lives. His emphasis for the mediator's role may resemble the stimulus, response, reinforcement cycle in behaviourist

theory (McLaughlin, 1987). However, Feuerstein's views differ from behaviourism because unlike behaviourists, he focuses on preparing the learners to learn both independently and co-operatively. The views summarised above provide a view of learning as arising from interaction with others since no learning can take place in isolation.

One of the most well known supporters of social constructivist view, Dewey proposes that there should be a social order in the structure that allows maximum self-development for all individuals. According to his theory, such a structure enhances free exchange of ideas which leads to each person's development of capacity which eventually contribute to the direction of the society. Thus, each individual contributes to the common welfare of the society, and the best approximation to this ideal can be found in democracy. Consistent with instrumentalism, he claims that we should rethink and rework our democratic institutions because democracies too, in his opinion, should be changed according to the ever-changing world. In fact, Dewey was best known for his ideas in education. He proposes that the aim of education should not be to convey information but to develop critical methods of thought. He sees education as future oriented, and the future is uncertain, thus individuals should acquire the ability to deal with the unexpected and problematic dimensions of the future. Past should not be valued for the sake of valuing the past but it should guide individuals for the future. Only, then individuals can contribute to their society effectively and responsibly (in Delaney, 1995).

Likewise, Vygotsky and Piaget's theories about adult development are related to reflective thinking and a cognitive developmental framework for

guiding reflection and social role taking. These theories represent deliberate professional and psychological development interventions in teacher education. In addition, they may be considered as the first attempts to a systematic assessment of a theory-and research- based approach to guide reflective dialogue while professional educators engage in significant leadership roles. By means of interventions, developing more thoughtful, principled and flexible dispositions on teaching, and promote acquisition of skills in educators' roles as mentors, teachers and supervisors (Reiman, 1998).

When we take the above-mentioned views into consideration, a social constructivist model for teaching appears to take the context, the teacher, the learner, and the task into account. Supervisors (the "expected" mediators of the teaching practice period), the context (practice schools), the interaction (between them and the student-teachers), and the task (the practice session), seem to match with the social constructivist view to learning. Thus, in the study, the issues were looked into from this perspective.

2.2 The Definition of Supervision

Supervision is a term defined by many scholars, and the definitions seem to attribute various meanings to it. For example, Webster's dictionary defines supervision as a process of critical watching and directing activity or a course of action. Similarly, in Richards et al., (1992: 365) supervision is defined as "monitoring and evaluation of student-teacher's teaching performance by a supervisor". Stones (1984) writes on how the definition

varies in Britain and in the United States although the word is the same. In Britain, for example, the word supervision refers to activities of staff of training institutions in relation to students on initial teacher training. On the other hand, in the United States supervision means activities of parapedagogical corps of people in a super-ordinate relationship with practising teachers at schools, and also refers to the activity cognate to British conceptions. What is commonly found in most definitions about supervision in teacher training is that they imply it is a task assigned to classroom teachers to influence student- teachers' classroom behaviours and to foster the selection, development, use and evaluation of good instructional approaches and materials.

Supervisors by definition hold an advantage of power over supervisees. They are in a position to maintain trust, and are expected to act in the interest of the supervisee's welfare. They should have no more supervisees than they can handle preferably three at a time, in order to be effective in their work (Harrar,VandeCreek and Knapp, 1990). Furthermore, they are expected to provide the supervisees with timely feedback, to give the supervisees the chance to remedy if their practices are at an unsatisfactory level. In addition to these, their job involves providing constructive consultations, dealing with the supervisees' progress and problems, suggesting alternatives when necessary for further practices, making evaluations on the supervisees' performance, among others.

The primary duties of a supervisor include facilitating the pre-service teacher in goal setting and expectations (Zahorick in Sunal, nd).

The supervisor also assists the pre-service teacher in adjusting to the classroom setting, s/he provides feedback and evaluation for positive teacher behaviours. Furthermore, s/he gives constructive criticism through observational techniques, s/he offers suggestions for the improvement of them, creates an awareness of the pre-service teacher's instructional behaviours. S/he is supposed to be a support, coach, and confidant in developing instructional standards, as well as dealing with the co-operating teacher. (p.5)

On the other hand, a supervisor's role is often considered as a teacher while the student-teacher is accepted as a student. The rationale behind such a conceptualisation may be due to the fact that most supervisors aim to change behaviours of student-teachers, and that as changes are learned the supervisor assumes the role of the teacher and the teacher (the student-teacher) assumes the role of a learner. However, this conceptualisation may be faulty because he claims that learning can and does arise from a multitude of relationships. Such an attitude may be an obstacle for the fruitfulness of the supervision since learners often find it hard to be docile, acceptant, and dependent. Most of the time, the student-teachers deem themselves as competent professionals and thus, the type of a relationship between the supervisor teacher and the student-teacher may lead to student-teacher's resistance to supervision. On the other hand, this is not to say that supervisors may not on occasion teach, but naturally they do teach. However, a supervisor must take great care to avoid assuming the role of the teacher very often and letting the student-teacher assume the role of student too frequently (Cogan, 1973). As a result, we may

conclude that there should be a very well estimated balance for the supervisor's attitude toward the student- teacher when dealing with him/her.

Goldhammer, Anderson, and Krajevski (1980) argue about the role of a supervisor and they quest whether a supervisor is an instructional leader, manager, administrator, or a combination of many positions. The description of a supervisor's role is not a task that can easily be accomplished. In order to come to a conclusion about the definition, they summarise the history of roles attributed to supervisors. They report that supervision today and the past involves a wide variety of activities and staff directed toward to aim of supervision: that is, to improve the instruction. However, the only duty assigned to supervisors is not to improve the instruction, and a definition emphasising only this aspect of supervision is rather a general one. A supervisor's role may differ from school system to school system, and s/he may be considered as a helping teacher, a resource teacher, instructional specialist, master teacher, co- ordinator, educational assistant, curriculum specialist, consultant, advisor, instructional assistant, assistant superintendent for curriculum or instruction, department head, director, and the like. They point out that recently, communication skills has become particularly important in supervision and interpersonal relationships, problem solving and constitution of a more relaxed and humane atmosphere have gained more importance. All these serve to make the social interaction between the supervisor and the student- teachers more fruitful and the emphasis of social constructivist view is apparent in this new trend.

2.3 Types of Supervision

Richards, Platt and Platt (1992) categorise supervision types regarding the supervisor teacher's primary role. These roles may be the evaluator of teaching performance, a facilitator, or a consultant. With respect to how a supervisor perceives this duty, s/he may point out differences between the student- teacher's teaching performance and ideal teaching behaviours, guide the student- teacher's development and offer suggestions for improvement. When the supervisor teacher assumes her/his role more as a consultant or a facilitator, then the goal is to explore the aspects of teaching through negotiation, and the supervisor encourages self-development through reflection and self-observation.

A supervisor's role varies depending on the individual student-teacher under supervision. A supervisor may need to direct or guide the teacher's teaching, offer suggestions on the best way to teach, model teaching, advise teachers and/or evaluate the teacher's teaching. The following are the methods for supervisory behaviours that may be applicable under different situations, and with different individuals (Gebhard, 1990).

2.3.1 Directive Supervision

As Gebhard (1990) puts it, at times, a supervisor may need to direct and inform the teacher, model teaching behaviours, and evaluate the teacher's mastery of defined behaviours. On the other hand, if this is adopted as the only

way to supervise by the supervisor, he argues that there will at least be three problems with this directive way of supervision. This is related initially with how "good teaching" is defined by the supervisor. The supervisor and the student- teacher do not necessarily have to define a good teacher in the same way. The supervisor's attempts to direct the student-teacher toward his/her model for a good teacher may confuse the student- teacher. Secondly, a supervisor may be too critical as s/he and the student- teacher do not share common views. Such an attitude may lead to a feeling of defensiveness and low-self esteem on the student- teacher turning the feedback sessions into rounds of criticism and defence. In such a situation, expecting a fruitful outcome from the feedback provided would be inappropriate. The final problem with directive supervision is that sometimes it may be hard to decide on whether the supervisor or the student- teacher is going to carry the ultimate responsibility. Since the supervisor predetermines the steps to be taken in a practice session, it may be inappropriate criticise the student- teacher negatively.

2.3.2 Alternative Supervision

Alternative supervision suggests a variety of alternatives to what the teacher has done in the classroom. This may help to reduce student- teacher's anxiety as there will be a limited number of choices, and at the same time, the student- teacher will still hold the responsibility. A student- teacher should carry the responsibility because this is his/her practice session. In this respect,

alternative supervision seems to be more appropriate than a directive model for supervision. This type of a supervisory attitude may work well under conditions when the supervisor tends to create some kind of an awareness in the student-teacher's way of thinking of possible solutions for classroom related problems. When making use of this supervisory model, the supervisor teacher needs to be cautious not to impose for any of the alternatives s/he provides, but should let the student- teacher carry the responsibility for his/her own decisions.

2.3.3 Collaborative (Clinical) Supervision

> The general aim of clinical supervision is instructional improvement through a process of collegial observation and focused feedback in relation to improving a teacher's teaching practice. The different clinical supervision models include the planning of a lesson, establishment of the focus of the observation through negotiation between the teacher and the supervisor, a focused observation period, an analysis and feedback conference, and the development of the plans for changing some parts of the teacher's practice. This cycle is then repeated. (Hall, 1983: 56)

In collaborative or, in other words, clinical supervision the supervisor works with the student- teachers but does not direct them. Both the supervisor and the student- teacher share the responsibility for all decisions. Cogan (1973) and his associates who were concerned to find a way which theory could emerge from practice also advocate such a model. Clinical supervision - as they coined the term- may be taken as a rejection to the "applied science" model and an acceptance to the "reflective model" of professional development. Cogan draws a distinction between general and clinical supervision. As he points out, the term "general supervision" refers to the administrative aspects of supervision, or "out of class" supervision. This type of supervision, thus, is more related with issues such as curriculum, syllabus, and the overall structure of education both within and outside the school. In clinical supervision, on the other hand, the main issues concerned are the ones related with what goes on in the classroom. Sergiovanni and Starratt point out that these two areas of supervision are independent. In clinical supervision, unlike general supervision, the student- teacher and the supervisor work together, they pose a hypothesis experiment and implement strategies for the problem under consideration (in Wallace 1991, p. 108).

As Wallace defines it, clinical supervision is a particular mode of training, a face-to-face interaction between a supervisor and a teacher, with reference to some form of observed classroom teaching, and the aim is to promote interaction, discussion, and analysis with a view to professional development.

In Gaies and Bowers' (1990) views, clinical supervision is an ongoing process of teacher development, and they base this process on direct observation of classroom teaching performance. They point out that this cyclic process has three stages: pre-observation, observation, and post-observation. In pre-observation stage, the observer and the teacher (in our case the supervisor and the student- teacher) come together to discuss the aspects to be considered, the rationale and the implementation of the steps to be taken in the session. During the observation, the observer takes notes on the session and in the post- observation phase the two parties discuss about the observed session. This process may help both the observers and the teachers to construe over their personal theories, reflect in and on action, and question their ways of teaching. Seminars, workshops, summer programmes, professional meetings, and journals are also other forms of in-service development and support and they reach teachers economically and effectively. However, they are generally "selected and developed for uniform dissemination without serious consideration of the ... needs of individual teachers" (in Gaies and Bowers Sergiovanni and Starratt 1983, p.169). In contrast to other forms of development and support, clinical supervision aims at promoting more effective teaching, taking the needs and the problems of individual teachers into account.

Paker (1996) studied clinical supervision, the effects and implications for teacher development and student achievement in preparatory English classes. He reports that clinical supervision procedures firstly led the participating teachers to become more analytical towards their own

instructions, second a ground on which teachers could discuss the issues related with their instruction was provided. Moreover, clinical supervision created self-responsibility, self-confidence and awareness in teachers as they have learnt to ask questions to themselves regarding their classroom practices, as well as preparation and implementation of the lesson. Clinical supervision, as Paker points out, also helps the teachers revise their strategies in teaching, classroom management strategies and their roles as a teacher. On the other hand, the students of the participating teachers also appeared to have more successful exam results, which may be considered as a sign of contribution of clinical supervision to students' exam performance.

2.3.4 Non-Directive Supervision

Another method Gebhard defines is non-directive supervision. The supervisor listens and demonstrates that s/he understands what the student-teacher has told or done in the classroom without directing him/her. To do that, a supervisor teacher may need the qualities of a good listener. Avoiding comments on what the student- teacher had done in the session may, at times, be hard for the supervisor. However, the supervisor is expected to provide an understanding for the rationale behind the student- teacher's way of dealing with that specific session and vocabulary used by the student- teacher. A supervisor who chooses such an approach for supervision should be aware that s/he may be criticised by the student-teachers who feel the need to be directed as they feel that they are not yet experienced enough to conduct a lesson on

their own. Student- teachers from different cultural and educational backgrounds will react differently to such an approach. Students who have had a kind of training which rote learning and memorisation were valued may under-evaluate non-directive supervision since they are not used to think critically and be creative. Another factor that supervisor teachers should bear in mind is that the very same student may react to the same approach for supervision differently, depending on the student- teacher's individual needs in specific situations.

2.3.5 Creative Supervision

Creative supervision encourages freedom and creativity as this model allows for a combination of models and a combination of supervisory behaviours. With this model, it is also possible to shift supervisory responsibilities from the supervisor to other sources such as supervisory experts or special consultants. Student- teachers may not favour such a model because they are observed, criticised, and evaluated by a total stranger. These may lead to a feeling of loneliness. As well as the above- mentioned varieties, in creative supervision, models reflecting insights from other fields are applicable.

2.3.6 Self- Help Explorative Supervision

An extension of creative supervision is self-help explorative supervision. This model emerged from Fansellow's (1990) efforts to create awareness in teachers' teaching through observation and exploration. In this model, the supervisors are called as visiting teachers rather than helpers since they are more experienced and supposed to be willing to learn more about their own teaching. The aim here for both the supervisors and the student- teachers is to gain awareness of teaching behaviours and their consequences, and generating alternative ways to teach. Fansellow's aim of supervision and observation is different from the ones that are often practised and described in literature. He emphasises the importance of one's seeing his/her teaching differently. He makes a distinction between observing to explore and observing to evaluate. Observing to explore is a process; observing to evaluate is providing a product. He criticises prescriptions because when we stop exploration, these may lead to a kind of inferior position, and may easily develop the "ours is not to wonder" syndrome.

Freeman (1982) summarises the three approaches to observation. These are the supervisory approach, the alternatives approach and the non-directive approach. These approaches are in line with some of Gebhard's (1990) categorisation of types of supervision. In supervisory approach, a supervisor or an administrator visits the class, observes the lesson and then talks about what s/he has seen. The observer comments on the weaknesses and the strengths of

the lesson and the teacher's performance. Furthermore, s/he may make suggestions for changes and improvements for example on the lesson plan, curriculum sequence, and the like. The assumption in this approach to classroom observation is that the class ought to be conducted in a certain way. The observer concentrates on the components of specified method and comment on how well they were achieved. If the standards were clearly understood by both the observer and the teacher observed then the risk of destructive or arbitrary evaluations is eliminated. That is, a certain security for both parties has been set as what is expected is already made clear to these people. Supervisors who adopt such an approach to observe teachers should not disregard that not only the shortcomings of the teacher's performance be emphasised, but also remarking on the positive aspect is of great importance.

A supervisor who uses the alternatives approach for observation, has a different role from a supervisor who makes use of supervisory approach. The supervisor suggests a variety of alternatives to what s/he has seen in the class. Not favouring any of the alternatives and being judgmental are two of the things the supervisor should avoid doing. The observer or the supervisor tries to present challenges in a nonevaluative manner to lead the teacher to think critically and broaden the scope of the thing s/he will be doing in the classroom setting. This approach may work well only if the observer can manage a minimally threatening middle ground to have the teacher to lower his/her defences and feel free to give the alternatives to be thought. In fact, such an approach may frustrate the teacher who feels the need to be directed as an inexperienced teacher. However, the feeling is soon overcome, and leads to

critical thinking, self- evaluation and consequently, long-term professional development.

When we look at the non-directive approach, we see that the role of the observer is to establish a supportive relationship with the teacher. The objective of this approach is not to evaluate or judge but to understand (Curran, in Freeman 1982:24). Three stages are mentioned regarding this approach. In the first stage, the observer rephrases or counsels the teacher's responses and tries to fully understand what s/he is saying. In the second stage, the observer relates the teacher's comments with what has been observed in the class. The discrepancies or inconsistencies are not pointed out in order not to spoil the quality of the relationship established between the observer and the teacher. In the third stage, the observer shifts from his/her role as an understander and starts commenting and offering suggestions from his/her own personal experiences. The observer at this stage must take great care to avoid sounding prescriptive and giving advice.

Drawing on the above- proposed models for supervision, we may conclude that the choice for supervision and supervisory behaviours should not be limited to a specific model. Each supervisor has to discover the best way to supervise for each student- teacher and under each situation and should take action accordingly. Teaching involves the interaction between at least two people, the teacher and the learner, and the relationship between the parties is of extreme importance in order for the outcome to be more fruitful.

Teaching is a "helping profession" and it depends on the relationship between the teacher and the learner. Thus, determining which forms of help,

the particular context in which the help is offered, and the interaction between the student- teacher and the supervisor appears to be very important. The basic assumption that you can teach someone to teach conflicts with self-help view, and in fact, student-learners are capable of learning to describe, diagnose, and alter their own practice (Freeman, 1990). Consequently, the two views assign different roles to the supervisors.

2.4 Supervision: From the Relationship Point of View

When we take the issue from the relationship point of view, we come across Cogan's (1973) classification of supervision types regarding the relationship between the supervisor and the student- teacher. He writes about the Superior- Subordinate relationship. As he claims, in schools and universities we generally observe the existence of a superior- subordinate relationship between the two parties emerging from institutional hierarchies. He further claims that in education supervision is generally regarded as a superior attempting to help a subordinate, and even though it is not put into words, the situation is clearly and powerfully expressed in action. In such a circumstance, the subordinate carries no responsibility while the superior is responsible for everything.

He looks through the matter from the Teacher- Student relationship aspect. As he puts it, a supervisor is often considered as the teacher and the teacher is accepted as the student. Student- teachers who do not wish to be

treated like a student while they deem themselves as competent teachers may already object to such a relationship.

The relationship between a supervisor and a student- teacher may carry features of a Counsellor- Client relationship. Recently, supervisors have been attracted by the techniques of Carl Roger's Rogerian client- centred therapy. For Rogers, "experience is the primary source of learning, highest authority, the touchstone of validity" (in Freeman, 1982: 24). He (n.d.) claims that empathy alone is healing and the foundation of his therapy is empathy. A client-centred therapist strives to establish a climate of empathy, unconditional positive regard, and acceptance. The client is accepted as where s/he is at the moment, and the therapist considers diagnosis and treatment planning to be less important than being supportive toward the client. A Rogerian client- centred therapist act as an understanding listener, and provide advice and alternate interpretations to past event only when asked. Dussault has made an analysis of utility of Rogerian therapy for a theory of supervision (in Cogan, 1973). His findings reveal some similarities and differences between his theory of supervision and client- centred therapy. He borrowed some constructs such as experience, awareness, self, congruence, and contact, as well as positive regard, conditions of worth, and empathy from client- centred therapy. However, his work has received strong criticisms as Rogerian therapy is designed to help realise changes in the personality, and the therapy deals with self in the profoundest sense. Dessault, who appears to be in favour of clinical supervision, has been criticised for conflicting with himself while proposing such a theory for supervision. Since clinical supervisor is not expected to offer

such a treatment, and as clinical supervision is considered as neither counselling nor therapy, Dessaults' theory have not added much to the area of supervision.

University supervisors are generally asked to evaluate the student-teachers' performances. Supervisors may do this in different ways. They may either make use of a rating instrument or take the individual teacher as, in Cogan's words, a "frame of reference". While doing this, the supervisor has to estimate the teacher's capacity and rate him/her on the extent to which s/he realises such abilities. Cogan deems evaluation as an almost ineradicable human tendency, and he argues that even if the evaluation is made to serve the teacher's professional needs, it may not be separated from normative judgement about teaching in general. A student- teacher who sees the supervisor as someone who can and does make evaluations about his/her performance may find the situation painful even though the criticism s/he receives is kept between the student- teacher and the supervisor. Thus, when we consider the relationship from the "supervisor as an evaluator" perspective, we inevitably come across the threads of a Rater- Ratee relationship, which at least in the beginning of the programme threaten the quality of the outcome.

Supervision and social work are referred to as helping professions. Cogan cites Nylen who defines the uses of the term "help".

> A supervisor talks with a subordinate to help him improve his performance. A teacher instructs and guides the pupil. A friend counsels his companion. Some call it counselling.

> Others use terms such as teaching, guiding, training, or education. Whatever the term is used, there is one common element one individual is trying to help another. (p. 65)

He makes a list of key conditions to maintain a positive helping relationship that acts to influence the individual to change his/her behaviour. These are trust, openness, willingness to listen, non- judgmental manner, and support, among others. In such a relationship, the helper may get so much satisfaction that s/he may not stop talking in order to be more beneficial to the *helpee*. Whatever term you use in such a circumstance, each party is attributed a different role. These are the one who is able to provide help for the good of the other and the one who is in need of help to improve and change positively. Nylen makes an inventory of the pitfalls of a relationship of this kind. As he writes, some helpers feel so fond of giving advice that they may fail to check the relevance of their advice. The helper may not realise that the helpee may deem him/herself as having no faults, and that s/he believes there is someone else to blame for the problems that occur. In order to maintain a good relationship, the helper may over-praise the helpee, which may make it hard to talk about the realities of the situation. On the other hand, the helpee may not be willing to relish exposing his problems, as the more helpless and inadequate a person feels, the more afraid s/he feels of the opinions of the others. Furthermore, people who receive help from others may become dependant.

The helpee may set up self- defence mechanisms such as rationalisation, projection, logic- tight thinking, repression, and withdrawal.

Although such a base for a relationship is criticised, the role of help between a supervisor and a student- teacher can not be completely denied. This is a kind of help offered to the student- teacher by the supervisor and help offered by the student- teacher to the supervisor. However, helping relationship should under no circumstances be the principle dimension.

2.5 Supervision from the Supervisor's Point of View

Throughout the teaching practice period, supervisors have a wide range of responsibilities, and there are different aspects investigated and commented on by different people in the field of teacher training.

According to Wajnyrb (1994) as a teacher trainer the most difficult aspect in her job is giving feedback after an observed lesson. She comments that the level of this difficulty does not vary depending on the teacher's experience. The teacher may be in training; s/he may be inexperienced, or very experienced, still giving feedback is difficult. The aim of the observation does not play a role for reducing this difficulty. The observation may be for assessment or for professional development and reflection, it is the same. The time of the feedback, an immediate or a delayed one, does not help to reduce the difficulty. Depending on her research results, she provides a framework for feedback in terms of maximised benefits of the time spent. Her framework consists of five steps:

1. Negotiation: What she means with negotiation is the agreed time allocation between the two participants, setting the agenda on how to proceed together. She points out that personality factors play a very important role at this stage.
2. Climate setting: She emphasises the need for setting a positive climate and comments that the choice of the words to start the communication should be very carefully decided on.
3. Review and problem solving: At this stage, the supervisor should not try to impose on the trainee. On the contrary, s/he should focus on elicitation gently leading the trainee toward the key points.
4. Goal setting and closure: It is, as she claims, of vital importance to make the trainees feel they have benefited from the supervisory feedback session. If both parties can fill in their own self evaluation reports, or complete a diary or journal, they may check more easily whether the supervisor's goals are the trainee's goals or not.
5. Reflection: Trainers need to reflect on the experiences they had regarding the processes they go through. At this stage, if the trainee keeps a record of the feedback, s/he will have the chance for reflection in a more concrete manner. Then s/he does not need to worry about things such as whether s/he was able to convey her ideas appropriately to his/her supervisor, or how the feedback went. (p.17)

When we consider psychologists, the professional supervisors, we see that they are in a position to supervise people and some criteria for that have already been set for them by means of ethical and legal principles. Harrar, VandeCreek and Knapp (1990) write about the qualifications of a supervisor. Psychologists recognise the boundaries of their competence and the limitation of their techniques. What they do is to provide services and use the techniques for which they are qualified by training and experience. That is to say, unlike supervisor teachers, psychologists receive training on how to supervise and go through certain experiences until they are mature enough professionally to supervise others. In addition to reading about how to supervise, and building up on their experiences, they receive didactic instruction with training to meet the spirit of supervision.

This, however, is not the case with supervisor teachers. Stones (1984) writes about the problematic issues about supervision on behalf of the supervisor teachers. Teachers assigned as supervisors of practical teaching in fact are not people who had been educated for such a purpose. The only experience the supervisors have about the duty of supervision is the period they had been exposed to supervision as student- teachers. However, supervising and being supervised are unlikely to be the same thing, and this previous experience does not mean that they are also competent as supervisors. Stones' views echo in Harrar et al.'s where they quote Principle 2 of the American Psychological Association. This principle suggests that reading about how to supervise, or relying on the past personal experiences as a supervisee may not

be sufficient to become a supervisor. Stones claims that in many institutions concerned with teacher preparation, there is no awareness that problems exist in the field of supervision. He further claims that in the education institutions experiencing fewer problems within this framework, in fact, do not concern themselves with prevalent policies of staff recruitment and training. There the staff is recruited according to the strength of their subject knowledge, or they are experts on educational studies. Consequently, they do not need to know about or are familiar with pedagogy in order for the supervisor teachers to under-evaluate the importance of supervision. They may even be in such a situation that they may not decide on what steps to take to effectively supervise the supervisees. However, personal and interpersonal issues also seem to have an extreme importance on the fruitfulness of supervision.

Milne (1989) cites Nitson (1980) where he suggests that:

> the relationship between the supervisor and the trainee is like a 'spontaneous combustion' (p.344),of such personal issues as rivalry, inferiority, sensitivity to criticism, vulnerability, fears and anxieties. (p. 353)

Self-awareness, personal knowledge and experience, creativity, curiosity, confidence, personal status, appearance, and general self-presentation, prejudices, attitudes, values, motivation, and social skills are the other factors that may influence the quality of the relationship between the supervisor and the trainee.

He points out that the supervisor's adopted learning model, trainee and the training course, clearly have a major influence on the personal issues, to which in fact, is paid little regard. He refers to the four-page document prepared by The British Psychology Society to guide supervisors on clinical supervision and states that the document includes only two references to personal issues. As he informs, in relationship issues, under section 12, it is said that:

> "Supervisors...should ...be sensitive to any personal issues that arise for the trainee in relation to his patients and be prepared to raise these issues for discussion in a supportive way when they are considered to effect the trainee's work. (p. 3)

In the second reference (p.4; 14d.), it is stated that supervisors may have personal feelings, positive and negative, about trainees. According to the guideline, these feelings should be set aside in making evaluations. Similarly, supervisor teachers are also expected to do so while they are dealing with the training and the evaluation of their student- teachers. Without a professional training, the extent to which they may be able to perform their duties as supervisors may raise a question. Milne cites Gardner (1980) who emphasises that "the atmosphere of supervision sessions should resemble the atmosphere of psychotherapy... an ideal condition for learning"(p.355). His view implies the need for the supervisors to be familiar with pedagogy, to some extent, and

psychology to be able to perform their jobs more professionally, and with more awareness.

Supervisors may face instances when they can not act as effectively as the model of supervision model they adopt means to be. Ellis (1991) reports the results of a study conducted to reveal the critical incidents in clinical supervision and supervisor supervision. He adapted and used Critical Incidents Questionnaire. (CIQ by Heppner and Roehlke, 1984) The participants of the study were 18 counselling psychology doctoral students, nine of whom were counsellors while the other nine were supervisors. He asked the participants to describe the critical incidents within the supervision process that resulted in change in their effectiveness as counsellors. The participants were asked to describe briefly any critical incidents in their most recent supervision sessions, what made the incident critical for them, and at what point of the session the incident occurred. The frequency of the issues regarding critical incidents appeared to be as follows: relationship, competence, emotional awareness, purpose and direction, autonomy, personal, individual differences, professional ethics, motivation, identity. He states that the study awaits to be replicated and the results be verified by other resembling studies, and he further states that distilling the essential variables and components of supervision seem to be an area of extreme importance for the researchers. In order to deal with the above-mentioned critical incidents supervisor teachers may need to be familiar with psychology to act more effectively as supervisors. His views echo in Stones' claims while criticising the supervisory system in the United Kingdom.

2.6 Supervision from the Student- Teacher's Point of View

For a student-teacher the teaching practice period may mean the climax of his/her story in the department. S/he demonstrates what s/he has learnt so far in terms of teaching, s/he is observed, criticised, given evaluations, and provided with feedback by her/his supervisor and mentor. This seems to be a very emotional stage for both the supervisors and the student-teachers. Factors that facilitate or inhibit the positive outcome of the period regarding supervisory feedback seems to be worth investigating. During the teaching practice period, student- teachers are in a position to perform a lot of tasks at the same time. They try to get accustomed to the ecological conditions of the schools they are assigned to, please their mentors and supervisors with the lessons they plan and conduct, provide a theoretical rationale for what they have done or going to do in the lessons. In addition to these, they also try to teach the students in his/her class. They try to keep the balance between what the supervisor and the mentors expect from him/her, deal with the anxiety of being observed, criticised, and evaluated, among others.

> Teacher anxiety is a momentary situational characteristic of teaching. It is an emotional constitution that may change in intensity and may disappear with increasing experience. The emotional constitution of teacher anxiety is connected with everything that is related to the

> activities as a teacher, in the classroom as well as in other activities in school.
> (Coates and Thoresen in Buitink and Kemme 1986:77)

In addition, student-teachers are most of the time confused about their responsibilities and limits during practicum. They may not benefit from this period as much as expected due to inhibiting feelings. Korthagen (1998) writes about the problem:

> Student-teachers often see practice teaching as unrealistic; they feel like guests in the domain of their supervising teachers and have little opportunity to develop their own teaching style. (p. 35)

The above-mentioned feelings may derive from the fact that pre-service teachers already have prior knowledge about teaching and learning and this knowledge may show differences from the theories and ideas they are presented in their education courses (Holt and Reynolds, 1992 in Glennon and Stevens 1999: 741). In fact, pre-service teachers bring a wealth of knowledge about the issue to their education courses. This serves as a base for what constitutes "good teaching" and their evaluations depend on this knowledge. Glennon and Stevens report the results of research on student- teachers. For example, the studies conducted by Wubbels, Korthagen and Brockman, 1991; Calderhead and Robson, 1991, demonstrate that student- teachers think of

teaching as telling and learning as memorisation. The results of Jones and Vesilind's (1995) study indicate that student- teachers tend to think of classroom management as controlling the students. The partial findings of Glennon-Salisbury, and Stevens's (1999) study reveal that the majority of their participaing student-teachers hold the belief that small gifts such as candies, stickers or free time motivate young learners. Student-teachers who start practice teaching with such preconceptions may not decide whether they should conduct their lessons according to what they believe or they should consider their mentors' or the supervisors' views to teaching.

Parallel to the above-mentioned views, Fish (1989) agrees that the student-teachers' job is not an easy job to do, and normally there may be some dilemmas. A student- teacher may be caught up between conflicting views on how to keep the mentor's class satisfied on a daily basis while pleasing the supervisor who weekly assesses his/her performance. S/he may feel hesitant between the views that observing a master teacher and practising what s/he learns from the mentor will lead her/him to become automatic in good teaching with time and the requirements of the college, and reflect upon her/his work. S/he may feel that there is more about teaching than is seen on the surface but, on the other hand, her final mark depends on her/his superficial performance in the lessons s/he is observed. S/he is encouraged to use problem-solving and experiential learning techniques with students in the class, however s/he may find out that the teachers or mentors seem to be more consistent with traditional transmission methods. S/he is taught that a teacher's role is much

wider than merely that of a classroom teacher, but the assessment is made on the basis of her/his performance within the few lessons s/he conducts during the teaching practice. All these lead to student- teachers to feel perplexed during the period. In addition to the above- mentioned problems, a student-teacher has to maintain a good relationship with the supervisor teacher, the mentor, and the students in the class s/he is teaching. This may be hard to do at times, and this may lead the student- teacher to display lessons and behaviours. When this is the case, teaching practice period seems far from being fruitful and beneficial on bēhalf of the student- teachers. The student-teachers may also be positively influenced by any of the supervising parties as well as their own personal experiences. For example, in a study by Ulla and Mannisto (2000), an answer to by whom the student-teachers were influenced during the practicum was sought. Sixteen vocational student- teachers were asked to keep journals during their teaching practice. In the journals, the participants were required to write how and who they were influenced by throughout the period. The study findings indicated that the quality of the interaction between the parties played an important role on the student-teachers' change.

CHAPTER 3

METHOD

3.1. Introduction

This chapter presents information about the research, instruments, and procedures used for the elicitation of the participants' views on the research questions: selection of participants, the research procedures, data collection, and the methods for data analysis. The main issues to be investigated in this study are:

The ways the teachers perceive effective supervision,

Whether or not they can put their espoused theories into practice,

How and under what circumstances there is consistency in the supervisors' espoused theories and theories in action

How the student-teachers perceive their supervisors' feedback and what kind of an influence do they have on their change, if any,

Whether or not the peers, mentors and the practice schools have some form an influence on the student- teachers,

Whether or not a change can be detected in the student- teachers' preconceptions regarding effective teaching at the end of the teaching practice period, and

finally, both the supervisors' and the student- teachers' views on how to achieve a more fruitful teaching practice period.

3.2. The Participants of the Study

The research conducted is a qualitative one. The aim here is to focus on the naturally occurring events within the limits of their natural environment, providing the readers with a general picture of what real life is like in this particular setting. Unlike quantitative type of research, the study was conducted with a relatively small group of participants; however, the matters were looked into with an in-depth perspective. Two parties of people participated in the study:

The first party consisted of six of the supervisor teachers of the ELT department of Çukurova University, Adana. In the selection of the participating teachers, a stratified random sampling technique was used. That is, in the selection of the participating supervisor teachers, the teachers of the department were divided into two categories in order to represent the teacher population assigned as supervisors. The first group of teachers consisted of instructors who taught methodology classes and held doctorate degrees in this area. Such a classification was made since supervision seems to require more concern with methodological issues. The second group of teachers consisted of

experienced instructors either without doctorate degrees or still conducting their doctorate studies. A randomly selected member of each group was assigned to work in schools.

The ecological conditions of the schools may have various impacts on the student- teachers' performance during the teaching practice (Zeichner, Tabachnick and Densmore, 1987). It is evident that when we train teachers making use of teaching skills through micro-teaching and other systematic procedures, teachers' performance and their continued use of skills outside the laboratory is dependent on the ecological conditions of the classrooms. They can make use of the taught skills in the classes only when the conditions of the classrooms are conductive to the use of these skills. Copeland's work suggests that the impact of education courses can not be assessed without taking these ecological conditions into account. (in Zeichner et al., p.26) Considering the above-mentioned views, in order to eliminate the probable contaminating factor of ecological differences in the schools, three types of schools involved in this study (totally 3 schools). The first type of school was a state high school (Erkek Lisesi - Super High School). The second type was a private high school (Gönen Lisesi), and the last type of the schools considered had an Anadolu high school status (Kurttepe Anadolu Lisesi). In the end, for each school, one representative sample for methodology teachers with doctorate degrees, and one representative for experienced teachers without a doctorate degree were selected to participate (totally 6 teachers). With such an organisation, the impact of different schools and supervising teachers attempted to be considered, and their possible influences on the study were

eliminated. In the study, the age and sex of the participating teachers were not taken into consideration in order to represent the characteristics of the population.

The second party to take part in the study was 15 of the 4th grade student-teachers for whom the above mentioned supervisors were responsible. As they had been selected randomly, the characteristics of the population such as age sex, marital status, ability level, socio-economic status, geographic region were represented in the study.

In order to establish and maintain a sense of trustworthiness between the researcher and the participants of this study, all the supervisors and the student- teachers were kept anonymous. They were given numbers, and even their sexes were not revealed. The only exception to this was the researcher herself, who at the same time was one of the participants of the study. Such an approach enabled the researcher both to let especially the participating student-teachers to feel themselves freer to share their feelings and opinions with the researcher and to include a personal reflection section in the study.

3.3 Research Design

In the study, the supervisor teachers' views on effective supervisory feedback were elicited by means of rep-grid technique. The feedback sessions of participating teachers with the student-teachers they were responsible for, (totally 15 student-teachers) were recorded. The teachers were not asked to do anything special for the sake of the research such as providing the student-

teachers with pre or post feedback, on the contrary, the way they handle this task was followed and observed. Not requiring the supervisor teachers to act uniformly enabled the researcher to investigate whether or not their supervisory behaviours were in agreement with the views they held regarding effective supervisory feedback, and how these behaviours varied, if any, with different students. Using stimulated recall technique, the teachers were interviewed regarding the feedback they provided in order to find out whether and to what extent their constructs were concretely observable during their sessions.

Stimulated recall is designed to get teachers to reflect on their teaching to come to conclusions, and this way, they may make generalisations about teaching and learning that take place in the classroom (Nunan, 1989). In this technique, the participant listens to the recorded audiotape or views the videotape. While doing that, the participant describes what s/he is doing and why. A transcript of the lesson can also be accompanied with the recordings. Nunan gives an example for the procedure where he first makes use of the video recording of an observed lesson, and then the audio recording of the commentaries of the teacher with whom he watches the videotape. He transcribes both tapes after the data collection. He points out that the teacher's commentary on the recorded instances make the obtained data richer, bring insight to what really is happening, and thus, interpretation is much easier.

In this study, stimulated recall technique was used in order to gain insight about the feedback sessions. The supervisor teachers were asked to provide the researcher with recordings of the feedback sessions they had with each of the student-teachers. These recordings were then used for the

interviews with the supervisor teachers where they were asked to comment on the instances they provided feedback to the their student- teachers. The researcher and some of the supervisors listened to the recordings together at the end of the teaching practice period. Some other supervisors stated that they could comment on the way they supervise their students as they have somewhat a systematic procedure they applied during their feedback sessions. With these supervisors, their rep-grids and the researcher's observation notes as well as the supervisors' own observation notes were made use of to go back to the instances that seemed worth discussing to contribute to the data. The supervisors were asked to comment on the way that they provided feedback and on the student- teachers' reactions to the feedback.

The recordings of these sessions were also used to find out whether or not the student- teachers planned and conducted their following lessons parallel to the feedback they received. In order to achieve this goal, the participating student- teachers' teaching practice sessions were observed together with the supervisor teachers after the researcher listened to the recordings of the feedback sessions.

On the other hand, the student-teachers were asked to fill in a feedback form provided by the researcher (See Appendix A). In this form, the student-teachers were required to write about what they learnt in each of the feedback sessions, how they would put the things they learnt through the feedback session into practice and their contradictions with the provided feedback, if any. In addition, in the forms the student- teachers commented on

the effectiveness of the feedback sessions and they further made suggestions to improve the outcomes of the sessions.

The recordings of the feedback sessions, the contact summary sheets (see Appendix C) filled by the researcher during each contact with the participants, the repertory-grids (see Appendix B) and the feedback forms (see Appendix A) filled by the student-teachers after each feedback session were also used for the student-teachers' interviews.

In Table 3.1 the procedures to be followed and the rationale behind them are displayed.

Table 3.1 The procedures followed in the study.

The Aim	Research question	Data collection	Instrument	S	T	Data analysis
Eliciting supervisors' constructs on effective supervisory feedback	How do supervisors of ELT Dep./Ç.U. perceive effective supervisory feedback?	*Elicitation of supervisors' constructs	1.Rep-grid		*	Focus analysis Content analysis
To find out if supervisors put their espoused theories into practice	Can the teachers put their espoused theories into practice?	* Understanding under what circumstances teachers were able to put their espoused theories into action.	1.Interviews 2.audio-recordings of feedback sessions 3.stimulated recall		*	Content Analysis
To find out how & to what extent feedback influences student-teachers	What are the consequences of feedback on student-teachers?	*Finding out the influence of feedback on the student-teachers.	1.Observations 2.feedback sessions 3.Rep-grids 4.feedback forms	*		Content Analysis
To see if the influence of feedback lead to a change in student-teachers	Whether they change regarding the feedback they get	*Finding evidence of change in the student-teachers.	1.Interviews 2.Audio-recordings of feedback sessions 3.stimulated recall 4. rep-grids	*		Content Analysis Exchange Analysis

Prior to the above mentioned procedures in order to find out about the student-teachers' perceptions about effective teaching, repertory-grids were

used to elicit their constructs. The analysis of the grids was expected to give us an idea of the student-teachers' already existing theories about the issue. The participating student-teachers were asked to fill in new repertory-grids on the same issue at the end of their teaching practice. The grids were analysed by means of focus, content, and exchange and finally socio analyses. The difference between the two grids was expected to demonstrate whether or not the student- teachers changed, if any, regarding content and structure. In order to find out what led the student-teachers to change, during the follow up interviews made and they were asked what and/or who, as they believed, played a role on their change. (i.e. peers, supervisory feedback, personal experiences, mentors, the school environment or else.)

In addition to the above mentioned procedures, the researcher herself also made use of contact summary sheets for each of the contact realised with any of the participants and events. In this form, the researcher indicated:

1. the date and the type of the contact,
2. with whom the contact was,
3. the main issues and themes (salient, interesting, illuminating, or important issues as well) that struck the researcher in that contact,
4. the summary of the information got through this contact,
5. what new or remaining questions the researcher has regarding the next contact with the same site. (Adapted from Miles & Huberman, 1994)

The researcher, while interpreting the data, referred to these forms in order to bring interpretations to the interviews, the observation notes and the recordings more lively with the immediate feelings of the researcher. Furthermore, these forms to some extent were expected to help to set the routes for the next contact.

3.4 Data Collection

In this study, data were collected from two parties. The first party was the 6 supervisor teachers of the ELT Department of Çukurova University. The second party from which the data were collected was the fifteen fourth grade student-teachers of the same department.

3.4.1 Instruments

The instruments that were used for data collection in this study were Repertory-Grids, the recordings of the feedback sessions, classroom observations, interviews with the supervisor teachers, student-teachers' feedback forms, and finally, interviews with the student-teachers.

3.4.1. 1 Repertory –Grids

In the study, Repertory-Grids were used to elicit the supervisor teachers' constructs on effective supervision. The participating supervisor

teachers were the teaching staff of the ELT Department of the Çukurova University. The rationale behind using repertory-grids was that the technique facilitates the elicitation of the constructs and responses from participants without influencing them by means of questions, as may be the case in the interviews and questionnaires (Zuber-Skerritt, 1992, p.59). She quotes Shaw's definition of a repertory grid:

> A *repertory grid* is a two- way classification of data in which events are interlaced with abstractions in such a way as to express part of a person's system of cross-references between his *personal observations* or experience of the world (elements), and his *personal classifications* or abstractions of that experience (constructs). (p.59)

As Shaw's definition suggests, the repertory technique appears to be an effective instrument to reach people's perceptions on a particular issue without influencing them. Research into prospective teachers' cognition can be placed in the domain of teacher thinking studies (Corparaal, 1991). In such studies, the focus is the cognitive tendency and using repertory grid technique to obtain data about teacher's thinking is highly convenient for some reasons. First of all this technique contributes to the elicitation of people's thinking as neutrally as possible and it helps to understand the ways the respondent construes over the issues that are of interest to the researcher. Furthermore, Rep-grids enable the researcher to retrieve the participants' cognition through their own conceptions,

and finally it produces valid and reliable data. The elicitation of the supervisors' and the student- teachers' constructs are the major aspects of this study, and by the use of this technique, the probability of influencing the participants with interview or questionnaire questions attempted to be eliminated. Likewise,

> ...lived experiences ...can not be represented and understood by merely through an examination of responses to a Likert- type scale. ...nor is it sufficient simply to report, in descriptive terms, those experiences as reported to us by the respondents. Instead, we use our research to refine social theory rather than merely to describe social life. (Goddard and Foster, 2001; 351)

Repertory grid technique also enables us to refine our research and put forward a more objective picture than we could obtain from exploring how our participants would perceive and report to us.

As mentioned above, Repertory-grids were also used for the second party of participants, the student- teachers. By means of rep-grids, their constructs on effective pedagogic practice were elicited in the beginning of the second term, before they started observations at schools. The second application of the grids was planned to take place at the end of the observation stage and before they start practising teaching. The student- teachers were to

fill in repertory-grid forms at the end of the teaching practice period for the last time. The aim here was to identify the changes that might occur, if any, in between all the new experiences the student-teachers involved in. However, since the observations did not start at the same week for all the student-teachers at different schools, this had been impossible. At the predetermined time of the second repertory-grid administration, some of the student- teachers had already started to teach while others were still at observation stage.

Consequently, the application of the grids at this stage appeared to be inappropriate, as the experiences of the student- teachers would not be equal. It was thus decided that it would be more relevant if the student- teachers were asked to fill in the grids for the second and the last time at the end of the teaching practice.

- **Procedure**

At the beginning of the study, individual sessions with the participating supervisor teachers were held in order to inform them about the aim and the procedures involved in repertory grid elicitation. For those who were already familiar with the procedure, the sessions served to explain the aim of using this technique and the contribution of repertory grid to the general aim of the study. During these sessions, the supervisor teachers were informed that their constructs regarding effective supervision were to be elicited by means of this technique. The importance of eliciting their personal views on the issue was

emphasised and in addition, they were told that they were not expected to come up with any certain features of an effective supervisor.

- **Elicitation of Elements**

The elements and the constructs were elicited from each of the supervisors. The supervisors filled in their grids in their own time. They handed in their grids when they believed that they had no more constructs to add to their grids. When the grids were completed individual interviews were held with each of the supervisor teachers to come to a real understanding of the meanings they attached to their constructs. Thus, possible misunderstandings were also eliminated (Pope and Keen in Yumru, 2000). Moreover, additional questions regarding whether or not they were able to put their perceived effective supervisory strategies into practice, the problematic issues about the teaching practice period, possible solutions to the existing problems, among others, were asked during the interviews (see Section 4.6).

While eliciting their elements, the supervisors were asked to think about three Effective, three Typical, and three Ineffective supervisors whom they knew well. Then they were asked to write down the names of these people in the order of effectiveness. In addition, they were asked not to provide the identity of the supervisors since the main concern was not to learn about what the participating supervisors think about the other supervisor teachers. On the contrary, the focus was to elicit the participating supervisors' views on the features of effective supervisors. As the next step, they coded the supervisors

from the most to the least effective such as E1, E2, E3, and they used the same procedure for the typical and ineffective supervisors to maintain the confidentiality of the identities of the supervisors the participants were considering. The supervisors then rated each of the elements (1-5) regarding each of the constructs they provided on their grids.

- **Elicitation of Constructs**

Constructs, in this study, mean the particular features of the coded supervisors regarding effectiveness in supervision. Constructs have two opposite poles, namely, emergent and implicit constructs. That is, considering one particular feature, two similar elements constitute the emergent construct and the differing feature is the implicit construct. Both emergent and the implicit constructs have their own meanings (e.g. is not biased toward student-teachers/ has favourite student- teachers). The supervisors were asked to think about the features of the three coded supervisors and write about in what respect one of them differs from the other two. If the supervisors felt they were blocked and brought the grids back, they were provided with the triads such as T1, I3 and E2 and they were asked to think about the similar and the differing features of the supervisors they were considering. This procedure was repeated until the participant supervisors felt unable to provide any more constructs to add to their grids.

The same procedure for the repertory grids was also used with 15 student- teachers to elicit their constructs for effective teachers. However,

since all the student- teachers were totally unfamiliar with repertory grid technique, appointments were made as groups of three or four with them. The researcher assisted the student- teachers while they filled their grids in order to prevent any possible mistakes the participants might have done throughout the procedure. They were asked to think about three effective, three typical, and three ineffective teachers they knew well throughout their educational backgrounds and think about the similar and differing features of three triads to elicit their constructs. They were provided with triads until they come to a point that they felt they were thinking about the same features redundantly.

- **The Elicitation of Ratings and Rank Orders**

A five-point rating scale was used in the study for the constructs. Both the participating supervisors and the student- teachers were asked to rate each of their constructs. "1" represented the closest value to similarity pole with either a positive or a negative connotation", 3" was the average, and "5" was the closest to the contrast pole. All the participants rated each of the elements. The supervisors rated themselves as self as a supervisor and ideal self as a supervisor. On the other hand, the participating student- teachers rated themselves as self as a teacher and ideal self as a teacher.

Having completed their ratings, the participants were asked to provide the rank order for their constructs. They chose the five most important constructs, and wrote them beginning from the most important to the fifth important construct on their grids. Since the student- teachers filled repertory

grids at the beginning and at the end of the study, they were provided with new grids and were asked to fill them in. Thus, they had the chance to add or delete the constructs in their first grids. They had followed the same rating and rank ordering procedure as they had done for their grids at the beginning of the study.

3.4.1.2 The Recordings of Feedback Sessions

The recordings of the feedback sessions were another means to triangulate the data obtained from the two parties of participants. In addition, these recordings contributed to the validation of the interpretation of the data collected. The supervisors were asked to record their feedback sessions for further reference. However, the researcher did not join the feedback sessions in order not to disturb the participants with the presence of an outsider.

The recordings were used during the interviews with the supervisor teachers to find out whether their constructs were concretely observable in their feedback sessions with different student - teachers. In addition to that, the same recordings were used for the interviews with the student-teachers. The recordings were made use of, as:

> Recording the situations ... helps the researcher to go back and observe the same situations with a more critical eye and with less bias. (Ekmekci, 1997)

These recordings, enabled all three involving parties namely, the researcher, the supervisor teachers and the student- teachers to remember the times more vividly. The interpretations of the instances under question were easier to visualise in mind furthermore, with something solid in hand, misunderstandings also attempted to be avoided. What we observe in people are behaviours, and they have their perceptions that we can not observe. Different people may easily interpret the same instances differently, a procedure like recording the instances, thus, was of great help for the researcher to validate her interpretations of the observed situations.

3.4.1.3 Classroom Observations

In order to gain more accurate and deeper understanding of people's values, structures and conflicts from their actions, Ekmekçi (1999,p.30), classrooms were observed in this study. The researcher and the supervisor teachers observed the classes together; additionally, the researcher filled in contact summary sheets for further reference during the interpretations of the data collected in the lessons. The recordings of the feedback sessions were listened to before the observations, notes were taken on what the discussions between the supervisor teachers and the student-teachers were, and the following lessons were observed on the basis of the feedback provided. This enabled the researcher to find out whether or not the student-teachers take the given feedback into account while teaching. To validate the researcher's

interpretation of these instances, the student-teachers were also consulted to in the interviews.

3.4.1.4 Interviews with the Teachers

The supervisor teachers were interviewed regarding the feedback they gave to each of the participating student-teacher. The interviews were semi-structured and followed an emergent design. They were conducted by referring to the audio recordings of the feedback sessions. The supervisors were asked:

1. to elaborate on the meaning they attached to the constructs they provided in their repertory grids,
2. to comment on the rationale behind their way of giving feedback,
3. to explain the instances they believe their constructs for effective supervisory feedback does not apply,
4. to comment on the researcher's interpretation of the observed situations,
5. to suggest ways they believe to make the teaching practice period more beneficial on behalf of both themselves and the student-teachers.

The interviews helped the researcher to have a clearer understanding of the supervisors' constructs, learn about whether or not there is a consistency between the supervisors' espoused theories and theories in action during their

supervisory duties. In addition, the interviews contributed to the suggestions for the implications for a more effective model for supervision.

3.4.1.5 Student Teachers' Feedback Forms

In order to have a deeper understanding of how the feedback provided influenced the student- teachers, they were asked to fill in a feedback form after each of the feedback session (see Appendix A). In this form, they stated:

1. whether or not they found the feedback session effective,
2. what they have learnt from the feedback related with that specific session,
3. from that session on what they will do about that specific issue,
4. from that specific session on what they will not do again,
5. if they have not learnt anything new in that specific session, the reason for that,
6. what they believed could have been done for a more effective feedback session,
7. what they contradict with regarding the feedback they were provided, if any.

3.4.1.6 Interviews with Student- Teachers

The student-teachers also had semi-structured interviews regarding their repertory grids and their feedback sessions with their supervisors. In the interviews, the student-teachers were asked:

1. to comment on the meanings they attached to their constructs,
2. to comment on how each phase of the teaching practice period influenced them,
3. whether they think this period helped them in terms of becoming more effective as a teacher, and how.
4. who or what they believed to be the most influential on their more fruitful practices during this period of time. (their supervisor teachers, mentors, peers, peer observations, personal experiences, feedback provided for other friends by their supervisors, reflections, discussions, or anything/body else)
5. to what extent the feedback sessions they believed to be influential on their practices,
6. whether they changed anything according to the feedback they got,
7. problematic issues about this period and their suggestions.

The interviews with the student- teachers contributed to a deeper understanding of the student- teachers' personal theories regarding effective teaching. In addition, problematic issues as they believed, and influential people throughout the teaching practice period were revealed. Besides, the

extent to which the feedback sessions led them to change, if any, and their views on the problematic aspects of the practicum were elicited. Furthermore, the data gathered through these interviews contributed to the interpretation of the repertory grid data.

3.5 Data Analysis

The analysis technique of the present study is mainly based on the analysis of data obtained from the repertory grids (see Section 4.2), the recordings of the feedback sessions (see Section 4.4), notes on the classroom observations (see Section 4.5), the interviews with the supervisors (see Section 6), and finally, student- teachers' feedback forms (see Section 4.7).

3.5.1 Repertory Grid Data Analysis

The supervisors' and the student- teachers' Repertory grid data were analysed by means of FOCUS, ECHANGE and SOCIO analysis programme of Rep-Grid computer programme package (Rep-grid Manual, 1993). Repertory Grid data and follow-up interviews were also subjected to content analysis.

3.5.1.1 Repertory Grid 2 Computer Programme

In the study, three programmes (FOCUS grid, EXCHANGE grid AND SOCIO grid) were used. By means of FOCUS programme, it is possible to sort

the constructs into a linear order in such a way that the closest constructs are grouped together. This programme hierarchically arranges the constructs and element cluster analysis of each individual. The construct and element clusters are displayed as tree diagrams, and unsorted constructs and elements are left in isolation. In addition to FOCUS analysis, EXCHANGE grid analysis and SOCIO grid analysis are also the facilities offered within the programme package.

EXCHANGE analysis compares two grids, and maps the overlap of the agreement between the two grids. Thus, exploring the individuals' patterns of change that take place between the two administrations of grids is possible.

SOCIO analysis is another facility offered in the package and enables the researcher to explore the construct correspondences between the participants' grids (Rep Grid Manual, 1993).

3.5.1.2 The Computer Analysis of the Repertory Grid Data

FOCUS, EXCHANGE and SOCIO analyses were used to analyse the grid data obtained from the supervisors and the student- teachers.

- **Focus Analysis**

Each of the six repertory grid data obtained from a total of six supervisors and 45 of the grid data obtained from totally 15 student- teachers were subjected to FOCUS analysis separately. By means of this analysis, the

associations at 80% cut off point between the constructs and elements elicited from the participants were presented. The structure and content of personal theories as well as the participants' perceptions of self and ideal self were explored.

- **Exchange Grid Analysis**

The two grids obtained from the participants at the beginning and at the end of the study were subjected to exchange analysis. This analysis enables the researcher to explore the constructs and elements that fall below 80%, which is an indication of structural change.

3.5.1.3 The Analysis of Recordings of the Feedback Sessions

The recordings of the feedback sessions were used for two purposes. Firstly, these sessions were listened to on the basis of the supervisor teachers' repertory grids. The aim here was to explore whether the supervisors' constructs on their grids were concretely observable in their practices.

Second, the supervisors' criticism regarding each of the student-teachers' performances during the first observed practice sessions were identified. These were noted down, labelled and the criticisms were put into categories to clearly see what kind of weaknesses the student- teachers have in general. The second practice sessions were observed in order to find out whether the student- teachers took into account the feedback provided. These

were noted down on the contact summary sheets and the supervisors were consulted to for the confirmation of the conclusion the researcher came to regarding the issue.

3.5.1.4 The Analysis of Interviews

After the supervisors and the student- teachers have completed their repertory grids, each of them was interviewed. The data obtained during the interviews were used for the interpretation of the analysed grids. Additional questions asked on the effectiveness of the practicum in general, the effectiveness of the feedback sessions, and finally the suggestions of both parties of participants were analysed in terms of their content. In addition to the extracts included in the analysis of supervisors' repertory grids, a separate section was devoted to their overall comments on the teaching practice period, problems they face and possible solutions to these problems. Student-teachers' interview accounts were presented within their repertory grid analysis as extracts.

3.5.1.5 The Analysis of Classroom Observations

During the classroom observations notes were taken on the contact summary sheets. These notes were on whether the student- teachers followed their supervisors' advice during their sessions. The supervisors were consulted

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1 Introduction

This chapter presents the discussions of the results in the light of the data obtained from the following:

i) Repertory grids by both the supervisors and the student-teachers of the ELT department of Çukurova University of Adana Turkey.

ii) The interviews conducted by both the supervisors and the student- teachers of the above-mentioned department.

iii) The recordings of the feedback sessions held by the supervisors with their student- teachers

iv) The classroom observation notes.

v) The feedback forms the participating student- teachers filled after each feedback sessions.

The findings have been presented under the following seven subsections:

to regarding notes and they were displayed in a table in a quantitative manner (see Section 4.5).

3.5.1.6 The Analysis of Student- teachers' Feedback Forms

The feedback forms the student- teachers filled after each session with their supervisors consisted of six different sections. The content of each of the sections were labelled and divided into categories and their content was analysed. The results were displayed in a table (see Section 4.7).

i) The content and structure of personal theories of the participating student- teachers and the supervisors.

ii) Overall view of the content of personal theories.

iii) Overall view of the structure of personal theories.

iv) Content analysis of feedback sessions.

v) Comments on the classroom observations.

vi) Content analysis of interviews

vii) Content analysis of feedback forms

4.2 The Content and Structure of Personal Theories

In this section, individual supervisor's personal theories regarding effective supervision and each participating student- teacher's personal theories regarding effective teaching are presented. In each case, the content and structure of each supervisor's and the student- teacher's constructs are demonstrated. Construct and element links (i.e. supervisors' categorisation of Effective, Typical, and Ineffective supervisors, and the student- teachers' categorisation of Effective, Typical, and Ineffective teachers who are well known to them) established by the supervisors and the student- teachers are displayed. The administration of repertory grids both at the beginning and at the end of the study helped to reveal the significant changes in the content and the structure of each student- teacher's personal constructs. Recordings of the feedback sessions and related feedback forms the student- teachers filled after each feedback session, classroom observations, and finally, the interviews with

both the supervisors and the student- teachers helped to triangulate and validate the data obtained through repertory grids.

4.2.1 The Content and Structure of Supervisor 1.' s Personal Theories regarding Effective Supervision

Supervisor 1's grid data consists of 16 constructs and 11 elements. Supervisor 1's FOCUSed grid shown in Figure 4.1. reveals the construct and element trees drawn at 80% cut off point.

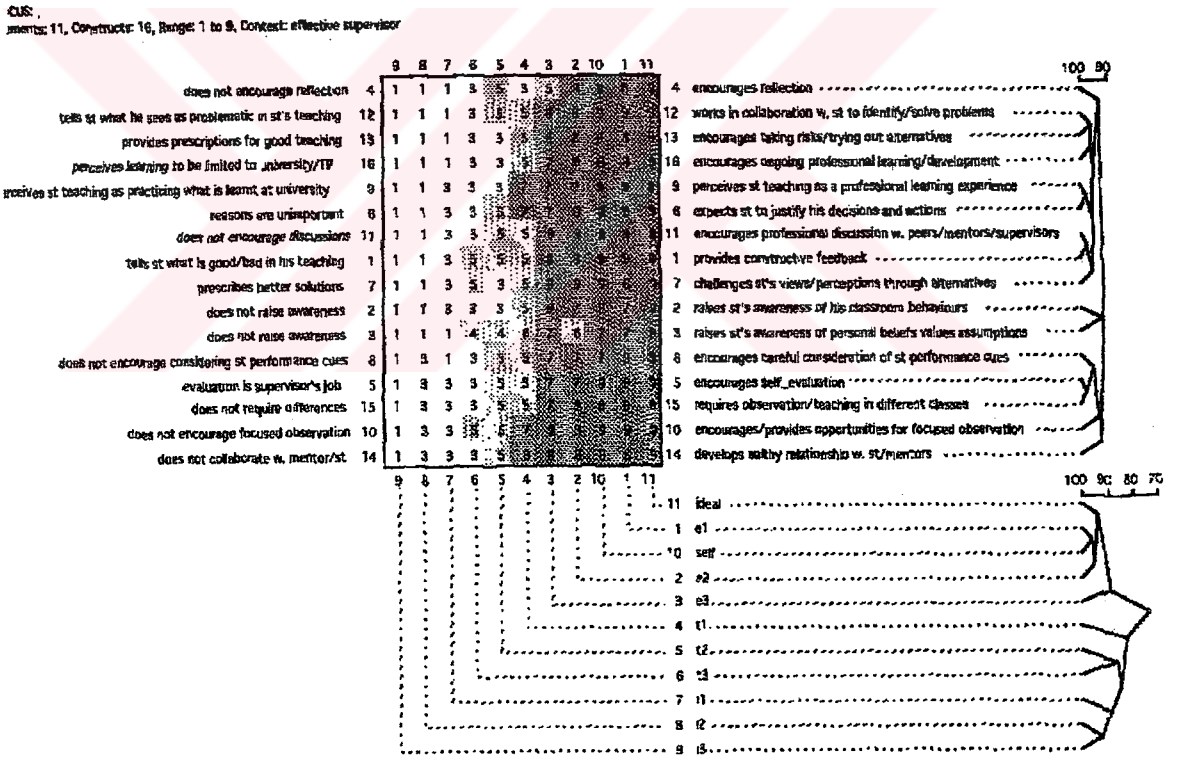

Figure 4.1 Supervisor 1's Focused Grid

- ***Construct Links***

In the focus analysis of Supervisor 1, there appears to be two main clusters and one pair. In the first cluster, (C16) *encourages ongoing professional learning and development* the most important construct in the rank order of all constructs, (C13), *encourages taking risks and trying out alternatives,* (C12) *works in collaboration with student- teachers to identify and solve the problems, and* (C 4) *encourages reflection* highly associate at 98 % match level. We can infer that this supervisor teacher holds the belief that a supervisor who encourages ongoing professional learning and development also encourages the student- teachers to take risks and try out alternatives, which lead to professional development. Such a supervisor works in collaboration with the student- teachers to identify and solve the problems they may face, and thus *encourages reflection* (C4). In fact, this construct, (C4) appears to be the super-ordinate construct and is associated with (C16), (C13), and (C12) at 92% match level. The interview account in extract 1 demonstrates the extent the supervisor puts emphasis on reflection:

Extract 1:

Sup: In fact, in the evaluation criteria given to the student-teachers "reflection" is not mentioned. However, I emphasise that reflection for me has an utmost importance in the evaluation of their performances. The student-teachers

> who think about their practices, decisions, and actions in the class and come to me to discuss about these issues, gets higher grades. I tell this to them.

Supervisor 1 admits that, in fact, reflection and assessment are two different things. Student-teachers do not like to talk about their weaknesses but if you convince them about the benefits of such a procedure, they may feel themselves more relaxed and ready to share both weaknesses and the strengths of their performances.

(C9) *perceives student teaching as professional learning experience* associate with (C6) *expects student- teachers to justify their decisions and actions* at 98% match level. These two constructs also associate with the super- ordinate construct *encourages reflection* (C4) at 98% match level. In fact, in the order of the constructs Supervisor 1 ranks this construct as the second most important. This shows that the supervisor believes that an effective supervisor is someone who encourages reflection, s/he uses it as an umbrella term. That is, when you encourage reflection then you can, as a supervisor, expect your student- teachers to justify their decisions and actions and can personally perceive student teaching as professional learning experience.

(C11) that is, encourages *professional discussions and actions with peers, mentors and supervisors* and (C1) *provides constructive feedback* highly associate at 98% match level. Moreover, (C7) *challenges student- teachers'*

views and perceptions through alternatives is linked with these two above mentioned constructs at 92% match level. All these constructs associate with the super-ordinate construct (C4) *encourages reflection* at 92% match level. Regarding encouraging professional discussions and actions with peers, mentors and supervisors, the supervisor makes the following comments:

Extract 2:

Sup: Sometimes, the student-teachers experience contradictions. For example, The mentor may ask them to behave in a certain way but s/he may do just the opposite or what their mentor favours does not correspond with the supervisor's views. At such instances, I advise my students to discuss the issue not only with the mentors and the supervisors but also with their peers. They may not approve of the way their mentors teach, then I tell them teaching practice is a period of exchange of knowledge. All their experiences, good or bad will lead to their professional development.

Supervisor 1 also complains about the time constraint as preventing him/her from providing feedback in the way s/he actually wishes to do:

Extract 3:

Sup: In fact, if you hold the feedback sessions in groups, then your students benefit more. All students listen to each other's feedback and learn something more. Such a session will lead them to more critical thinking and discussion. However, gathering all your students in your office at the same minute may be problematic. If you do this during the breaks, the time is too short. Not all of them may wish to spend their break in their friend's feedback session. As a teacher, you may be rushing from one class to another and may not be feeling very willing to do this in your break. I mean, everything is dependent on adequate time and this is what we do not have.

In the second cluster, (C2) *raises student- teachers' awareness of their classroom behaviours* and the third most important construct in the rank order, (C3) *raises student- teachers' awareness of their personal beliefs, values and assumptions* match at 90% level. In fact, Supervisor 1 ranked (C1) as the most important of the grid. Consequently, we may assume that this supervisor teacher thinks that only if student- teachers come to a real understanding of their own beliefs, values and assumptions, then their classroom performances will improve. Regarding these constructs, supervisor 1 gives the following explanation:

Extract 4:

Sup: I ask my students what they had done in their sessions. I do not tell them they were good or bad, but ask them to talk about the classroom events. I ask them whether or not something unexpected happened during their sessions, how they dealt with them. I ask them about the rationale behind their choices, their aims. If you let them talk about their experiences, you can elicit their beliefs, values, and assumptions. In addition, you have your students to reflect on their experiences as teachers.

In the third and the last cluster, *encourages careful consideration of student- teachers' performance cues* (C8), *encourages self-evaluation* (C5), and *requires observation and teaching in different classes* (C15) associate at 95% match level. Supervisor 1 does not feel content in terms of observing the student-teachers in different classes (C15). S/he rationalises his/her view in the following extract:

Extract 5:

Sup: In fact, we should be able to spend more time with our student-teachers. I personally want to observe my students in

different classes. This year, I could not manage this because we can only observe students on Thursdays and Fridays. Unfortunately, I had classes at school on Thursday and I only had Fridays left for observations. Timetable and workload should be arranged taking this problem into consideration.

Although *encourages and provides opportunities for focused observation* (C10), and *develops healthy relationships with student- teachers and mentors* (C14) look isolated from (C8), (C5), and (C15), in fact, all of them associate with one another at 92 % match level. We may speculate that although Supervisor 1 believes that an effective supervisor should maintain good relationships with both the student- teachers and the mentors, s/he can not associate this particular construct with any of the other constructs. In fact, the supervisor points out the importance of such a relationship between the supervisors, mentors, and even the headmasters of the school. However, s/he does not seem to be satisfied with the quality of the interaction between the mentioned parties:

Extract 6:

Sup: The mentors, the supervisors, the principals of the schools and the student-teachers should work in collaboration during practicum. Unfortunately, in some cases, this may not be possible. In such circumstances it is inevitable to face

problems. The organisation of practicum needs more careful consideration.

Element Links

Supervisor 1's element clusters express a clear- cut pattern. In other words, each group of supervisors forms a separate cluster. The components of the first cluster, namely, Ideal, Effective 1, Effective 2, and current Self associate at 93% match level. Within this cluster, Self and E1 are linked with each other more closely (96%) than E2 and ideal (92%) indicating that Supervisor 1 has a sense of self- confidence but still s/he leaves some room for professional development. Effective 3 and Typical 1 form a second cluster at 78% match level, implying that in spite of Supervisor 1's belief that T1 acts as a typical supervisor, s/he also believes that T1 is as an efficient supervisor in some respects. Supervisor 1 deems Typical 2 and Typical 3 within the same category and clearly places inefficient supervisors, I1, I2, and I3 in the last cluster. These elements associate at 88% match level.

- **Constructs concretely observed during the study**

Supervisor 1's constructs that were concretely observed during the feedback sessions are displayed in Table 4.1

Table 4.1 Supervisor 1's concretely observed constructs.

Total/16	Concrete Observable Constructs	Rank order
1	Provides constructive feedback	4th
2	Raises st's awareness of his classroom behaviours	-
4	Encourages reflection	2nd
5	Encourages self-evaluation	5th
6	Expects st to justify his decisions and actions	-
7	Challenges st's views through alternatives	-
10	Provides opportunities for focused observation	-
12	Works in collaboration with st to identify/solve problems	-
13	Encourages taking risks/trying out alternatives	-

Supervisor 1 had totally 16 constructs in his/her grid. The constructs that were concretely observed during the feedback sessions and the classroom observations are displayed in Table 4.1 above. Naturally, not all the constructs s/he included in the grid are observable, nor may Supervisor 1 need to use all his effective supervisory strategies in all the specific contacts observed with his/her student- teachers. For example, *perceives student teaching as a professional learning experience* (C9) is hard to observe. However, how the supervisor felt about these constructs was discussed in the interview and related accounts were given in the extracts (see extracts 1,3,4). On the other hand, *encourages professional discussion with peers, mentors and supervisors*

(C11) is another construct that could not be observed since the participating supervisors' contacts with the above- mentioned people was not within the limits of this study. Although the above-mentioned possibilities may lead us to consider some of the constructs as not concretely observable, it is worthwhile making a summary of the observed constructs.

4.2.2 The Content and Structure of Supervisor 2's Personal Theories regarding Effective Supervision

Supervisor 2's grid data consists of 8 constructs and 11 elements. Figure 4.2. below demonstrates the construct and element trees drawn at 80% cut off point.

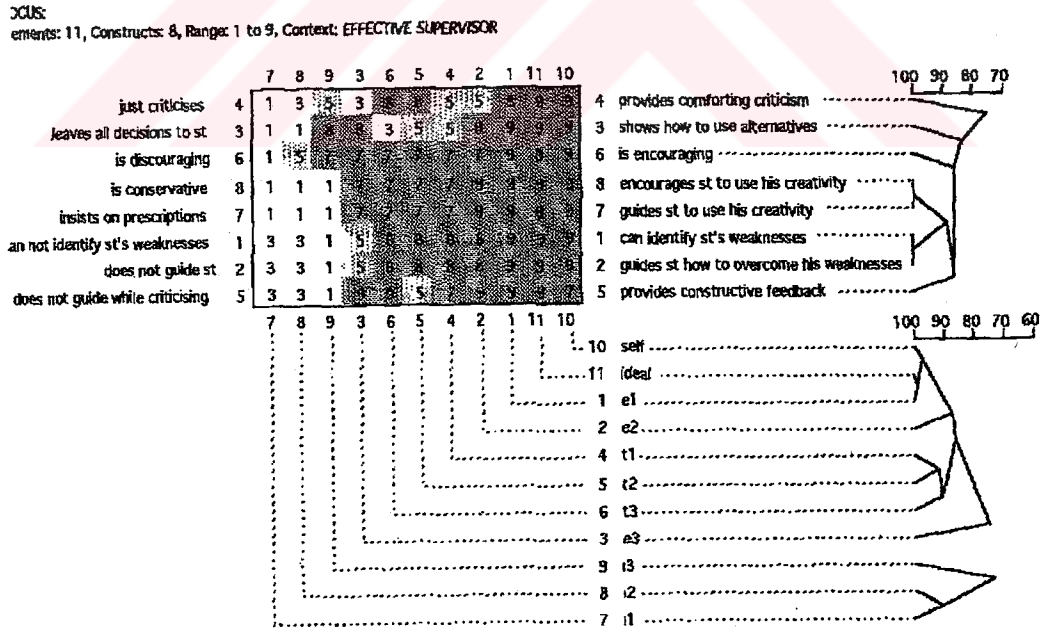

Figure 4.2 Supervisor 2's FOCUSed grid.

- ***Construct Links***

In the analysis of Supervisor 2's FOCUSed Grid, two pairs and four isolated constructs are observed. *Guides student- teachers to use their creativity* (C7), and *encourages student- teachers to use their creativity* (C8), the third most important construct in the rank order, associate at 100% match level. This implies that Supervisor 2 believes that if a supervisor guides student- teachers to use their creativity, s/he certainly will encourage them for using their creativity. These two constructs appear to be fixed and unchangeable at their match level of 100%. Regarding these constructs, Supervisor 2 gives the following explanation:

Extract 7:

Sup: I encourage my students to use their creativity. That is, I try to show them some alternatives, and ask them to choose among them and add his/her creativity to make the alternative more personal to him/her. The student-teacher should not stick to one fixed method or way to teach but create his/her own way of teaching.

The constructs (C1) *can identify student- teachers' weaknesses* the most important construct in rank order, and (C2) *guides student- teachers to overcome their weaknesses* form another fixed and unchangeable pair at 100%

match level. Supervisor 2 believes an effective supervisor is able to help his/her student- teachers with identifying and overcoming their weaknesses. Supervisor 2 elaborates on how s/he manages to identify the student-teachers' weaknesses in the following interview account:

Extract 8:

Sup: Serious and systematic observation is required to identify the students' weaknesses during the practice sessions. If you are able to identify them, then you can offer alternatives to your students. Choosing among the alternatives leads the students to thinking and this results in learning.

These two constructs are connected to (C5) *provides constructive feedback*, an isolated construct. All these constructs associate with three other isolates, (C4) *constructs provides comforting criticism*, (C3) *shows how to use alternatives* the second most important construct in the rank order, and (C6) *is encouraging*. These three isolated constructs are also linked to (C5) *provides constructive feedback* at 70% match level which may mean that Supervisor 2 can not decidedly associate these constructs with others yet. However, s/he is aware of the meaning attached to "constructive feedback":

Extract 9:

Sup: What I mean from "constructive feedback" is supportive feedback. That is, you do not harshly criticise or humiliate your students. You criticise them but also praise the positive aspects of their classroom performances. Even if they poorly evaluate themselves, you emphasise the good points, and support them.

- ***Element Links***

When we observe the element links of Supervisor 2, we see that current Self, Ideal and E1 are closely related at 100% match level leaving no room for the supervisor for professional development. In the element links, we see that Supervisor 2 has not yet construed a fixed place for E2, in the grid it appears close to the cluster consisting of E1, current Self and Ideal but mainly associated with all three Typical supervisors, T1, T2, and T3. That is the supervisor thinks that E2 is effective as a supervisor, however, s/he also bears some features of ineffective teachers. On the other hand, I1 and I2 are paired separately meaning that these two supervisors are ineffective and possess similar qualities as supervisors.

- **Constructs concretely observed during the study**

Table 4.2 Supervisor 2's concretely observed constructs.

Total /8	Concrete Observable Constructs	Rank order
1	Can identify st's weaknesses	1st
2	Guides st to overcome his weakness	-
3	Shows how to use alternatives	2nd
5	Provides constructive feedback	-
7	Encourages st to use his creativity	-

Supervisor 2's concretely observed constructs are displayed in Table 4.2. We see that the supervisor can successfully put 5 of his/her 8 constructs into practice. *Provides comforting criticism* (C4), *is encouraging* (C6), *encourages students to use their creativity* (C8), are the constructs that could not be concretely observed during this study. At this point, we may suggest that these constructs are either the supervisor's espoused theories or s/he did not need to make use of the above- mentioned strategies with his/her particular students at the time of the study.

4.2.3 The Content and Structure of Supervisor 3's Personal Theories regarding Effective Supervision

Supervisor 3's grid data consists of 10 constructs and 11 elements. Supervisor 3's FOCUSed grid shown in figure 4.3 illustrates the construct and element trees drawn at 80% cut off point.

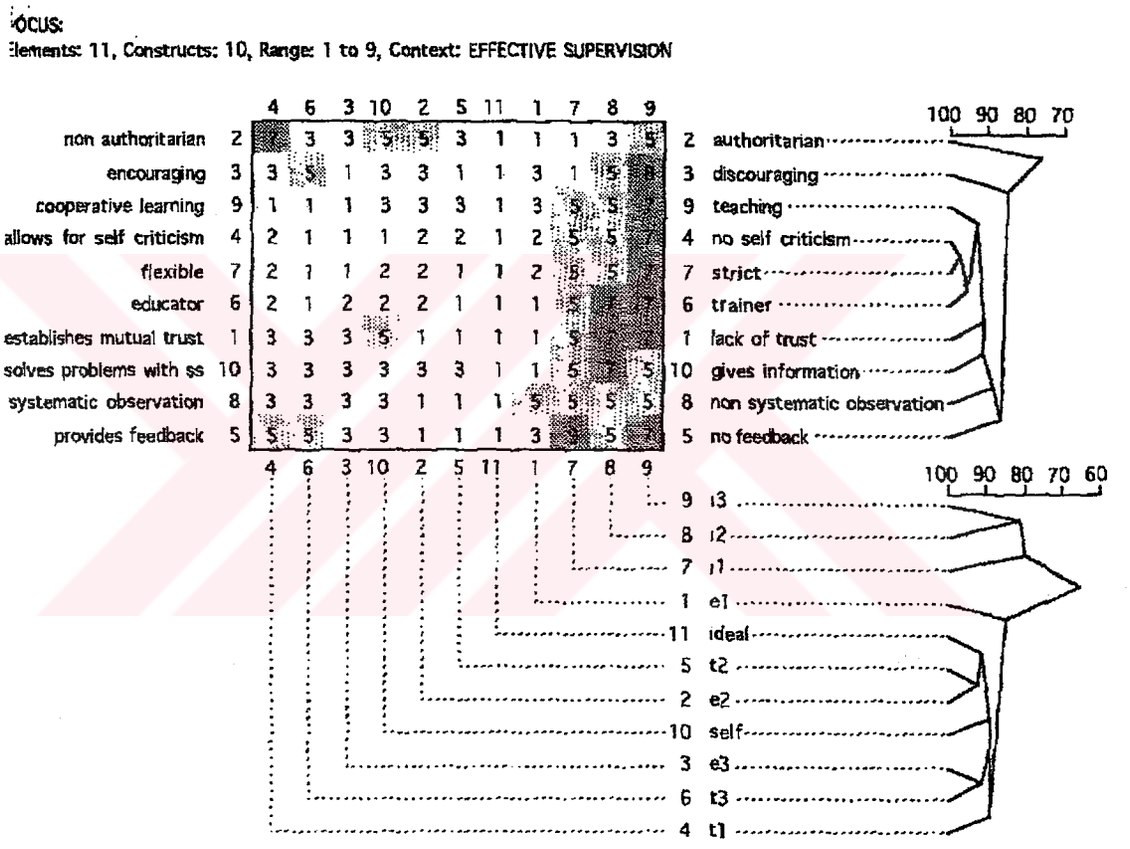

Figure 4.3 Supervisor 3's FOCUSed grid

- ***Construct Links***

In Supervisor 3's FOCUSed Grid, we see two clusters and one pair of constructs. *Non-authoritarian* (C2) the second most important construct in the rank order, and *is encouraging* (C3) constitute a pair at 75% match level. The supervisor criticises him/herself in this respect.

Extract 10:

Sup: I try not to be very authoritative toward my students. However, sometimes they do not seem to understand what I mean and then I can not help being a little stricter than I wish to be.

S/he construes that a non- authoritarian supervisor also bears the quality of being an encouraging supervisor. Supervisor 3 elaborates on his/her view as follows:

Extract 11:

Sup: I make my assessment after listening to my students. In this respect, I do not find myself authoritarian. I feedback my students. I lead my students to reflection and self-evaluation.

> I encourage them to reflect on their practices and gain the most out of them.

Although *favours co-operative learning* (C9), seems to be an isolated construct, it is associated with *allows for self-criticism* (C4), *flexible* (7), and *is an educator* (C6) at 92% match level. In fact, the supervisor ranked (C6) as the most important of all the constructs in his/her grid. *Allows for self-criticism* (C4), *flexible* (C7) and *is an educator* (C6) associate within themselves at 95% match level indicating that Supervisor 3 believes a supervisor is an educator not a trainer. An effective supervisor is flexible, and if someone is flexible s/he is open to criticism. The supervisor also makes a distinction between a trainer and an educator:

> **Extract 12:**
>
> **Sup:** An educator models the student-teachers regarding their future goals. A trainer only focuses on the immediate moment under consideration. You, as an educator, should go into discussions about your students' future plans, and in order to be convincing you should be a good model.

In addition, constructs *establishes mutual trust* (C1), *solves problems with student- teachers* (C10), *systematically observes* (C8), and *provides*

feedback (C5) form a cluster at 85% match level although they look isolated at first sight. Supervisor 3 emphasises the importance of systematic observation. However, parallel to his/her colleagues' opinions, s/he complains about the time constraint as an inhibiting factor for both establishing mutual trust and making fair and realistic evaluations on the student-teachers' performances.

Extract 13:

Sup: Three observations or even sometimes two observations is not enough for evaluation of the student-teachers' performances. If the number of observations can increase, then you get to know your students much better and also you can more fairly evaluate them. Of course, more time is needed for this. Having more time will also give us the opportunity to have a better relationship with the students that will make establishing mutual trust easier.

- ***Element Links***

In the element links of Supervisor 3, we see two main clusters. I1, I2 and I3 form the first cluster although I1 somehow looks more separated from the first two. That is, the supervisor views all these three supervisors as

ineffective however, s/he finds I1 slightly different from the other two. Ideal, T2 and E2 form a sub-cluster, which displays contradiction. In other words, the supervisor's role model possesses similar features with some of the Typical supervisors. Self is also situated between this cluster and another sub-cluster consisting of elements E3, T3, and T1. This supervisor seems not to have placed her/himself in any of these groups of supervisors yet. At the time of the study, s/he views her/himself sharing features with both effective and typical supervisors. Consequently, s/he associates Self and the Ideal at 85% match level allowing some room for more development.

- **Constructs observed during the study**

Table 4.3 Supervisor 3's concretely observed constructs

Total /10	Concretely observable constructs	Rank order
3	Encouraging	-
4	Allows for self criticism	-
5	Provides feedback	-
8	Observes sts systematically	-
10	Solves problems with sts	-

Supervisor 3 had totally ten constructs. After the analysis of the data obtained during the feedback session we see that the supervisor was successfully able to put five of his/her constructs into practice(see Table 4.3). *Establishes mutual trust* (C1), *non-authoritarian* (C2), *is an educator* (C6), *strict* (C7), and *is in favour of co-operative learning* (C9) are the constructs that can not be observed during the study. In the recordings of the feedback

session held with all the student- teachers, we see that the supervisor and his/her student- teachers have strong disagreements regarding their performances in the sessions. The atmosphere of the session may have prevented the supervisor from the effective use of his/her supervisory strategies, if not espoused theories.

4.2.4 The Content and Structure of Supervisor 4's Personal Theories regarding Effective Supervision

Supervisor 4's grid data consists of 11 constructs and 11 elements. Supervisor 4's FOCUSed grid shown in figure 4.4 illustrates the construct and element trees drawn at 80% cut off point.

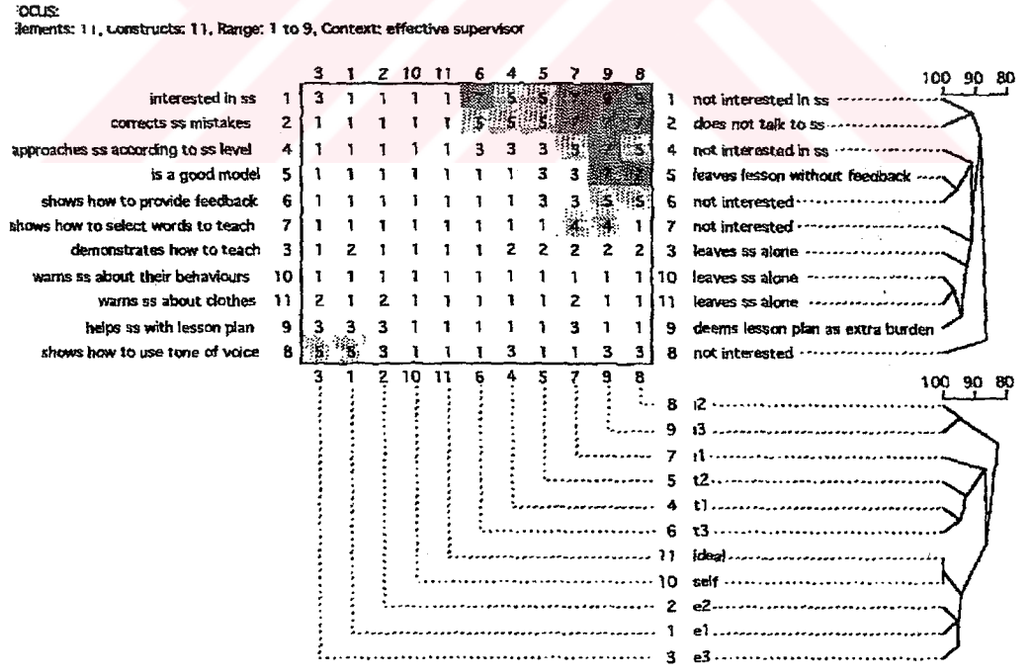

Figure 4.4 Supervisor 4's FOCUSed grid.

- ***Construct Links***

The focus analysis of Supervisor 4's grid produced two pairs, two clusters, and one isolated construct. The construct ranked as the most important (C1), *interested in student- teachers* and *corrects student- teachers' mistakes* (C2) associate at 90% match level forming the first pair. We may infer that as s/he construes, if a supervisor is interested in his/her students, s/he corrects their mistakes, or the other way around, correcting students' mistakes is considered as a sign for an interested supervisor. Supervisor 4 claims that student-teachers need such corrections:

Extract 14:

Sup: The student-teachers are inexperienced. They make mistakes and most of the time, they are not even aware of these. As supervisors, it is our duty to warn them and show them the right way of doing things. If we do not do this, they may continue doing the wrong things in the future.

In the first cluster, *approaches student- teachers according to their level* (C4), the third most important construct, *is a good model* (C5), and *shows how to provide feedback to the students in the class* (C6) associate at 92% match level. Regarding this organisation, we may assume that the supervisor

thinks that a good model as a supervisor considers his/her student-teachers' level and models them for providing feedback to their students. In addition, (C4), (C5), and (C6) are also linked to (C1) and (C2) which may be interpreted as being related to being interested in the student- teachers. Supervisor 4 comments on the importance of these constructs:

Extract 15:

Sup: Not all the student-teachers can be said to be equally good. They differ in their knowledge and ability to teach. You should consider this when you interact with them. You may need to model some of your students, for example to show them how to give feedback to the students in their class.

Although *shows how to select words to teach* (C7) and the second most important construct, *demonstrates how to teach* (C3) give the impression that they are isolated constructs, they, in fact, are directly linked with each other at 88% match level. The supervisor explains the rationale behind his/her insistence on showing or teaching how to do things in the class:

Extract 16:

Sup: There is an undeniable gap between theory and practice. What we mostly focus on here is the theory. However, the students find it hard to put the theory into practice. If you model them, teach them, and show them how to do things, then they will not feel confused. This will add to their understanding and development.

Warns student- teachers about their behaviours (C 10) and *warns student- teachers about their clothes* (C11) associate at 95% match level forming a construct pair and associate with *helps student- teachers with their lesson plans* (C9) forming a cluster. Supervisor 4 believes student-teachers' ages and lack of experience may be obstacles for them to fit in the school system. In his/her opinion, it may be appropriate to warn the student-teachers as a more experienced person.

Extract 17:

Sup: The students are very young and inexperienced. They may not be aware of the school requirements. If we, as

supervisors warn them in advance regarding their behaviours and clothing, they will face fewer problems at their practice schools.

In this case, there is one isolated construct, *shows how to use tone of voice* (C8). Although the supervisor holds the view that the student-teachers should be shown how to deal with the classroom happenings, s/he has not yet associated this construct with any of the constructs in the clusters or pairs.

- ***Element Links***

Supervisor 4's element set consists of two main clusters and a pair. I2 and I3 match at 95% level. That is, the supervisor views these two supervisors highly similar. Supervisor 4 associates I1 and T2 in the same cluster along with T1 and T3 to form a cluster. However, s/he does not associate these elements (I1 and I2) at the same match level. In other words, T1 and T3 associate at 92% match level but I1 and T2 have 85% match level. The supervisor rates her/himself the same as s/he rates the Ideal supervisor, and consequently, Self and Ideal associate at 100% match level leaving no room for this supervisor for development. In the element links, we see that while Ideal and Self form a pair, E2 and E1 form another. These four elements and E3 associate in the same group.

- **Constructs observed during the study**

Table 4.4 Supervisor 4's concretely observed constructs.

Total / 10	Concretely observable constructs	Rank order
1	Interested in sts	1st
2	Corrects sts' mistakes	-
3	Demonstrates how to teach	2nd
6	Shows how to provide feedback to ss	4th
8	Shows how to use tone of voice	-
9	Helps sts with the lesson plan	5th
10	Warns sts about their behaviours	-

Supervisor 4 can successfully put into practice seven of his/her ten constructs in his/her grid. The constructs that could not be observed during his/her contacts with the student- teachers were: *approaches students according to their level* (C4), *is a good model* (C5), and *shows how to select words to teach* (C7). Since the researcher did not know the exact level of the student- teachers that Supervisor 4 was responsible for, making an objective judgement about the realisation of this strategy (C4) during the study. On the other hand, it was not possible to judge whether or not the supervisor was a good model or not in such a short period of time, nor were the student-teachers required to comment on the issue. Finally, there may not have been a need to apply (C7) *shows how to select words to teach* into practice in that particular context, or else it is an espoused theory.

4.2.5 The content and Structure of Supervisor 5's Personal Theories regarding Effective Supervision

Supervisor 5's grid data consists of 27 constructs and 11 elements. Supervisor 5's FOCUSed grid shown in Figure 4.5 illustrates the construct and element trees drawn at 80% cut off point.

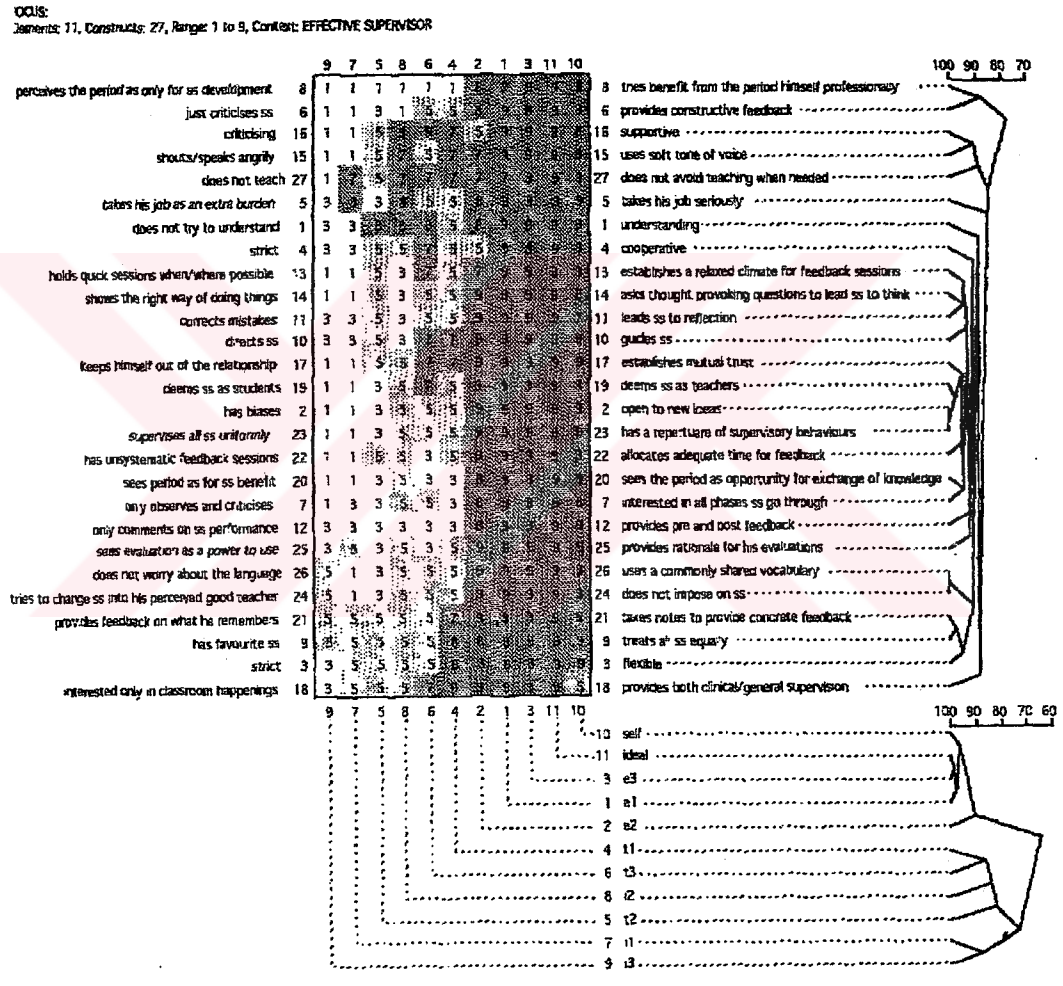

Figure 4.5 Supervisor 5's FOCUSed grid

- ***Construct Links***

In the FOCUSed Grid of supervisor 5, we see two main clusters consisting of several sub-clusters. Within the first cluster, two pairs and one isolated construct are observed. The construct supervisor 5 ranked as the most important, *tries to benefit from the period her/himself professionally* (C8), and *provides constructive feedback* (C6) associate at 88% match level. Supervisor 5 elaborates on construct 8 in the following account:

Extract 18:

Sup: A teacher, who is eager to develop professionally, makes use of every opportunity. Teaching practice is a period of exchange of knowledge, discussion and reflection. It is a time for reviewing one's own beliefs, values and perceptions if you can benefit from it.

Constructs *is supportive* (C16) and *uses soft tone of voice* (C15) form a pair at 90% match level, indicating that a supervisor who uses a soft tone of voice sounds supportive. These two clusters associate with *does not avoid teaching when needed* (C27) forming the first cluster at 80% match level, and imply that an effective supervisor is supportive and when the student-teachers have such a need, s/he does teach.

In the second main cluster, *takes his job seriously* (C5) is the super-ordinate construct and directly associates with *provides both clinical and general supervision* (C18) at 85% match level. We may suggest that the supervisor believes that if a supervisor takes his/her job seriously, s/he provides feedback on the issues regarding both in and out of class. Within this main cluster, the first cluster is formed by constructs *is understanding* (C1), *is co-operative* (C4), *provides pre and post feedback* (C12), and *provides rationale for his/her evaluations* (C25). The match level of these constructs is 90%. The supervisor comments on the organisation of these constructs below:

Extract 19:

Sup: As a supervisor, you need to consider a lot of things while doing your job. In order to manage all these, you have to take your job seriously. There are a lot of problems supervisors have to deal with during this period, and sometimes, you may feel exhausted. However, if you do take your job seriously, you can overcome the difficulties more easily.

(C13) *establishes a relaxed climate for feedback sessions*, (C14) *asks thought provoking questions to lead student- teachers to think*, the second

most important construct, *leads student- teachers to reflection* (C11), and *guides student- teachers* (C10) constitute the second sub-cluster within the second main cluster at 92% match level. In supervisor 5's opinion, the climate of the feedback sessions is of great importance:

Extract 20:

> **Sup:** If you can establish a relaxed atmosphere in your feedback sessions, your students will be more willing to share their experiences and comments with you. If they do not feel themselves tense, then it becomes much easier to elicit their views, to start and continue discussions, to lead them to self-evaluation and reflection. In other words, the quality of interaction between you and your students may directly be related with the positive atmosphere of the feedback sessions.

In the third sub- cluster, *establishes mutual trust* (C17), *deems student-teachers as teachers not students* (C19), *is open to new ideas* (C2), *has a repertoire of supervisory behaviours* (C23), and *allocates adequate time for feedback* (C22) associate at 90% match level. That is, the supervisor thinks that an effective supervisor views him/herself as equal to the student-teachers and thus, probably establishes a mutual trust more easily with them. S/he is

aware that a supervisor may have to use different strategies with different student-teachers depending on various reasons. Furthermore, s/he thinks that each student-teacher should be given adequate time for supervision and that an effective supervisor is ready to practice new ideas. Within this sub-cluster, the match level of Constructs 2 and 23 is 100%, and the Constructs 17 and 19 associate at 90% match level. One pair of constructs, *sees the period as an opportunity for exchange of knowledge* (C20), the third most important construct, and (C7) *interested in all phases student- teachers go through* are also paired at 90% match level and embedded in the second main cluster. Thus, we understand that if a supervisor takes his/her job seriously, s/he displays all the behaviours mentioned in the constructs above depending on the needs of the student- teachers.

In the fourth sub-cluster, the pair *uses commonly shared vocabulary* (C26) and *does not impose on student- teachers* (C24) have a 100% match level. This means that in Supervisor 5's view, using a commonly shared vocabulary will help to establish an understanding with the student- teacher and a supervisor should avoid imposing on the student- teacher maybe by careful use of language. His/her views on these issues are not likely to change as they match at 100% level. This pair of constructs is linked to *takes notes to provide concrete feedback* (C21), *treats all student- teachers equally* (C 9), and *is flexible* (C3) associate at 85% match level. The supervisor comments on the association of the constructs mentioned above:

Extract 21:

Sup: If you take notes, you will have concrete evidence on your students' performances during their sessions. Notes enable you and your students to remember the instances of the sessions more vividly, and grounds for discussions on concrete data are established.

The last construct in the grid, *provides both clinical and general supervision* (C18), in spite of looking isolated associate directly with takes his/her job seriously at 80% match level.

- ***Element Links***

In the element set of supervisor 5, Self and Ideal associate at 95 % match level leaving some room for the supervisor to develop. S/he groups Self, Ideal, E3, and E1 in the same cluster. Supervisor 5 appears to be confident with 95% match level with self as the Ideal supervisor but still s/he leaves some room for development. On the other hand, E2 is also associated with Self, Ideal, E3 and E2, but at a slightly lower level, 90%. This may indicate that although Supervisor 5 considers E2 as effective, s/he believes that some of the features E2 possesses differ from the other effective supervisors.

T1 and T3 as a pair associates with T2 and I2. These two pairs together with another pair of elements I1 and I3 form a cluster at 75% match level. This suggests that Supervisor 5, in fact, seems to group the supervisors in two categories as effective and ineffective supervisors. S/he includes her/himself in the effective group. According to supervisor 5, typical supervisors fall into the inefficient category.

- **Constructs observed during the study**

Table 4.5 Supervisor 5's concretely observed constructs.

Total/27	Concretely observable constructs	Rank order
	Understanding	-
2	Open to new ideas	-
3	Flexible	-
4	Co-operative	-
5	Takes his job seriously	-
6	Provides constructive feedback	-
9	Treats all sts equally	-
12	Provides pre and post feedback	-
13	Establishes a relaxed climate for feedback sessions	-
15	Uses soft tone of voice	-
16	Supportive	-
17	Establishes mutual trust	-
19	deems sts as teachers	-
21	Takes notes to provide concrete feedback	-
22	Allocates adequate time for feedback	-
24	Does not impose on sts	-
25	Provides rationale for his evaluations	-
27	Does not avoid teaching when needed	-

Supervisor 5 has totally 27 constructs in his/her grid. The constructs that were not concretely observable were: *interested in all phases the students*

go through during the period (C7), *tries to benefit from the period himself professionally* (C8), *guides students* (C10), *leads students to reflection* (C11) and asks *students thought provoking students to lead them to think* (C14). In addition, *provides both critical and general supervision* (C18), *sees the period as an opportunity for exchange of knowledge* (C20), *has a repertoire of supervisory behaviours* (C23), and *uses a commonly shared vocabulary* (C26) could not be observed in the feedback sessions (see Table 4.5). Personal Reflection part below is devoted to the discussions of probable reasons behind the situation.

- ***Personal Reflection***

The researcher at the same time was one of the participants of the study. The aim here was to gain a deeper understanding of the happenings throughout the period that would contribute to a more objective interpretation of the data obtained. The following is the personal reflection of the researcher on the experiences she had gone through with the identity of both a researcher and a supervisor:

At the beginning, I held the belief that I was able to practice almost all the constructs I cited in my grid. When I listened to the recordings of my feedback sessions, I felt rather astonished as some of what I did was not consistent with what I believed to be true. Observing myself from outside with a critical eye let m evaluate myself more objectively. Without such an experience, maybe I would never have realised my weaknesses and strengths as

a supervisor or at least it would have taken much longer. This experience has changed my views about myself as a supervisor and I took more careful actions in my following practices. Moreover, I wanted to include my self-criticism in this thesis to prove that supervisors who wish to evaluate themselves objectively can make use of similar experiences.

The benefits of such a procedure would not be limited to an objective self- criticism and evaluation. In addition, the supervisors may have benefits regarding raising their awareness of the requirements of the duty, their weaknesses and strengths, what they lack as supervisors, and finally whether or not they really match the picture of self in their minds.

When we look at the constructs that were not concretely observed in the study, we firstly see *interested in all phases the students go through during the teaching practice* (C7). *Provides both general and clinical supervision* (C18) is another construct that I deem as very similar to (C7). I could not manage to put these two constructs into practice due to two reasons. Firstly, it was my first experience as a supervisor and I was inexperienced in this respect. Secondly, my responsibilities as a researcher, one of the teaching staff and a supervisor prevented me from visiting my students at the practice school to share experiences with them other than the teaching sessions. In this respect, I do not feel content with myself. That may indicate that one of the factors that prevent supervisors from fulfilling the requirements of their jobs can be the time constraint. Consequently, in order for the supervising teachers not to experience such problems, they should spare adequate time for their

supervisory duties when undertaking the workload during the semester practicum takes place.

Tries to benefit from the period himself professionally (C8) and *sees the period as an opportunity for exchange of knowledge* (C20) were two of the constructs that were in fact not espoused theories. However, since these constructs are something more related to thinking rather than actions, if it had not been myself, most probably I would not have been able to observe how they were put into practice. Consequently, I would have added them in the "not concretely observed" list. In order to be objective to all the participants, I categorised the construct in such a manner.

Guides students (C10), *leads to student- teachers to reflection* (C11) and *asks thought provoking questions to lead the student- teachers to think* (C14) were in fact, the strategies I really used in my feedback sessions. However, while listening to the recordings I found out that it was me who generally answered my thought provoking questions, who reflected on the student- teachers' experiences, and who came to conclusions. Today, if I were to fill in another grid on effective supervision, my number one construct would be *lets student- teachers take their time during discussions*. I criticise myself in this respect.

Has a repertoire of supervisory behaviours (C23) was another construct I could not successfully put into practice. Finally, *uses a commonly shared vocabulary* (C) remained as an espoused theory since I found the period too short to come to a real understanding of all seven student- teachers I was responsible for. Conducting a research at the same time with totally 15

student- teachers also limited my chance to do so. What I did was to use as clear and understandable language as possible. In fact, I was aware of the importance of a commonly shared language (Wajnryb, 1994; Eken, 1996). However, I still can not say whether or not I used a commonly shared vocabulary with my student- teachers. The difficulty I faced here echoes in Harrar, VandeCreek and Knapp's study, (1990) where they claim that a supervisor can handle only three student-teachers at a time.

At the end of the period, I felt myself more confident when compared to the beginning since I had observed other supervisors, had been in professional discussions with them, and most important of all I had had the chance to observe myself. Now, I am more aware where my flaws are in my supervision, and ready to improve myself professionally.

4.2.6 The Content and the Structure of Supervisor 6's Personal Theories regarding Effective Supervision

Supervisor 6's grid data consists of 33 constructs and 11 elements. Supervisor 6's FOCUSed grid shown in figure 4.6 illustrates the construct and element trees drawn at 80% cut off point.

Figure 4.6 Supervisor 6's FOCUSed grid.

- ***Construct Links***

The FOCUSed Grid of supervisor 6 produced two clear-cut main clusters consisting of several sub-clusters. In the first cluster three constructs, *models when needed* (C4), *sensitive to student- teachers' affective situations* (C7), and *is trustworthy* (C10) highly associate at 95% match level. This first

sub-cluster is directly linked with a pair of clusters consisting of constructs *establishes grounds for student- teachers to undertake responsibility* (C2), and *is a facilitator* (C12) at 85% match level. These two constructs super-ordinate the clusters that follow. (C3) *helps student- teachers to make decisions,* (C15) that is *can use technology* and the third most important construct, *helps student- teachers to be aware of their needs* (C1) associate at 95% match level. This high match level indicates that the supervisor is not likely to change his/her views regarding these constructs. Thus, we may infer that if a supervisor is effective s/he is a facilitator and it is his/her duty to lead student-teachers to carry responsibilities. While doing so, an effective supervisor contributes to student- teachers' decisions, and the identification of their own needs. The supervisor emphasises on the necessity to be able to use technology as a supervisor. In fact, his/her explanation is, to an extent, is related with being a good model.

Extract 22:

Sup: As a supervisor you have to follow the latest technological developments, and in addition, you should be able to use them in the classroom. If you insist that the students should use technology but you never do this in your own classes, you can not be very convincing.

Two other constructs within this same cluster, *is an expert in supervision* (C9), and *provides feedback for student- teachers' lesson plans* (C21) associate at 100% match level, indicating that the supervisor is certain that a supervisor who is an expert in his/her field helps student-teachers with their lesson plans. Another pair in the next cluster with 100% match level is *deems him/herself as equal to student- teachers* (C30), and *evaluates student-teachers according to both the checklists and the observations* (C19). In terms of this high match level, we may suggest that the supervisor is not likely to change his/her views regarding these two constructs. Three constructs, *takes notes while listening* (C20), *is not biased* (C18), and *observes from different perspectives* (C23) highly associate at 98% match level. When asked about how s/he can approach the students without any bias, supervisor 6 gives the following explanation:

Extract 23:

> **Sup:** What we should focus on during this period is the classroom performances of our students. You, as a professional, should be able to do this. You talk about both the positive and the negative aspects of your students' performances. You do not talk about their personal qualities, but you only consider their professional pluses and minuses. Such an approach also enables you to be fair toward all your students.

The other constructs, has *a smiling face* (C28) and *does not humiliate student- teachers* (C16) match at 100% level. These two constructs associate with *helps with the lesson plan* (C22), the most important construct in the rank order, *provides constructive feedback* (C26), and *encourages student- teachers to improve professionally* (C33) at 95% match level. That is, an effective supervisor has a smiling face, and s/he does not humiliate his/her students. On the contrary, s/he helps the student-teachers with their lesson plans, and provides feedback in a constructive manner. Such an attitude, encourages the student-teachers to improve professionally. In addition, four other constructs, *can analyse his observations* (C13), *emphasises that teaching practice is a process* (C32), the second most important construct, *starts feedback with the most important aspect* (C27), and *asks about alternative ways* (C29) associate at 95% match level. All the constructs mentioned so far have high match levels. This may have derived from the fact that the supervisor has already established clear picture in mind regarding effective supervisors.

The next sub-cluster consists of two pairs and one isolated construct. *Provides detailed feedback* (C25), *does not use grades as a weapon toward student- teachers* (C17) form a pair at 100% match level. The following extract reveals how supervisor thinks that detailed feedback can be provided:

Extract 24:

Sup: If you take careful notes during the observations, then you can provide detailed and concrete feedback to your students. If you follow such an approach, the instances when you have to hold delayed feedback sessions with your students does not cause problems regarding remembering the instances.

Another pair with 100% match within this sub-cluster is *uses soft tone of voice* (C31), and *informs student- teachers about the time of the observation* (C24). These two-construct pairs associate with an isolated construct *helps student- teachers gain self-confidence* (C6) at 95% match level. This may indicate that supervisor 6 views these constructs as closely related with one another and his/her views are not likely to change about them.

Two other pairs form the last sub-cluster of the FOCUSed Grid. *Contributes to student- teachers' future plans and decisions* (C5), and *can see the cause effect relationship* (C14) highly associate at 95% match level. *Holds feedback sessions in a relaxed atmosphere* (C8) and *co-operates with student-teachers* (C11) match at 90% level. This pair associate with the previously mentioned pair (C5) and (C14) at 90% match level. In other words, the supervisor thinks that as a person who can see the cause and effect relationship, an effective supervisor can help the student-teachers about their future plans.

S/he is also co-operating and his/her feedback sessions are held in positive climates.

- ***Element Links***

Supervisor 6 clearly defines the elements in three groups: Effective, Typical and Ineffective ones. S/he includes him/herself in the Effective category, together with Ideal. A hundred percent match level indicates that s/he believes that the Ideal, E1 and E2 bear the same qualities as a supervisor. S/he views him/herself slightly further from these supervisors at 90% match level leaving some room for professional development. Although E3 associates with Self, Ideal, E1 and E2, it appears to have been thought as somehow a bit different from these four elements. Supervisor might have associated E3 with Typical ones, however s/he still construes E3 as a member of the Effective group. Typical and Ineffective supervisors are clearly separated by different clusters to mean that Supervisor 6 has a clear picture of the qualities these supervisors have.

- **Constructs observed during the study**

Table 4.6 Supervisor 6's concretely observed constructs

Total /33	Concretely observed constructs	Rank order
1	Helps sts to be aware of his needs	1st
2	Establishes grounds for sts to undertake responsibility	-
3	Helps sts to make decisions	-
5	Contributes to sts' future plans/decisions	-
6	Helps sts gain self- confidence	-
7	Sensitive to sts' affective situations	-
8	Holds feedback sessions in relaxed atmosphere	-
10	Is trustable	-
11	Co-operates with sts	-
12	Is a facilitator	-
13	Can analyse his observations	-
14	Can see cause effect relationship	-
15	Can use technology	-
16	Does not humiliate sts	5th
17	Does not use grades as weapon	-
18	Is not biased	-
19	Evaluates sts according to checklist/observations	-
20	Takes notes while listening to sts	-
21	Feedbacks sts about lesson plan	-
22	Helps with lesson plans	-
23	Observes from different perspectives	-
24	Informs sts about the observation time	-
25	Provides detailed feedback	-
26	Provides constructive feedback	1st
27	Starts feedback with most important aspect	2nd
28	Has a smiling face	-
29	Asks sts about alternative ways	-
31	Uses a soft tone of voice	4th
32	Emphasises that practicum is a process	-

Table 4.6 reveals that Supervisor 6 can put 29 of his/her 32 personal theories regarding effective supervision into practice. *Models when needed*

(C4), *is an expert* (C9), *deems himself as equal to student- teachers* (C30) are the constructs that could not be observed to put into practice. The supervisor did not model the student- teachers during the feedback sessions most probably because it had not been necessary. Although s/he had conducted his/her doctorate research in the area of supervision, s/he humbly denies that s/he is not an expert in the field. Finally, *deems himself as equal to student- teachers* (C30) is hard to observe so it was included in the espoused theories category. In fact, when we look at the concretely observed constructs, we see that Supervisor 6 appears to be the one who has the least espoused theories among the participating supervisors.

4.2.7. The Construct Links of the Supervisor Teachers

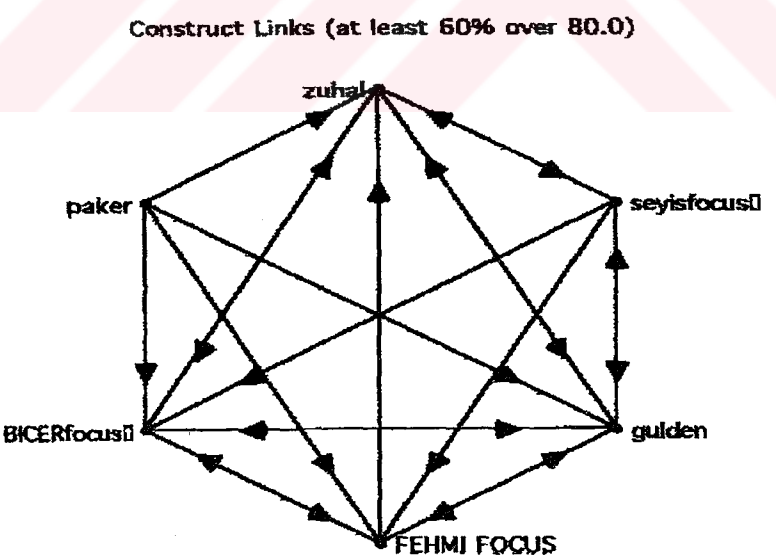

Figure 4.7 The construct links of the supervisor teachers.

The data obtained from the six supervisors were subjected to SOCIOGRID analysis after the FOCUS analysis to see and illustrate the commonality of the construing between the participants. The arrows between the participants indicate the direction of links. For example, the arrow from S1 to S3 demonstrates a one- way correspondence. That is, supervisor 1 and supervisor 3 share common rating associations in their grids. S1 and s2, and S1 and S5 have a two- way correspondence from S1 and S3. This means that these three supervisors' views regarding Effective, Typical, and Ineffective teachers and related rating associations are similar within themselves. On the other hand, S1 and S6 have only a one-way correspondence indicating that supervisor 1 and 6 do not view effective supervisors similarly. S2 has two-way correspondences with S1, S5, and S3, which demonstrates that S2 shares only one common element rating with S1, S5, and A3. Moreover, one-way correspondences from S4, and S6 to S2 are observed in the socionet. When we look at the correspondences of S3 we see two-way correspondences with S4 and S5. On the other hand, S2 has a one-way correspondence from S1 and S6. S4, however, has a two-way correspondence with S5 and S3 and a one-way correspondence to S1 and S2 in the socionet. This indicates that S4 has more similar element ratings with S5, S3, S1, and S2. S5 has a two-way correspondence with S1, S2, S3, and S4, and a one-way correspondence from S6. Likewise, S6 has only one-way correspondences to S1, S2, S3 and S5. There are no correspondences to S6 from other supervisors, which means that S6 has no similar element ratings with the other participating supervisors.

4.2.8 The Content and the Structure of St 1's Personal Theories regarding Effective Teaching at the Beginning of the Study

Student- teacher 1's data grid consists of 9 constructs and 11 elements. Student- teacher 1's FOCUSed grid shown in Figure 4.8 illustrates the construct and element trees drawn at 80% cut off point.

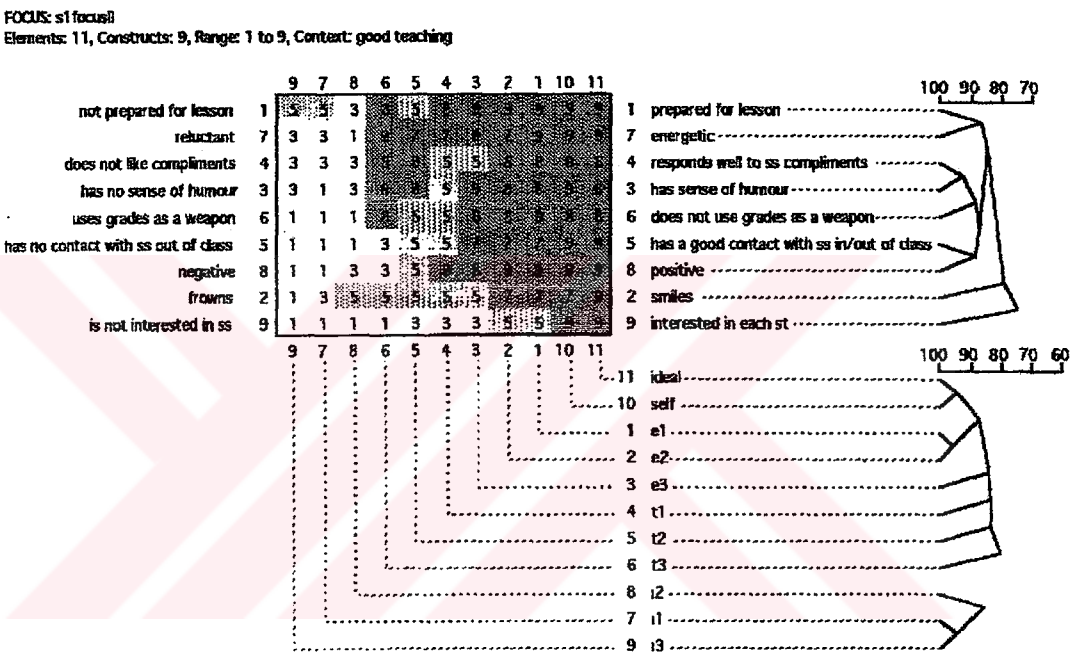

Figure 4.8 St 1's FOCUSed grid at the beginning of the study.

- ***Construct Links***

In student-teacher 1's FOCUSed Grid, we observe two pairs and one cluster. In the first pair, *prepared for the lesson* (C1) and *is energetic* (C7) associate at 85% match level. In fact, Student- teacher 1 ranked these two constructs, *prepared* as the first and *energetic* as the second most important.

Student- teacher 1 holds the belief that a teacher who is prepared for the lesson is energetic in the class, or vice versa. *Responds well to students' compliments* (C4), *has a good sense of humour* (C3), *does not use grades as a weapon toward students* (C6), *has a good contact with students in and out of class* (C5), and *is positive* (C8) form a cluster at 85% match level. According to the student- teacher, an effective teacher is positive. If the teacher is a positive person, s/he has a good contact with students in and out of class. Due to the quality of the relationship with the students, the teacher does not threaten his/her students. In addition, having a good sense of humour leads the teacher to respond well to the students' compliments. Student- teacher elaborated on this situation:

Extract 1.

St: Sometimes, we students make compliments on, for example, the appearance of our teacher, or something like that. If our teacher is not a positive person, s/he may get angry with us because s/he may get the compliment as if it was something humiliating. On the other hand, if our teacher has a sense of humour, s/he does not get angry but responds well to the compliment.

In the last pair of constructs, we see *smiles* (C2), and *is interested in each student* (C9), the third important construct in the rank order, associate at 75% match level. This may indicate that the student- teacher thinks that an interested teacher is someone who has a smiling face, or the other way around, a smiling face is an indication of interest.

- ***Element Links***

In the element set, two main clusters are seen. Student- teacher 1 groups Effective and Typical teachers in one cluster and Ineffective ones in another cluster which may mean that the student- teacher can not distinguish the features of these groups of teachers decidedly yet. In the first cluster, student- teacher 1 highly evaluates him/herself. Current Self as a teacher and Ideal self associate at 95% match level leaving very little room for development on behalf of the student- teacher. In other words, the student-teacher views him/herself almost as effective as his/her role model. E1 and E2 associate with each other and linked to current Self and Ideal self to form the first cluster, again at the same level. In the second cluster, Ineffective teachers are viewed as similar at 85% match level. Student- teacher 1 deems him/herself as much effective as the Ideal and the Effective teachers are in his/her first grid at the beginning of the study.

4.2.8.1. The Content and Structure of St 1's Personal Theories regarding Effective Teaching at the End of the Study

Student- teacher 1's grid data consists of 9 constructs and 11 elements. Student- teacher 1's FOCUSed grid shown in Figure 4.9 illustrates the constructs and element trees at 80% cut off point.

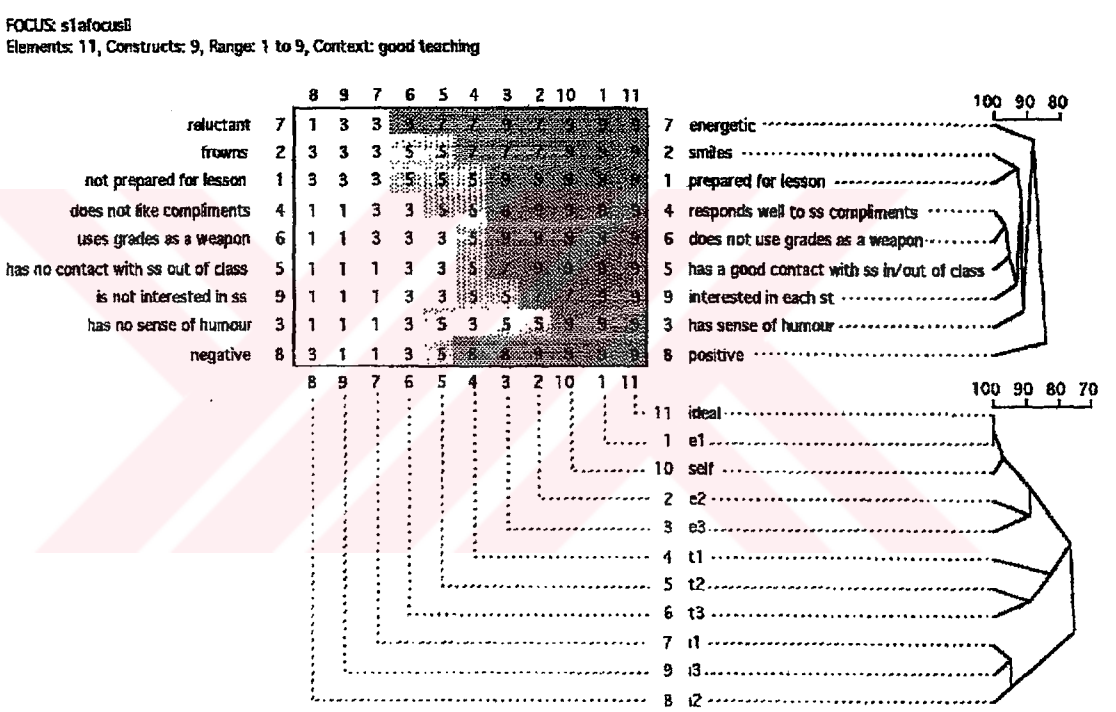

Figure 4.9 St 1's FOCUSed grid at the end of the study

- ***Construct Links***

In the FOCUSed Grid of student- teacher 1 at the end of the study, we observe one pair, one cluster, and two isolated constructs. Constructs,

energetic (C7) and *has a good sense of humour* (C3) associate at 90% match level. Regarding this organisation, we may suggest that student- teacher believes that a teacher who has a good sense of humour is energetic in class. The second most important construct in this grid *has a smiling face* (C2) form a pair with *is prepared for the lesson* (C1) at 95% match level. This construct (*prepared*) is ranked as the most important construct in student- teacher 1's both grids, on the other hand *has a smiling face* (C2) was not even ranked as one of the important constructs in the first grid. Student- teacher explains this change as having emerged from his/her classroom experience at the practice school:

Extract 2.

ST: When I started teaching at the practice school, I realised that having a smiling face is important for a teacher to make the class atmosphere warmer. However, I now know that there are other more important qualities than just having a smiling face. For example, if you are not prepared for your lesson, entering the class with a smiling face does not make you an effective teacher.

Responds well to students' compliments (C4) *does not use grades as a weapon toward students* (C6), *has a good contact with students in and out of*

class (C5), *interested in each student* (C9) associate at 90% match level. Student- teacher 1 ranks (C4) *does not use grades as a weapon* as the third, and *interested in each student* (C9) as the fourth most important constructs. The student- teacher makes new associations in his/her ideas in the second grid. Now s/he thinks that an interested teacher has a good contact with the students in and out of class, due to the good relationship with the students s/he does not use the grades as a weapon toward the students, and responds well to students' compliments. This time, the student- teacher can not decide which feature *positive* (C8) can be associated with and thus, it appears to have placed in isolation.

- ***Element Links***

In the element links, we se that the student- teacher places his/her current Self, Ideal self and E1 in a cluster. Within this cluster, Ideal self and E1 have a 100% match level while current Self matches with the previous two over 95% level. Student- teacher 1 deems him/herself slightly less effective than these teachers, which may indicate either over-self confidence or lack of awareness of his/her capacity. S/he construes that E2 and E3 bear the similar features. Furthermore, all three Typical teachers, namely, T1, T2, and T3 are viewed as similar at 80% match level to form a cluster. Ineffective teachers are also grouped with a 95% match level in a separate cluster indicating that the student-teachers clearly discriminates ineffective teachers from the other group of teachers. At the end of the teaching practice period, the student- teacher

looks even more self confident than before as s/he has placed current Self as a teacher closer to the Ideal self. In the second grid, student- teacher 1 leaves much less room for development. This may indicate that the student- teacher's personal experiences as a teacher during the practice sessions satisfied him/her even more than s/he had expected before.

4.2.8.2. The Exchange Analysis of St 1's Time 1 and Time 2 Grids

The exchange analysis of student- teacher 1's grids at the beginning and at the end of the study reveals that the construct consensus between the two grids is 88.9% and the element consensus is 100% at 80% cut-off point.

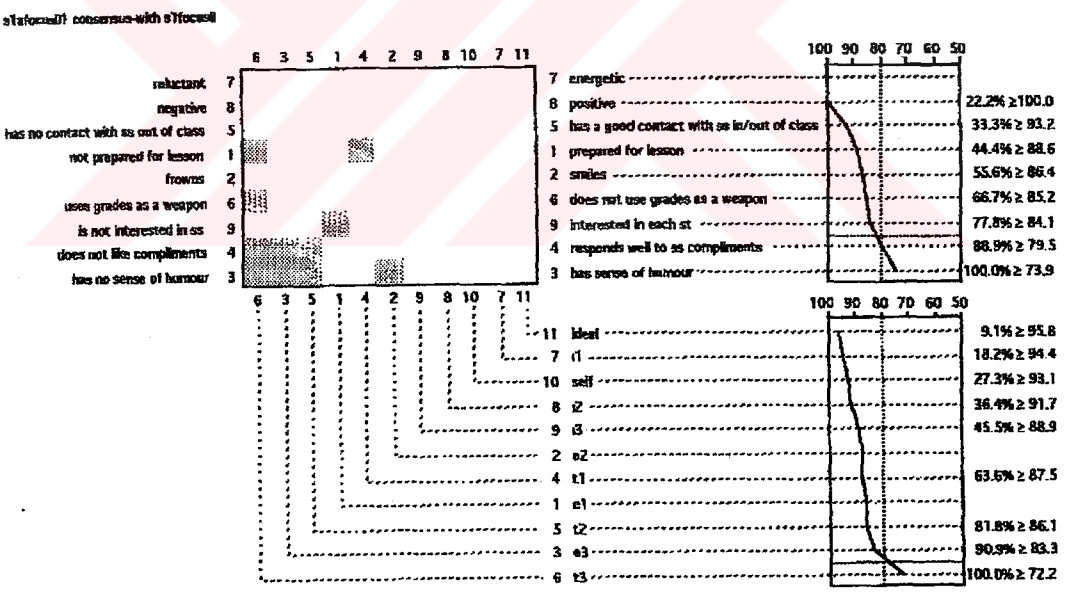

Figure 4.10 The exchange analysis of St 1's FOCUSed 1 and FOCUSed 2 grids.

The significant changes at 80% cut off point took place in the constructs *responds well to students' compliments* (C4; 79.5) and *has a sense of humour* (C3; 73.9). At the beginning of the study, *responds well to students' compliments* (C4) associated with *has sense of humour* (C3) at 92% match level (see Figure 4.8). However, at the end of the study, student-teacher 1 associated this construct with *does not use grades as a weapon toward students* (C6) at 96% match level (see Figure 4.9). The second construct that showed structural change is *has sense of humour* (C3) (see figure 4.10). In the first grid, this construct associated with *responds well to students' compliments* as mentioned above, however, in the second grid it appears as an isolate.

During the follow-up interview, student-teacher 1 explicitly stated the reason behind this change, and s/he explained why s/he has thought this construct (C4) embodied a feature of an effective teacher:

Extract 3:

> **St:** When students make compliments to the teachers, if the teacher has no sense of humour, they may get angry with the students. They may be offended and may give them poor grades. Most probably, I thought this way, I don't know.

Exploring the nature of changes of how the student-teacher construes T3 will be vital since it showed a significant structural change (72.2) at 80%

cut off point. At the beginning of the study, Student-teacher 1 construed T3 as an isolated element. However, when we look at his/her second grid we see that T3 forms a pair with T2 over 80% match level. Moreover, T1 subordinates the pair at 78% match level. Considering this change, we may assume that the student-teacher had gone through some changes which led him/her to have a clearer picture in mind in terms of the features that embodies Typical teachers.

Although a significant change can not be observed in the way student-teacher 1 construes his/her current Self as teacher in the first grid, we see that Self forms a pair with Ideal self as teacher at 93% match level. However, in the second grid Ideal and E1 associate as an exact match at 100% level. On the other hand, current Self subordinates these two elements at over 95% level. Regarding this insignificant change, we may still assume that the interactions and the experiences s/he had had during the teaching practice period led student-teacher 1 to leave a bit of more room for professional development.

4.2.9 The Content and Structure of St 2's Personal Theories regarding Effective Teaching at the Beginning of the Study

Student- teacher 2's grid data consists of 7 constructs and 11 eleven elements. Student- teacher 2's FOCUSed grid shown in Figure 4.11 presents the construct and element trees drawn at 80% cut off point.

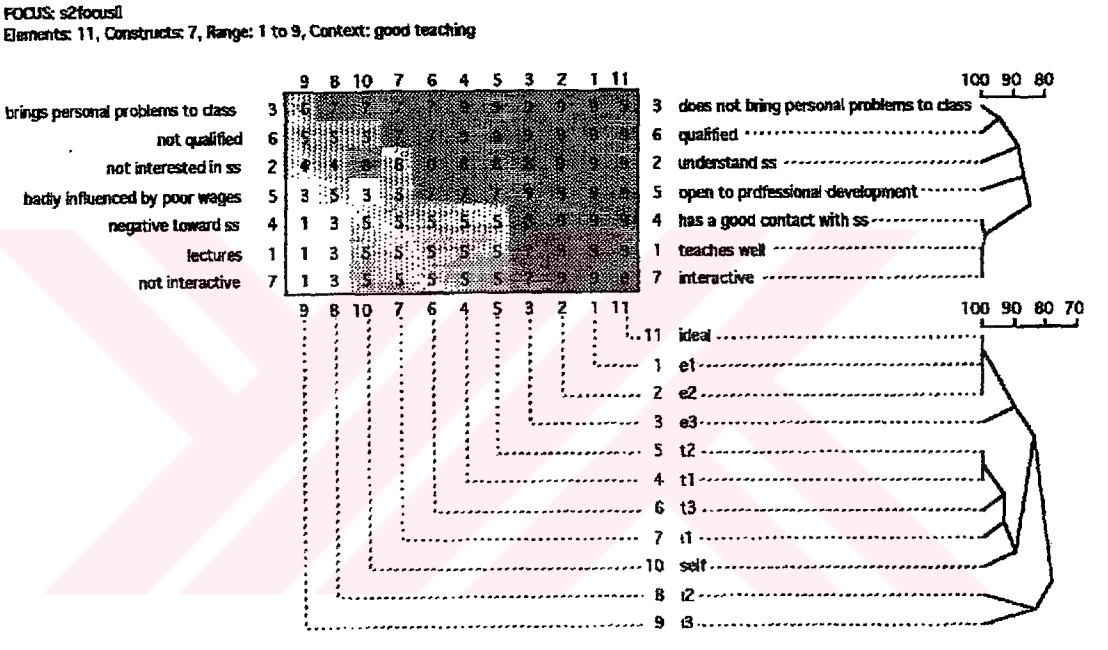

Figure 4.11 St 2's FOCUSed grid at the beginning of the study.

- ***Construct Links***

In the focus analysis of student- teacher's first grid, one pair, two isolated constructs and a cluster are observed. The second most important construct according to student- teacher 2 does *not bring personal problems to class* (C3) and *is qualified*, (C6) form pair at 95% match level. That is, s/he

believes that a qualified teacher does not bring his/her personal problems to class, and this is very important. Constructs, *understands students* (C2), and *is open to professional development* (C5) are placed in isolation. The student-teacher's comment for this organisation is presented in the interview account:

Extract 4:

St: I personally believe that talking about ineffective teachers is unfair because teachers have been trying to do their jobs under very hard conditions. They do not get the money they deserve, they enter the class with a lot of problems in their minds, and we say ' a good teacher should improve him/self'. How can a teacher buy books to improve himself with such a little amount of money? We should not criticise any of the teachers. How can we expect a teacher who already has too many problems to be interested in the students' problems anyway?

In spite of his/her criticism, when we look at Student-teacher 2's rank ordering of the constructs, *is open to professional development* (C5) was considered as the third important in the rank order. On the other hand, *has a good contact with students* (C4), *teaches well* (1), and *is interactive* (C7) associate at 100% match level. In fact, (C1) *teaches well* was ranked as the

most important construct. We understand that the student- teacher believes that if a teacher has a good contact with his/her students, s/he can teach well and if s/he is conducting interactive lessons this means that s/he is good at teaching.

- ***Element Links***

Student- teacher evaluates Ideal self, E1, and E2 as having the same qualities with a 100% match level. S/he appears to be undecided on the qualities of E3 though. E3 is an isolate in the student- teacher's element links. That is, Ideal and two of the Effective teachers are viewed as similar, however, student- teacher 2 considers E3 as possessing some different features from the above- mentioned teachers. In the cluster of elements, T2 and T1 are viewed as exactly similar at 100%match level, and T3, I1, and current Self as a teacher included in this cluster. In fact, the student- teacher places him/herself within the Typical teacher category but s/he is also very close to the Ineffective teachers I1 and 13. This indicates that student- teacher 2 appears to lack confidence and to be poorly evaluating him/herself as a teacher at the beginning of the teaching practice period. This may be due to a feeling of being rather inexperienced as a teacher. Consequently, when we consider the element clustering at the beginning of the study, we may speculate that the student- teacher has not yet established a clear-cut pattern for the categories of teachers.

4.2.9.1. The Content and Structure of St 2's Personal Theories regarding Effective Teaching at the End of the Study

Student- teacher 2's grid data consists of 12 constructs and 11 elements. Student- teacher 2's FOCUSed grid shown in Figure 4.12 demonstrates the construct and element trees drawn at 80% cut off point.

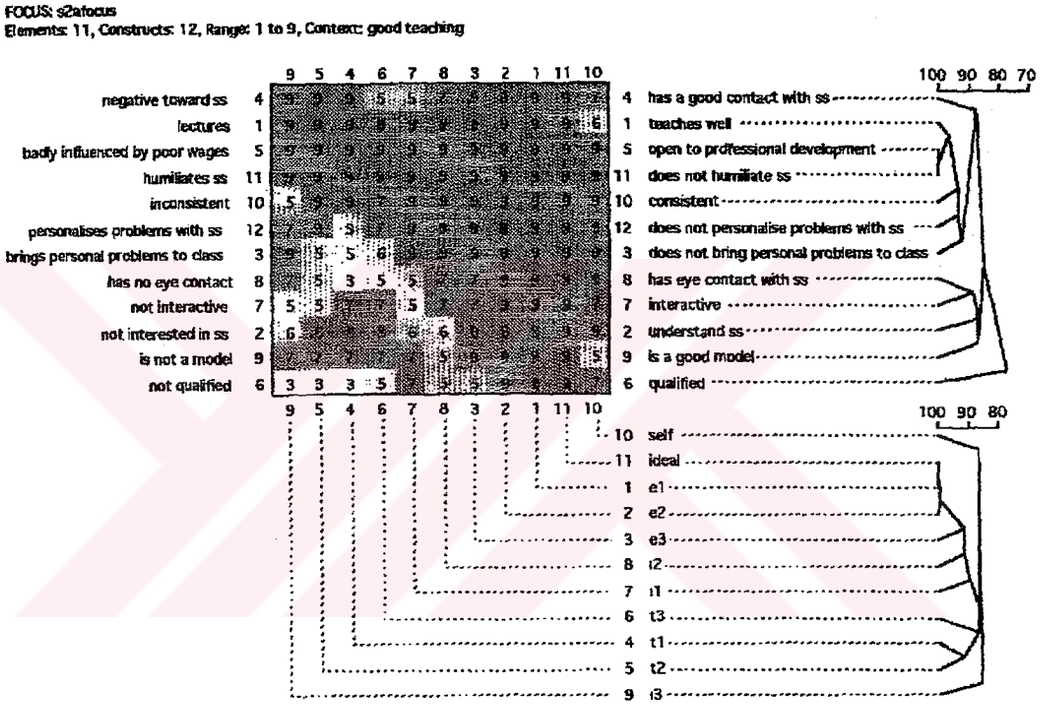

Figure 4.12 St 2's FOCUSed grid at the end of the study.

- ***Construct Links***

The FOCUS analysis of Student- teacher 2's second grid produced two main clusters, and we see more constructs were added in the second grid. Student- teacher 2 explains this change as follows:

Extract 5:

St: In fact, in the first grid I was going to write some more constructs but I just wanted not to talk about inefficient teachers, as I told before. However, after the teaching practice and with these grids I have changed my mind. At the beginning of the practicum, I was the spectator watching a football match. Now, I am the footballer actually playing the game in the field. Now, I have a lot more to say and I can talk about teachers because I have tried teaching, and I feel myself more like a teacher now. I can make more objective comments now. I can talk about ineffective teachers, I met a teacher who asked, " who is the most stupid student in this class?", yes, I can criticise this teacher and this is not being unfair.

In the first cluster, *is open to professional development* (C5) the most important construct in the rank order, and *does not humiliate students* (C11) associate at 100% match level and form a pair. This pair associates with *teaches well* (C1) at 95% match level. In student- teacher 2's opinion, if a teacher is open to professional development, s/he can teach well, most probably by means of the new ideas s/he is exposed to while s/he is trying to improve him/herself.

Extract 6:

> **St:** I used to think that it was almost impossible for a teacher to improve because teachers are very badly paid. I now think that if a teacher is badly influenced by the poor wages although s/he is not the responsible one for the situation, s/he may not be willing to do anything regarding professional development. Consequently, the students are affected negatively and they do not deserve this. An effective teacher should be just the opposite.

We may assume that student-teacher 2 holds the belief that a teacher teaches better as long as s/he tries to improve him/herself. Consequently, s/he becomes a professional and a professional does not humiliate students. (C10) *is consistent* and (C12) *does not personalise problems with students does not*

bring personal problems to class (C3) have 90% match level and linked with the constructs above. Moreover, *has a good contact with students* (C4) associate with all these constructs as a super-ordinate construct. Regarding this organisation, we may infer that the student- teacher thinks that when a teacher has a good contact with the students, s/he can discriminate between his/her personal and class- originated problems and take consistent action accordingly. Within the second cluster, we observe that *has eye contact with students* (C8), and *is interactive* form a pair at 90% match level. The second most important construct, *understands students* (C2), and the third in the rank order *is a good model* (C9), associate with this pair. In addition, an isolated construct *is qualified* (C6) is also included in this cluster with a 70% match level. In terms of this organisation, we may speculate that in student- teacher 2's view, a qualified teacher maintains eye contact with the students while s/he interacts with them. In addition, s/he is able to understand the students and in all the above-mentioned respects, and eventually, is a good model.

- ***Element Links***

In student- teacher 2's element links, self as the Ideal teacher, E1, and E2 associate at 100% match level. E3 is clustered with two of the Ineffective teachers I2 and I1, which presents a contradiction. Although the student-teacher finds E3 effective as a teacher, s/he also thinks that s/he bears some qualities similar to those of ineffective teachers. The student-teacher does not seem to have a clear-cut pattern for the elements in his/her mind. T1, T2, and

T3 are clustered together, but the student- teacher can not place actual Self and I3 in any of the clusters. Self and I3 are placed somewhere between Ineffective and Typical teachers leaving considerable room for professional development. This derives from the effects of the experience s/he had through the teaching practice period, because as s/he states in the above quotation (see extract 3.), his/her whole view of teaching changed when s/he started teaching.

4.2.9.2. The Exchange Analysis of St 2's Time 1 and Time 2 Grids

The exchange analysis of student- teacher 2's grids shows that the construct consensus between the two grids is 42.9% and the element consensus is 63.6% at 80 cut-off point.

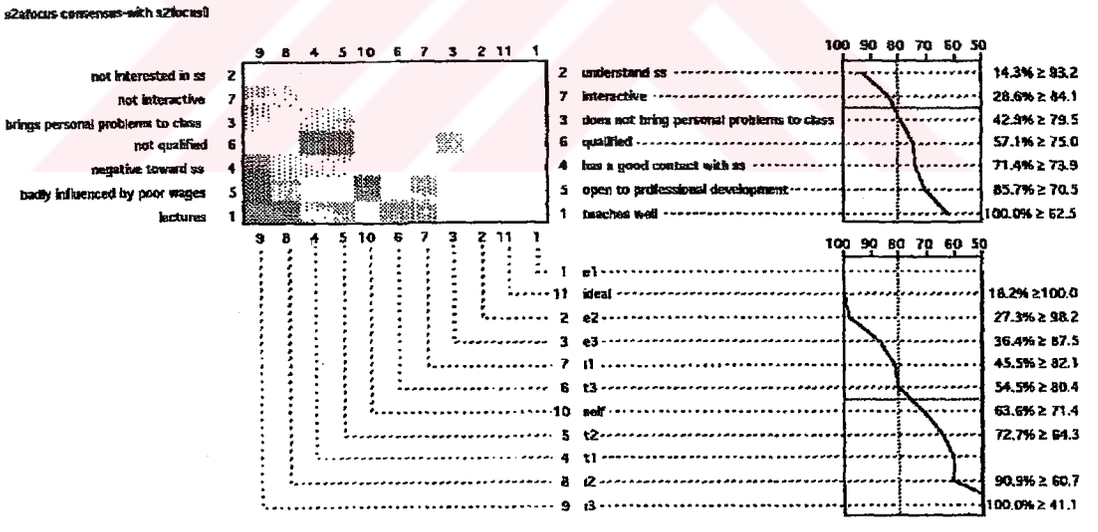

Figure 4.13 The exchange analysis of St 2's FOCUSed 1 and FOCUSed 2 grids.

Student- teacher 2's constructs, which showed structural change, include the following in the order of the level of difference from the least to the most. *Does not bring personal problems to class* (C3; 79.5%), *qualified* (C6; 75%), *has a good contact with students* (C4; 73.9%), *open to professional development* (C5; 70.5%) and *teaches well* (C1; 62.5%). When we examine the way these constructs were viewed at the beginning and at the end of the study, we come up with the following details:

In his/her first grid, the construct *does not bring personal problems to class* (C3) associated with *qualified* (C6) at 95% match level (see Figure 4.11). However, (C3) is an isolate in the second grid (see Figure 4.12). The next construct that shows structural change has a *good contact with students* (C4) highly associated with *teaches well* (C1) and *interactive* (C7) at 100% match level. When we look at student-teacher 2's second grid, *has a good contact with students* (C4) is a super-ordinate construct. It has a direct link with *teaches well* (C1), *open to professional development* (C5), *does not humiliate students* (C11), *consistent* (C10), *does not personalise problems with students* (C12), and *does not bring personal problems to class* (C3). Therefore, we assume that student- teacher 2 had gone through an integration process in the light of the experiences s/he had been involved in. Furthermore, s/he must have reflected on the relations between her new experiences and his/her previously hypothesised constructs.

When we look at the element links, we see some structural changes regarding the element links. The elements which showed structural change included current Self 71.4%, T2 64.3%, T164.3%, I2 60.7% and I3 41.1% at

80% cut off point. When we analyse the element clustering done at the beginning of the study (see Figure 4.11), Ideal was subordinated with E1 and E2 at 100% match level, and current Self was included in the cluster consisting of T1, T2, T3 and I1. In the element set in the second grid, Ideal and Effective teachers are clustered together and current Self as a teacher is linked with I3. At the end of the teaching practice period, student-teacher 2 must have realised his/her weaknesses as a teacher and feels the need to improve him/herself to become a more effective teacher.

4.2.9. The Content and Structure of St 3's Personal Theories regarding Effective Teaching at the Beginning of the Study

Student- teacher 3's grid data consists of 11 constructs and 11 elements. Student- teacher 3's FOCUSed grid shown in Figure 4.14 demonstrates the construct and element trees drawn at 80% cut off point.

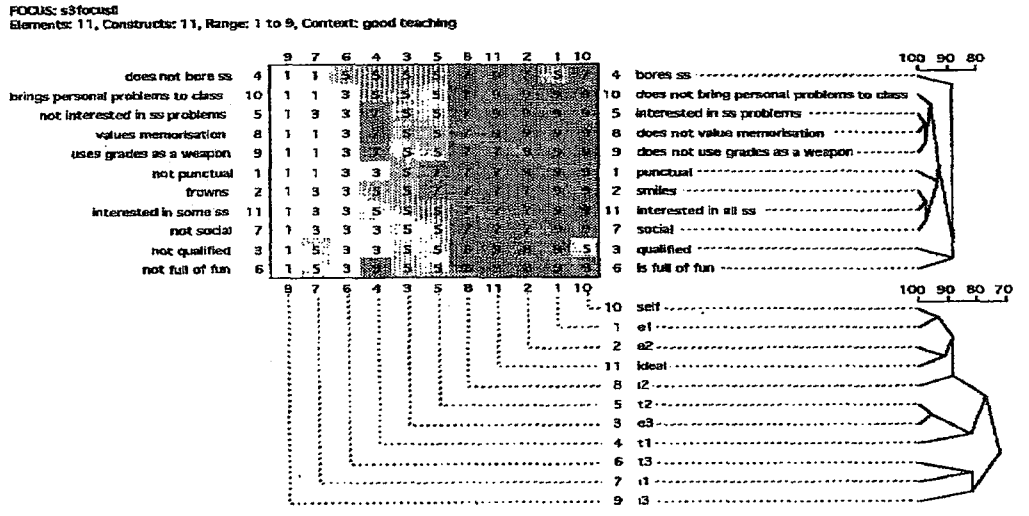

Figure 4.14 St 3's FOCUSed grid at the beginning of the study.

- ***Construct Links***

In student- teacher 3's FOCUSed grid, two construct clusters, two isolates and one pair of constructs are observed. Construct, *does not bore students* (C4) is a super-ordinate construct in the first cluster. Within the first cluster, there is a pair consisting of *interested in students' problems* (C5) and *does not value memorisation* (C8). These constructs highly associate at 97% match level. That is, the student-teacher seems certain that a teacher who is interested in the students' problems, is not in favour of memorisation. Moreover, does *not bring personal problems to class* (C10) and *does not use grades as a weapon toward students* (C9) subordinate the pair forming a cluster at 95% match level. These two features accompany the first two qualities of an effective teacher. Between the two clusters, we see *punctual* (C1) as an isolate, which means the student-teacher thinks that punctuality is a feature of an effective teacher however s/he can not associate it with any of the other features yet. In the second cluster of constructs, *smiles* (C2) ranked as the most important construct, *interested in all students* (C11) the second construct in the rank order and *social* (C7) associate at 95% match level. Student-teacher 3 explains why s/he considers smiling as the most important feature of a teacher:

Extract 7:

St: If you want to motivate your students and want them to love your lessons, you should enter the class with a smiling face. With a smiling face, you can warm up the class very easily and also you can create a relaxed atmosphere in your class.

The third construct in the rank order is *qualified* (C3), and *is full of fun* (C6) form pair at 86% match level. In other words, the student- teacher holds the belief that a qualified teachers is able to conduct the lessons in such a way that s/he brings fun to class and thus, students can learn more easily.

- ***Element Links***

At the beginning of the study, we do not see a clear-cut pattern in student-teacher 3's element clusters. Self as teacher forms pair with E1 at 93% match level. Ideal self and E2 constitute another pair that is directly linked with the first pair of elements to form a cluster. I3 is placed in isolation. T2 and E3 form a third pair, and close to this pair, we see another isolated element T1 is placed. Again T3 and I1 match at 78% level and I3 is placed in isolation. The student-teacher places him/herself and two of the Effective teachers, E1 and E2 together with the Ideal self within the same element cluster. This may suggest that student-teacher 3 has a much clearer views regarding the features

of Effective teachers than that of Typical teachers, in addition, s/he highly evaluates him/herself as bearing similar features with those of Effective teachers. When we look at the element set, we see that one Typical (T2) and one Effective teacher (E3) form a pair, and another Typical teacher (T1) is placed in isolation. Then one Typical (T3) and one Ineffective teacher (I1) form a pair, and another Ineffective teacher (I3) is placed in isolation. Regarding this structuring of the elements, we may speculate that student-teacher 3 has not constituted a clear picture in mind about Typical and Effective teachers. Above all, s/he perceives him/herself as being similar to E1, the most Effective teacher. Thus, we may assume that s/he thinks s/he is a very effective teacher but s/he does not think s/he is the ideal one yet. Still s/he does not leave much room for professional development.

4.2.10.1 The Content and Structure of St 3's Personal Constructs Regarding Effective Teaching at the End of the Study

Student- teacher 3's grid data consists of 10 constructs and 11 elements. Student- teacher 3's FOCUSed grid shown in Figure 4.15 illustrates the construct and element trees drawn at 80% cut off point.

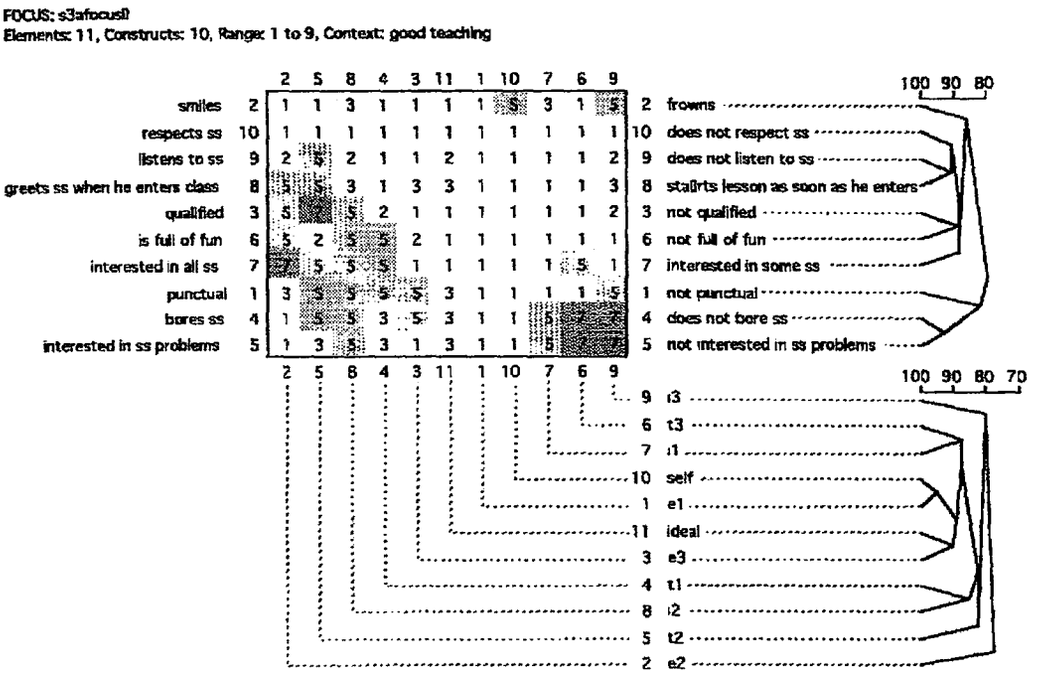

Figure 4.15 St 3's FOCUSed grid at the end of the study.

- ***Construct Links***

At the end of the study, we see that student- teacher 3's ten constructs form one main cluster and a pair. In the main cluster, constructs (C9) *listens to the students* and the third in the rank order (C8) *greets the students when s/he enters the class* are the most closely related constructs at 90% match level. This means, in the student-teacher's opinion, a teacher who listens to the students, greets them when s/he enters the class. Two other constructs, *qualified* (C3) and *is full of fun* (C6) follow this pair with a 86% match level. Similarly, according to student-teacher's view, a qualified teacher is full of fun in the class. On the other hand, *smiles* (C2), *respects the students* (C10) and *interested in all the students* (C7) are placed in isolation. Student- teacher 3

appears to believe that a teacher who is effective is good at human relations. For him/her, an effective teacher does not only greet the students when s/he enters the classroom but also listens to what the students are saying. Such a teacher, as s/he believes, is respectful toward the students and, furthermore has a smiling face. However, s/he can not associate the latter two constructs with any of the features in the cluster. *Qualified* (C3) and the most important construct in the rank order *is full of fun* (C6) form another construct pair at 85% match level. An isolated construct, *interested in all the students* (C7) is placed close to the pair. Moreover, another loosely linked construct, *is punctual* (C1) is placed close to last pair of constructs *does not bore the students* (C4) and *is interested in the students' problems* (C5) the second construct in the rank order, which highly associate at 88% match level. Considering the structuring of the constructs, we speculate that according to how student-teacher 3 construes, an effective teacher is someone who is interested in the students' problems and thus, knows how not to bore them.

- ***Element Links***

At the end of the study, student-teacher 3's element cluster does not display a clear-cut pattern as it was the case at the beginning of the study (see Figure 4.14). However, his/her perception of all teachers other than Ideal self as teacher, Self as teacher E1 and T2 showed structural changes (see Figure 4.16). That is, similar to his/her first grid, we see that s/he associates him/herself with the Ideal and Effective teachers (E1 and E3) at the end of the

study. However, I3, T2, and E2 are placed in isolation. In the first grid, the isolates were I2, T1, and I3. Thus, we can assume that student-teacher 3 construes him/herself as effective as the teachers coded as Effective but s/he still can not discriminate between the features of Typical and Ineffective teachers appropriately in his/her mind at the end of the study.

4.2.10.2.The Exchange Analysis of St 3's Time 1 and Time 2 Grids

In the exchange analysis of student- teacher 3's first and the second grids, we see that the construct consensus between the two grids is 28.6% and the element consensus is 45.5% over 80% match level.

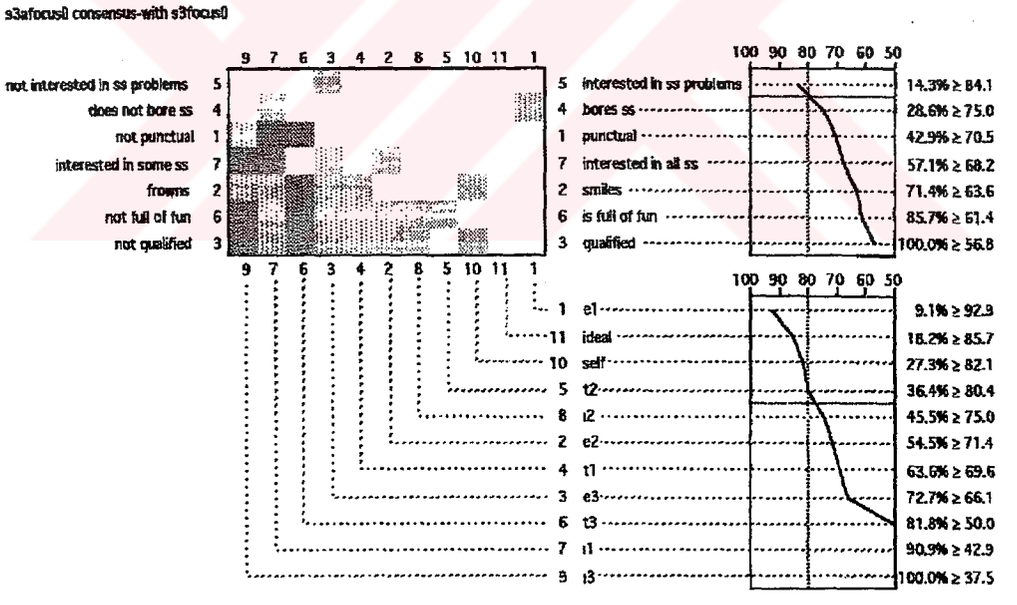

Figure 4.16 The exchange analysis of St 3's FOCUSed 1 and FOCUSed 2 grids.

After the exchange analysis of Student- teacher 3's FOCUSed 1 and FOCUSed 2 grids, we see significant changes in the content and the structure of the constructs. For example, student- teacher 3 did not want to include the construct *social* (C7) in the second application of repertory grid. S/he was able to state the rationale behind this change:

Extract 8:

> **St:** I think, if a teacher is interested in the students' problems, interested in all the students in the class, if s/he has a smiling face and knows how to behave positively towards his/her students, this teacher is already a social person. My thoughts have become more specific, that's why I do not want to use this construct this time.

The structural changes occurred in the constructs in the order from the least to the most were: (C4) *does not bore the students* 75.0%, (C1) *is punctual* 70.5%, (C7) *interested in all the students* 68.2%, (C6) *is full of fun* 61.4%, and finally (C3) *is qualified* 56.8%.

When we examine the constructs to identify the pattern of structural changes they had gone through, we see that the following associations established. At the beginning of the study, while the construct *does not bore*

the students (C4) was an isolate (see Figure 4.14), at the end of the study, we see that it is tightly linked with (C5) *interested in the students' problems* (see Figure 4.15). That is, the student-teacher thinks that a teacher who does not bore the students is interested in the students' problems. On the other hand, *punctual* (C1) appears to be an isolate in both grids. According to the student-teacher's opinion, an effective teacher is punctual, however, s/he can not associate this specific feature with any of the other qualities s/he cited in his/her grids. Nevertheless, (C1) *punctual* was placed closely to *smiles* (C2), *interested in all the students* (C11) and *social* (C7), in the first grid. In the second grid however, (C1) is close to *does not bore the students* (C4) and *interested in the students' problems* (C5). That is the student-teacher had been in a process of reorganisation of this construct.

When we examine the pattern of changes in (C6) *is full of fun*, we see that in the first grid it associated with *qualified* (C3) as a separate pair. However, at the end of the study, this pair is placed in the main cluster consisting of four other constructs. The importance student- teacher 3 attributes to the constructs also changed at the end of the study. The student-teacher commented on the reason for this change.

Extract 9:

St: Having a smiling face is of course very good. Everybody can have a smiling face. However, I came to an understanding that this is not enough for a

> teacher. During one of my sessions, I tried a miming activity with my students. I really enjoyed myself during the activity, and I saw that the students were also having fun and learning at the same time. I did not have to try hard to teach my students, we played a game together and without any problems I was able to teach what I had to teach them. In fact, I am a cheerful person but if you can share this with your students, a very positive class atmosphere where the students participate and both the students and I are motivated could easily be established.

As apparent in the student- teacher's explanation, his/her personal experience played a role on this change. Figure 4.16 also revealed that student-teacher 3 had been in the process of reorganising seven of his/her elements in his/her grids. These elements with structural changes included the following in the order of level of difference from the least to the most: I2 (75.0), E2 (71.4), T1 (69.6), E3 (66.1), T3 (50.0), I1 (42.9) and I3 (37.5). Taking the student-teacher's element clustering as a base, we may say that his/her main concern seems to be on the distinguishing the features of each teacher group in the light of the experiences gained. In spite of the changes in his/her perception of Typical and Ineffective teachers as well as one of the Effective teachers, s/he

does not seem to have a clear-cut pattern for these features of the above mentioned teacher groups yet.

4.2.11. The Content and Structure of St 4's Personal Theories regarding Effective Teaching at the Beginning of the Study

Student- teacher 4's grid data consists of 6 constructs and 11 elements. Student- teacher 4's FOCUSed grid shown in Figure 4.17 illustrates the construct and element trees drawn at 80% cut off point.

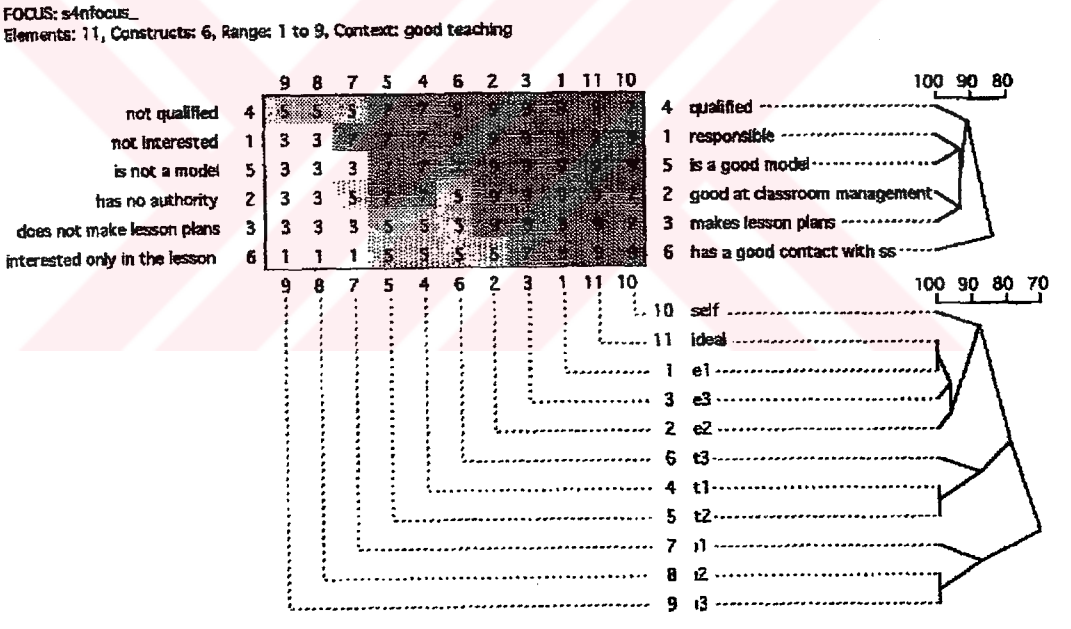

Figure 4.17 St 4's FOCUSed grid at the beginning of the study.

- ***Construct Links***

In student-teacher 4's FOCUSed grid, there appears one main construct cluster consisting of two pairs and an isolate. In addition to the cluster, another loosely linked construct is observed. Within the cluster, constructs *is responsible* (C1) and (C5) *is a good model* rank ordered as the third important construct, constitute a pair at 93% match level. That is, the student-teacher believes that a responsible teacher constitutes a good model for his/her students. (C1) *is qualified,* the first construct in the rank order, is loosely linked to the pair. The student-teacher explains the rationale behind his/her choice:

Extract 10:

St: In order for a teacher to be effective, s/he has to be a qualified person. I mean, s/he has to know his/her subject matter very well, has to know about the latest improvements in the field, and the like.

The second construct in the rank order (C2), *good at classroom management* and (C3) *makes lesson plans* associate at 92% match level to form another pair. According to student-teacher 4's belief, an effective teacher prepares lesson plans and thus, can manage the class efficiently. *Has a good contact with the students* (C6) is another feature of an effective teacher,

however, student-teacher 4 can not establish links with the other features s/he believes to make a teacher effective. In the following interview account, the student-teacher comments on the importance of the way a teacher approaches to the students:

Extract 11:

St: When a teacher approaches to his/her students positively, it makes a lot of other things less important for the students in the classroom. As a class teacher, you should be close to your students, you have to maintain a good contact with them both in and out of the class.

- ***Element Links***

When we look at the element clustering in student-teacher 4's grid, we come up with the following explanation. There is a clear-cut pattern regarding Effective, Typical, and Ineffective teachers. In other words, all teachers that fall into these categories are grouped separately in different clusters. In the first element cluster, Ideal and E1 are viewed as exactly the same at 100% match level. That is, E1 appears to be the student-teacher's role model. E2 and E3 highly associate with Ideal and E1 at 95% match level, which indicates that these teachers are viewed as very close to Student-teacher 4's role model.

In other words, the student-teacher 4 construes E1 as effective as the his/her ideal teacher. However, s/he deems the other Effective teachers E2 and E3, as possessing different features from Ideal and E1. S/he finds all these teachers almost equally effective but within the Effective category the student-teacher seems to think about two other subcategories: more effective teachers and less effective ones. Self, on the other hand, is viewed as very similar to these effective teachers as a super-ordinate construct at 88% match level. The student-teacher leaves not much room for him/herself for professional development. This may be due to the fact that s/he has no teaching experience and s/he believes that s/he would be teaching in the same way effective teachers do in the classroom. Such a feeling may have derived from his/her espoused theories. In the second of totally three element clusters, Typical teachers are placed. T1 and T2 are considered as exact matches (100% match level) and T3 is directly linked with the other two typical teachers, T1 and T2. In terms of Ineffective teachers, I2 and I3 are viewed as exact matches, and I1 associates with them at 84% match level. That is, I1 has some distinctive features to lead the student-teacher think about this teacher separately from the other two ineffective ones to a certain extent.

4.2.11.1. The Content and Structure of St 4's Personal Theories regarding Effective Teaching at the End of the Study

Student- teacher 4's grid data consists of 9 constructs and 11 elements. Student- teacher 4's FOCUSed grid shown in Figure 4.18 illustrates the construct and element trees drawn at 80% cut off point.

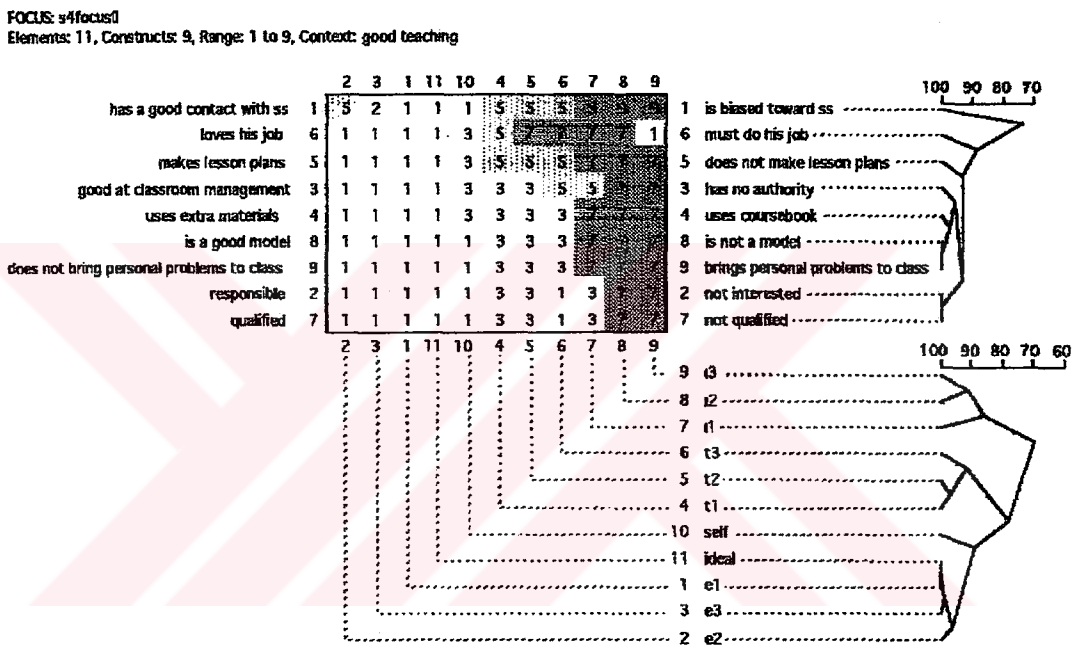

Figure 4.18 St 4's FOCUSed grid at the end of the study.

- ***Construct Links***

In student-teacher 4's FOCUSed grid at the end of the study, one main cluster, one pair and three loosely linked constructs are observed. Within the main cluster, constructs *is a good model* (C8) and *does not bring personal*

problems to class (C9) associate at 100% match level forming a pair. This means that the student-teacher thinks that a teacher who is a good model for his/her students does not bring personal problems to class. In addition, is *good at classroom management* (C3), rank ordered as the third important construct, and *uses extra materials* (C4) are also linked to the pair at 92% match level. This organisation implies that these four constructs are interrelated within themselves. (C2) the second important construct in the rank order *is responsible* and (C7) *is qualified* highly associate at 100% match level. On the other hand, *has a good contact with the students* (C1), *loves his job* (C6) and *makes lesson plans* (C5) are placed in isolation. That is, the student-teacher views them as the features of Effective teachers. However, s/he can not decidedly associate them with the other features yet. Although it is placed in isolation, *makes lesson plans* was rank ordered as the most important in the rank order. In the first grid, however, this construct was not included in the rank order. It appears that the experience s/he gained led to an awareness of such a quality in the student-teacher. S/he can explicitly state the rationale behind this change:

Extract 12:

St: At the beginning of the study, I was totally inexperienced. For me, the most important thing was knowledge but with this study, I had the chance to think about my beliefs. Now I

believe that strategies a teacher uses are even more important than knowing.

Student-teacher 4 thinks that there have been various reasons that made him/her change his/her views. However, the mostly contributing factor was his/her supervisor.

Extract 13:

St: There have been a lot of things that made me think during this period. I observed my mentor and this way I learnt new things. I learnt from my supervisor more directly, and I can say that the most important factor was my supervisor.

Taking student-teacher 4's construct organisation into account, we may assume that the student-teacher believes that a teacher who constitutes a good model for his/her students does not let them be influenced by his/her personal problems. Moreover, s/he holds the belief that a qualified teacher is someone who is responsible. In addition, a teacher who uses extra materials is supposed to be good at classroom management. The student- teacher also thinks that having a good contact with the students, loving the job, preparing lesson plans are three of the other features that embody an effective teacher.

- ***Element Links***

In the links, we still observe a clear-cut pattern in terms of the organisation of the elements at the end of the study. In the first of the three element clusters, Ineffective teachers are grouped together. Similar to the grid at the beginning of the study, we see that I2 and I3 are viewed as highly similar at 92% match level, and I1 associate these two elements at a lower level (86%). Second cluster consists of Typical teachers, and T2 and T1 constitute a pair. T3 is directly linked to them at slightly below 90% level. That is, the student-teacher has already constituted a clear picture of the features of Typical teachers. In the last and the largest cluster, Effective teachers and Ideal self as teacher are placed. Similar to the grid at the beginning of the study, Ideal self and E1 are viewed as exact matches at 100% level. E3 and E2 associate with them at a lower level, 92% and 90% respectively. Contrary to the first grid, in the grid at the end of the study actual Self as teacher is placed in isolation between Typical and Effective teacher groups. We may infer from this organisation that the experiences the student-teacher had gone through during the teaching practice period had led him/her to change his/her view of Self as a teacher.

4.2.11.2.The Exchange Analysis of St 4's Time 1 and Time 2 Grids

In the exchange analysis of student- teacher 4's first and the second grids, we do not see any significant structural changes in the constructs and elements.

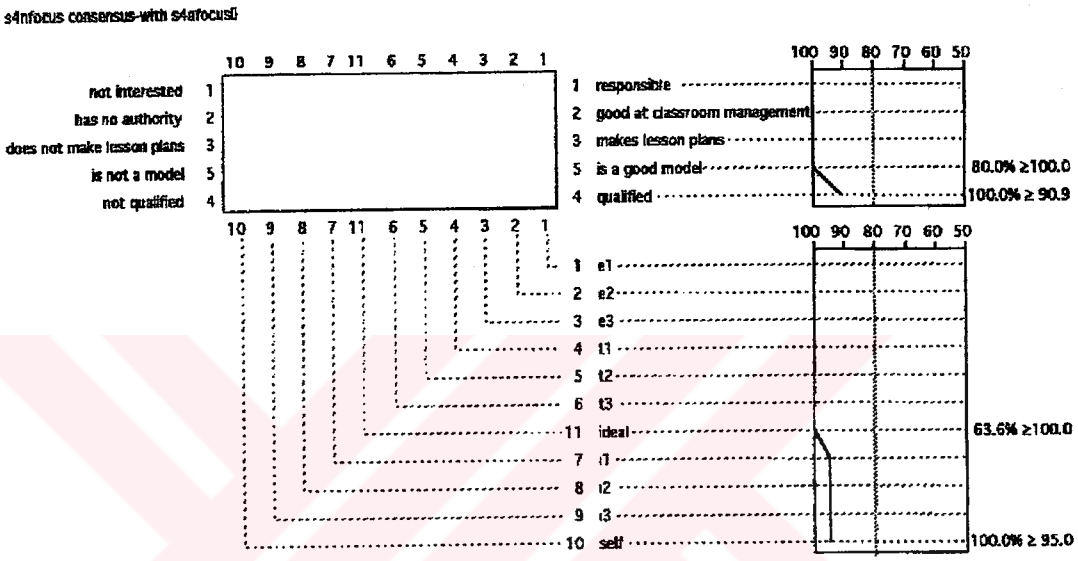

Figure 4.19 The exchange analysis of St 4's FOCUSed 1 and FOCUSed 2 grids.

The constructs that were cited in both grids at the beginning and at the end of the study are *is responsible* (C1), *is good at classroom management* (C2), *makes lesson plans* (C3), *is a good model* (C5), and *is qualified* (C4). The changes are observed in *is a good model* and *is qualified*, however, the changes are not significant, that is below 80% cut off point.

On the other hand, when we look at the changes that occurred in the elements, we see that ideal, I1, I2, I3 and Self had gone through changes.

However, similar to the changes observed in the constructs, they are not significant. In other words, the experiences during the practicum did not lead student-teacher 4 to change any of his/her views regarding either effective teaching or effectiveness of the teachers.

4.2.12. The Content and Structure of St 5's Personal Theories regarding Effective Teaching at the Beginning of the Study

Student- teacher 5's grid data consists of 11 constructs and 11 elements. Student- teacher 5's FOCUSed grid shown in Figure 4.20 illustrates the construct and element trees drawn at 80% cut off point.

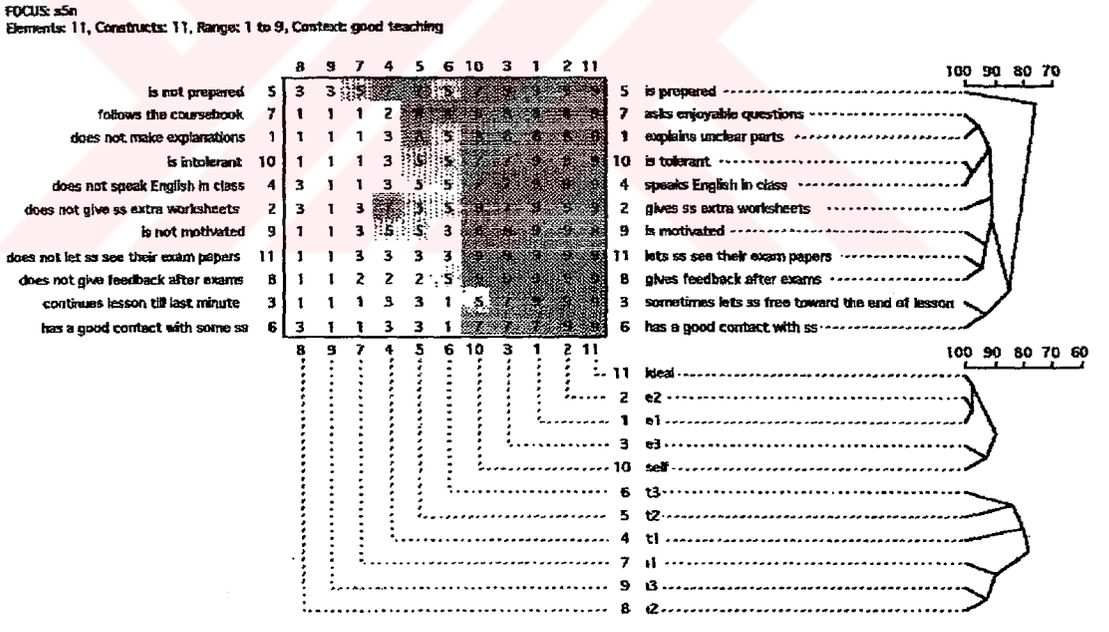

Figure 4.20 St 5's FOCUSed grid at the beginning of the study.

- ***Construct Links***

Student- teacher 5's grid data produced one construct cluster, one pair and two isolated constructs. *Is prepared* (C5) is placed in isolation as a super-ordinate construct. In fact, the student- teacher rank ordered this construct as the most important. *Asks enjoyable questions* (C7), and *explains unclear parts* (C1) the second construct in the rank order, highly associate at 96% match level. This pair is directly linked with another pair consisting of *is tolerant* (C10) and *speaks English in class* (C4). Their association level is 98%. Regarding the organisation of the constructs up to this point, we may speculate that the student- teacher believes that a teacher who asks enjoyable questions also explains unclear parts. S/he may have thought that the questions of a teacher who does not leave ambiguities in his/her students' minds would be deemed as enjoyable. In addition, a teacher who often or always speaks English in class would be someone who is tolerant toward the students. In order to achieve all these, a teacher has to be prepared before entering the class.

(C2) *gives extra worksheets,* the third construct in the rank order is a loosely linked construct. *Lets students see their exam papers* (C11) and *gives feedback after the exams* (C8) highly associate at 96% match level. Student-teacher 5 finds these two qualities as very important, and explains why s/he thinks giving feedback after the exams is necessary.

Extract 14:

St: I have learnt a lot of things from my methodology teacher at the university. If you give feedback to your students after exams, if you let them see their papers then, they will trust you more because they will see how objectively you marked their papers.

Sometimes lets students free toward the end of the lesson (C3) and *has a good contact with the students* (C6) are two of the other constructs that constitute another pair. Student- teacher 5 views letting students see their exam papers and giving feedback after the exams as two of the very similar features of effective teachers. Similarly, s/he believes that a teacher who has a good contact with the students sometimes lets them free toward the end of the lesson.

- ***Element Links***

When we look at the element set of student- teacher 5, we see that current Self as a teacher, E2, E1, E3, and Ideal self as a teacher are viewed as similar and placed in the same element cluster. The rest of the elements, that is, Typical and Ineffective teachers are grouped together in another cluster. In the first cluster, Ideal, E2 and E1 associate at a high match level, 98%. Self is

viewed as similar to E3 at a lower level, 91%. That is, the student-teacher views him/herself as possessing similar qualities with Effective teacher 3. On the other hand, T3 and T2 constitute a pair in the second element cluster, and T1 is placed in isolation. This means that T3 and T2 share more common features within themselves than with T1. Among the Ineffective teachers, student- teacher 5 views I3 and I2 more similar and they form a pair. In addition, I1 subordinates them.

Regarding the element clustering, we may suggest that the student-teacher does not have a clear pattern in terms of the categories. S/he perceives the teachers as the effective and the ineffective ones, and s/he places Self within the effective group. That is, at the beginning of the study the student-teacher highly evaluates him/herself.

4.2.12.1. The Content and Structure of St 5's Personal Theories regarding Effective Teaching at the End of the Study

Student- teacher 5's grid data consists of 13 constructs and 11 elements. Student- teacher 5's FOCUSed grid shown in Figure 4.21 illustrates the construct and element trees drawn at 80% cut off point.

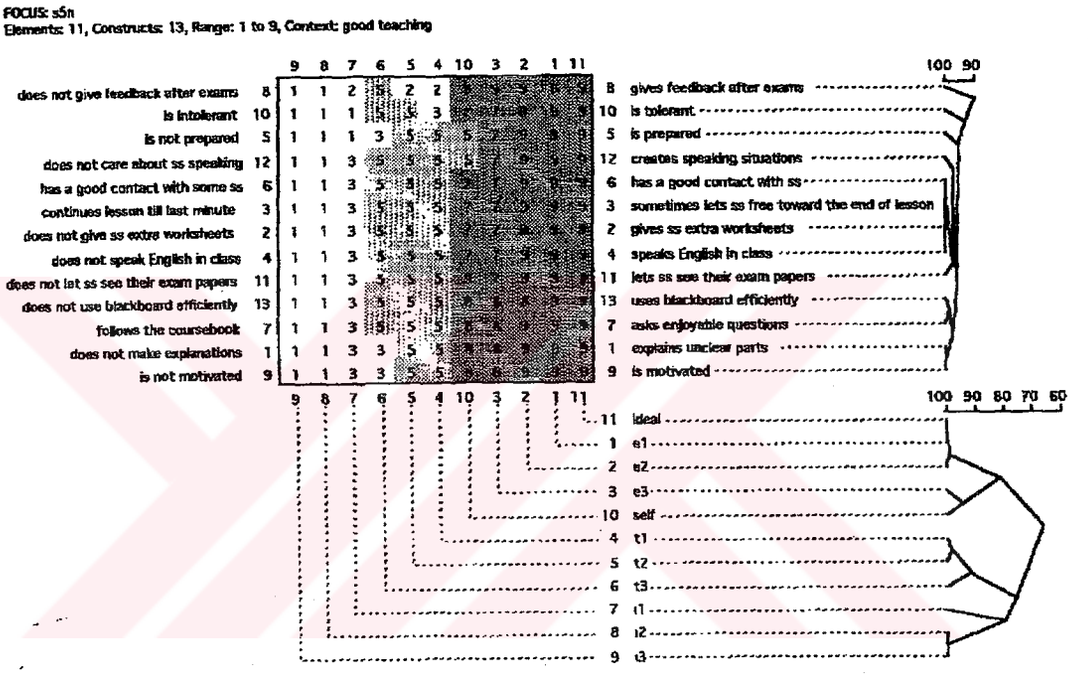

Figure 4.21 St 5's FOCUSed grid at the end of the study.

- ***Construct Links***

At the end of the study, student- teacher 5's FOCUSed grid reveals two clusters one of which consists of two construct pairs. Within the main cluster, we see three loosely linked constructs: *gives feedback after the exam* (C8), *is tolerant* (C10), and *is prepared* (C5) the second construct in the rank order.

The student- teacher can not associate these constructs with the others in the grid.

Creates speaking situations (C12) is directly linked with *has a good contact with the students* (C6), *sometimes lets students free toward the end of the lesson* (C3) *speaks English in class* (C4), and *gives students extra worksheets* which associate at 100% match level. The third important construct *lets students see their exam papers* (C11) also has a direct link with the above- mentioned constructs. Thus, we may assume that the student-teacher holds the belief that a teacher who has a good contact with the students may let them free in the last minutes of the lesson and uses the target language in the class. By means of giving extra worksheets, maybe s/he creates speaking situations, and most probably due to the good contact established between the teacher and the students, the students are allowed to see their exam papers.

In the second and the smaller cluster of constructs, *explains unclear parts* (C1) and *is motivated* (C9) associate at 100% match level. According to the student-teacher's opinion, only a motivated teacher explains unclear parts in a lesson. This construct (C1) is rank ordered as the most important in the second grid. Student- teacher explains the rationale behind this view:

Extract 15:

St: In fact, the only benefit I had from the teaching practice is that I had the opportunity to rethink about the things I had

> already learnt at the university. I tried to follow my supervisor's advice. He was my instructor and I trust him. I thought about him, and understood that what made him so effective was his motivation. The teachers at the practice school were not motivated; maybe this is the problem with the teachers there.

Uses blackboard efficiently (C13) and *asks enjoyable questions* have a very close match, 99%. Such a high match indicates that student-teacher 5 believes that an effective teacher not only uses the board efficiently but also his/her questions are always enjoyable. However, at the beginning of the study, the student- teacher associated *asks enjoyable questions* with *explains unclear parts* (C1) (see Figure 4.20).

- ***Element Links***

In the element cluster, we see that Ideal, E1 and E2 are viewed as exactly similar at 100% match level. Self and E3 constitute a pair at a lower match level, 93%. The student-teacher deems him/herself as effective but not as effective as the Ideal and the other Effective teachers. S/he elaborates on how s/he construes Self as a teacher.

Extract 16:

St: I observed my mentor once or twice. This is not enough because she teaches all the lessons in the same way. Maybe, we should have observed some other teachers. When I compared what I knew and how my mentor conducted her lessons, I found myself more effective as a teacher. I could not put what I have learnt in my methodology lessons into practice because of the time constraint but I do feel more confident at the end of the practicum.

Typical teachers are included in a separate cluster: T1 and T2 are viewed as more similar, and T3 subordinates the pair. Like the element clustering at the beginning of the study, Ineffective teachers are grouped together. However, I1 is placed in isolation within the cluster formed by Ineffective teachers. That is, the student- teacher sees T3 as having some more distinctive features than the other Typical teachers possess.

4.2.12.2.The Exchange Analysis of St 5's Time 1 and Time 2 Grids

The exchange analysis of student- teacher 5's grids at the beginning and at the end of the study reveals that the construct and element consensus between the two grids is 100% at 80% match level.

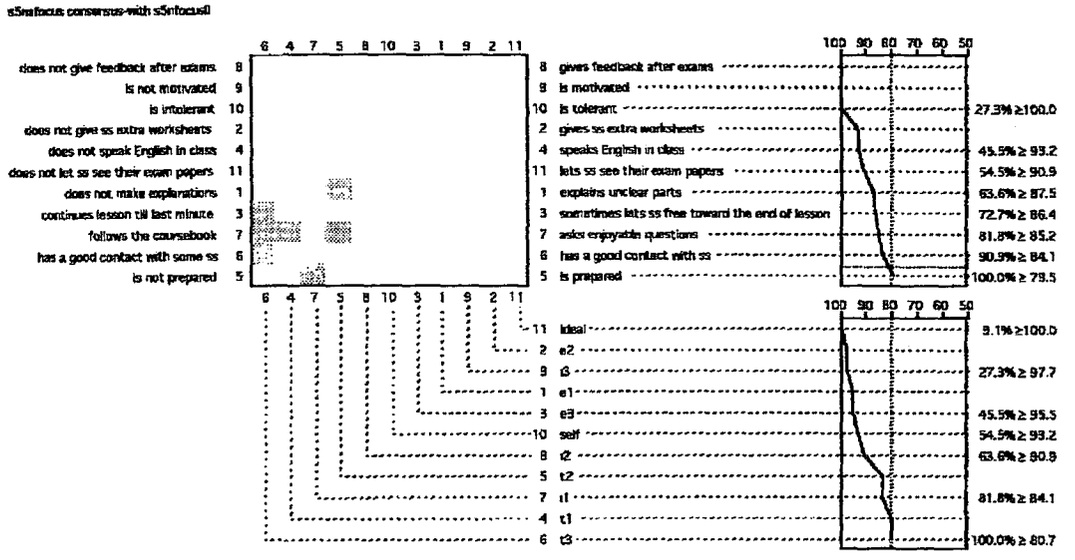

Figure 4.22 The exchange analysis of St 5's FOCUSed 1 and FOCUSed 2 grids.

Student- teacher 5's exchange grid does not reveal any structural change in the elements. The only structural change observed in the constructs is in *is prepared* (C5). In fact, the student- teacher rank ordered this construct as the most important in his/her first gird. At the beginning of the study, *is prepared* (C5) was a super-ordinate construct in the main cluster of constructs (see Figure 4.20). However, at the end of the study, we see that this construct is placed in isolation (see Figure 4.21). Apparent in his/her choice of ranking the constructs at the beginning and at the end of the study, this construct has lost its value.

4.2.12. The Content and Structure of St 6's Personal Theories regarding Effective Teaching At the Beginning of the Study

Student- teacher 6's FOCUSed grid consists of 9 constructs and 11 elements. Student- teacher 6's FOCUSed grid shown in Figure 4.23 illustrates construct and element trees drawn at 80% cut off point.

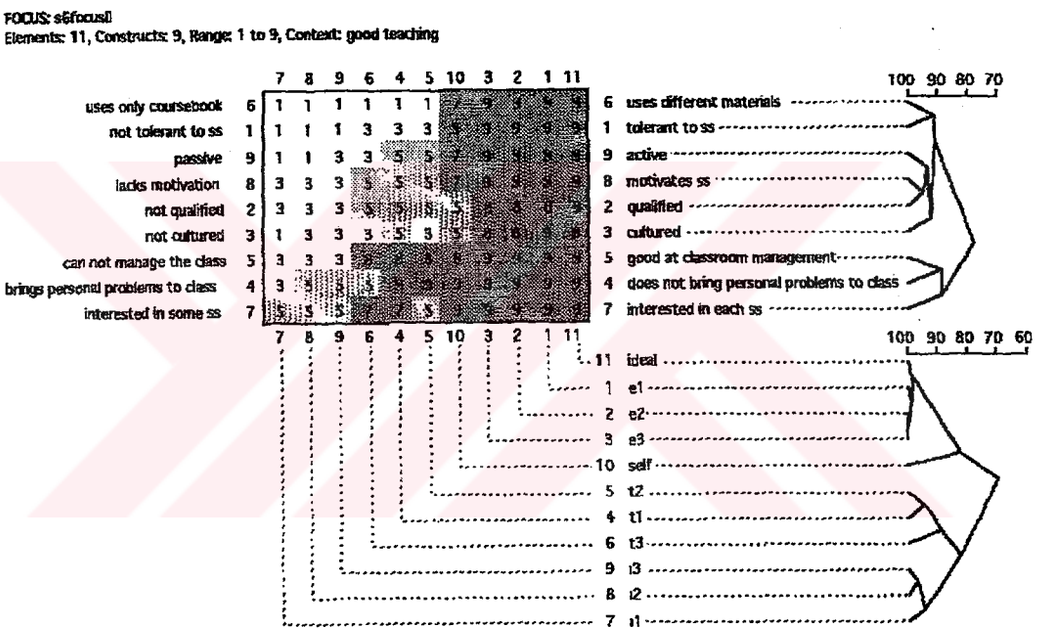

Figure 4.23 St 6's FOCUSed grid at the beginning of the study.

- ***Construct Links***

The FOCUSed Grid of student- teacher 6 produced two clusters. Within the first main cluster, we observe one pair and one sub-cluster. The

third construct in the rank order u*ses different materials* (C6), and *tolerant to students* (C1) highly associate at 90% match level. This means that in student-teacher 6's view, there is a strong relationship with a teacher who uses different materials in the lesson and a tolerant teacher. Constructs *active* (C9), *motivates students* (C8), *qualified* (C3) the most important construct in the rank order, have a match at 92% level, and *cultured* (C3) associates with them at 90% match level. Student- teacher explains why s/he believes being qualified is the most important feature of an effective teacher:

Extract 17:

St: My mentor is the most effective teacher I have ever seen. Her classes are not boring, her students have fun and learn well in her classes. She is very active, she can easily catch up with the speed of the young learners in her class. She is like a child when she is with the children. She is so active that she can motivate her students very easily. Only a very qualified teacher can conduct such harmonious lessons. She is a marvellous teacher. I learnt a lot from my mentor. Of course, I should not deny the help I got from my supervisor. S/he was very supportive, understanding and positive. I learnt how important these qualities are for a teacher from my supervisor but my mentor is something else. I wish I could be a teacher like her some day.

We may assume that student- teacher 6 holds the belief that an effective teacher is active and an active teacher is able to motivate the students. A teacher with such qualities can be considered as qualified in his/her job. In the second cluster, we see the second important construct of the grid, *good at classroom management* (C5), *does not bring personal problems to class* (C4) associate at 85% match level. In addition, *interested in each student* (C7) is directly linked with these two constructs, (C4) and (C7). Considering the organisation of these constructs, we may assume that if a teacher is good at classroom management, s/he does not bring his/her personal problems to class but instead, s/he is interested in each of his/her students in class.

- ***Element Links***

In the element set of student- teacher 6 ideal, E1, E2, and E3 are viewed as exactly similar at 100% match level within the first cluster. This student-teacher has a clear-cut pattern for Typical and Ineffective teachers. S/he categorises Typical and Ineffective teachers separately in two different clusters. S/he construes T1 and T2 to share very similar qualities with a 95% match level. Similarly, I2 and I3 associate within the third cluster consisting of Ineffective teachers at 92% match level. I1 associates with these two elements (93%). Although student- teacher 6 has highly clear- cut patterns for all three types of teachers, s/he can not decide where to place him/herself. Current Self is situated between the Effective and Typical teachers. We may interpret this, as student- teacher 6's being undecided on whether s/he is Effective as a

teacher or is a Typical teacher. Finally, we may infer from what the element links demonstrate that the student- teacher has not constituted self-esteem yet. This may be due to the fact that s/he admires his/her mentor so much and so highly evaluates her that s/he may think that s/he needs too many more qualities to be as effective as his/her mentor.

4.2.13.1. The Content and Structure of St 6's Personal Theories regarding Effective Teaching at the End of the Study

Student- teacher 6's FOCUSed grid consists of 9 constructs and 11 elements. Student- teacher 6's FOCUSed grid shown in Figure 4.24 illustrates construct and element trees drawn at 80% cut off point.

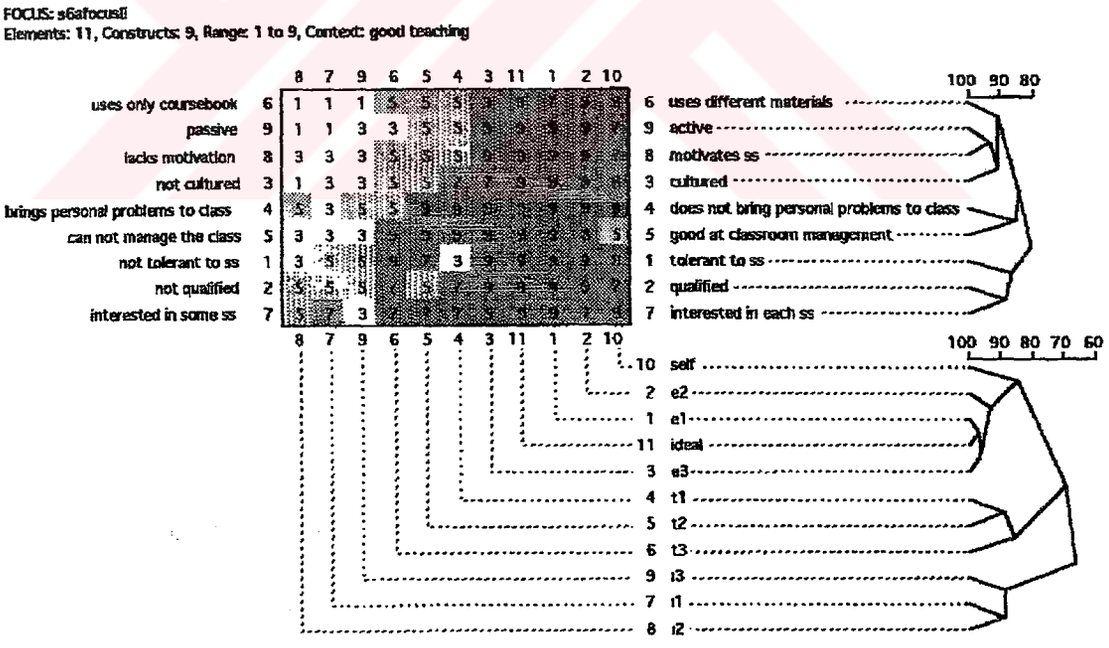

Figure 4.24 St 6's FOCUSed grid at the end of the study.

- ***Construct Links***

In the second FOCUSed Grid of student- teacher 6, two clusters and one pair can be observed. Within the first cluster *active* (C9) and the second construct in the rank order *motivates students* (C8) form a pair at 95% match level associating with the third most important construct *uses different materials* (C6), and *is cultured* (C3). Drawing upon this organisation, we may speculate that the student-teacher assumes that an active teacher motivates his/her students, in addition, s/he is cultured and uses extra materials similar to his/her grid at time 1 (see Figure 4.23). Likewise, the pair *does not bring personal problems to class* (C4), and *good at classroom management* (C5) associate at 89% match level. *Tolerant to students* (C1), *is qualified* (C2) the most important construct in the rank order, and *interested in each student* (C7) associate at 90% match level. Student- teacher 6 talks about one of his/her personal experiences regarding tolerance during one of her sessions at the practice school:

Extract 18:

St: I wanted to give turns to all the students in the class so I insisted that one of the students who was not a volunteer answer my question. He did not want to answer and I spent too much time waiting for his answer, he was embarrassed because he could not. However, I learnt to be more tolerant to my students.

Taking this cluster of constructs and the student- teacher's explanation into account, we might easily say that student- teacher 6 thinks that a qualified teacher is someone who is tolerant and is interested in each of his/her students.

- ***Element Links***

Three clusters can be observed in the element set of student- teacher 6. Within the first cluster, we see that current Self as a teacher, E1, E2, Ideal self, and E3 are grouped together. That is, student-teacher 6 views these teachers as effective and s/he believes that s/he falls into the same category. However, E1, Ideal, E3 are associate closely at 98% match level. On the other hand, Self and E2 are more like a pair of elements at 83% match level. The student- teacher might be considering him/herself as more close to Effective teacher 2. Thus, we may assume that E1 and E3 are teachers with more common characteristics. However, E2, although student- teacher 6 considers him/her as an effective teacher does not have exactly the same characteristics with other effective teachers.

In the second cluster, we observe a clear-cut pattern for Typical teachers. Within the cluster, T1 and T2 have a high match between each other (88%), and T3 associates with them at a slightly lower level, 83%. Similarly, Ineffective teachers are grouped together in the third cluster. I1, I2 and I3 associate at 85% match level, which indicates that the student- teacher is determined about the distinctive features of Ineffective teachers.

4.2.13.2. The Exchange Analysis of St 6's Time 1 and Time 2 Grids

The exchange analysis of student- teacher 6's grid showed that the construct consensus between the first and the second grid was 88.9% and the element consensus was 90.9% over 80% match level.

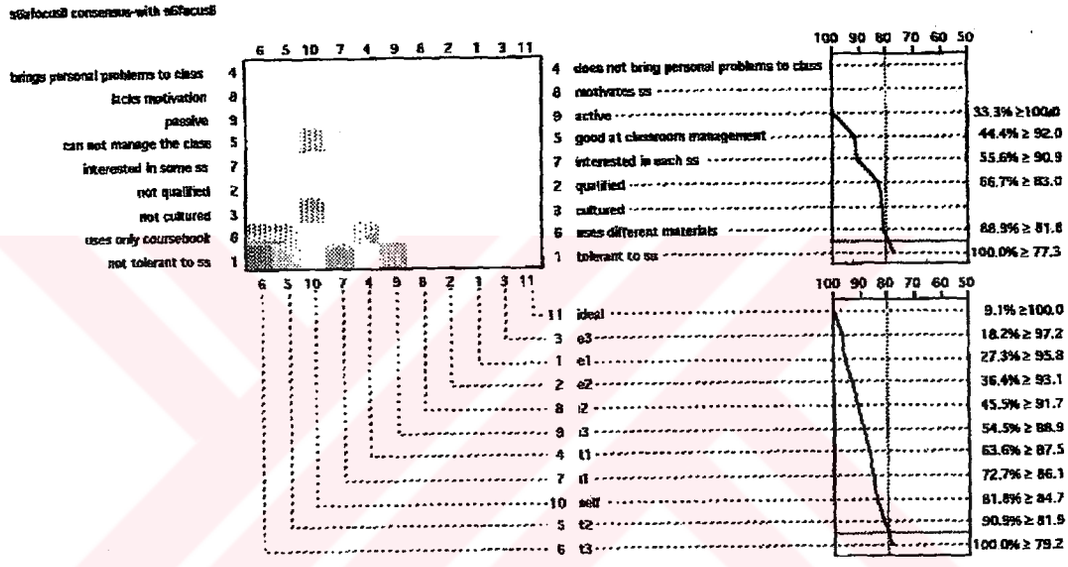

Figure 4.25 The exchange analysis of St 6's FOCUSed 1 and FOCUSed 2 grids.

Student- teacher 6's construct that showed structural change at 80% cut off point occurred in *tolerant to students* (C1). At the beginning of the study, this construct associated with *uses different materials* (C6) at 90% match level (see Figure 4.23). However, at the end of the study we see in the FOCUSed grid that *tolerant to students* (C1) is an isolate linked with a pair of constructs

qualified (C2) and *interested in each student* (C7) at 85% match level (see Figure 4.24).

On the other hand, in the first grid we see that the student- teacher 6 associates *motivates students* (C8), *qualified* (C2) at 94% match level, and *active* (C9) and *cultured* (C3) subordinate these three constructs at 90% match level. *Qualified* (C2) in the second grid associates with *interested in each student* (C7) at 85% match level. Hence, at the end of the study, the student-teacher seems to find this feature more related with interest shown to each student in a class. Considering this, we may assume that in the beginning student- teacher 6 used to believe that a qualified teacher is cultured and is able to motivate the students, and s/he has to be active if s/he wants to motivate his/her students. On the other hand, at the end of the study, the student-teacher appears to have changed his/her mind. However, in both grids, the student-teacher associates *does not bring personal problems to class* (C4) and *good at classroom management* (C5) at 87% match level. The stability in this association reveals that the student-teacher had not been in a process of rethinking about these features.

When we examine the rank order of the constructs in the grids at the beginning and at the end of the study, we see that in both grids the most important construct is *qualified*. Student- teacher seems to be very determined on the importance of this feature. In fact, s/he feels at the end of the study, is qualified gained even more importance than in the beginning:

Extract 19:

St: As a teacher, you have to consider a lot of things in and out of class. This is a really very hard job to do. If you are not qualified, you can not handle all these responsibilities. I have always considered this feature as important, but after I met my mentor I learnt the real meaning of being qualified and now it means something more important to me.

Figure 4.25 also reveals a structural change regarding student- teacher 6's element clustering. The element that showed structural change includes T3 at the level of 79.2% at 80% cut off point. Thus, at the end of the study the student- teacher seems to have clearer views regarding the features that distinguish Typical teachers. In the element set of student- teacher 6's first grid, we see that T1 and T2 form a pair at 88% match level while T3 subordinates them at a lower level, 82%. However at the end of the study, T3 subordinates T1 and T2 with a higher match level, 86%. That is, at the end of the study, the student-teacher started to view T3 as possessing more common features with T1 and T2.

4.2.14. The Content and Structure of St 7's Personal Theories regarding Effective Teaching at the Beginning of the Study

Student- teacher 7's FOCUSed grid consists of 15 constructs and 11 elements. Student- teacher 7's FOCUSed grid shown in Figure 4.26 demonstrates the construct and element trees drawn at 80% cut off point.

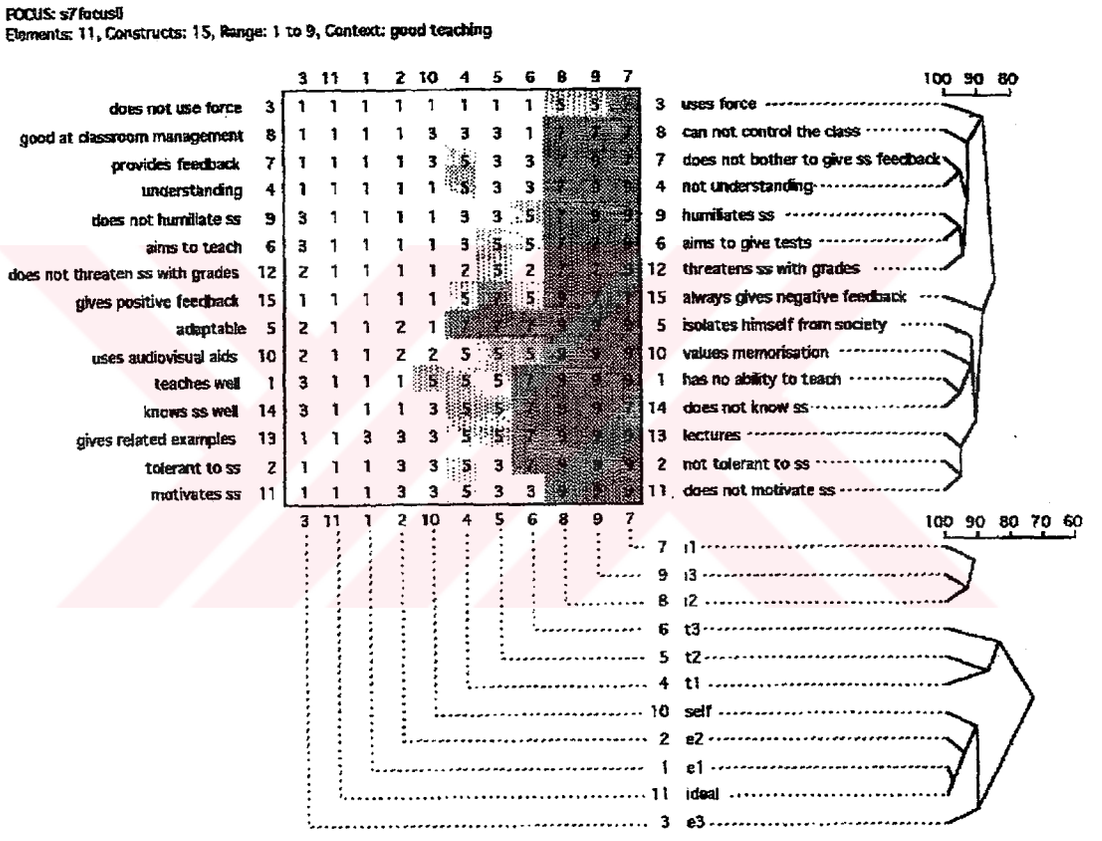

Figure 4.26 St 7's FOCUSed grid at the beginning of the study.

- ***Construct Links***

Student-teacher 7's FOCUSed grid of at the beginning of the study produced two main construct clusters and an isolated construct. Within the first and the smaller cluster, we see one subcluster, one pair and two loosely linked constructs. Two constructs, provides *feedback* (7) and *is understanding* (C4) highly associate at 94% match level. *Does not humiliate students* (9), *aims to teach the students* (C6) constitute a pair at 92% match level and *does not threaten students with grades* (C12) is directly linked with this pair at a slightly lower level, 90%. *Does not use force* (C3) and *is good at classroom management* (C8) are linked with all the above-mentioned constructs in the first cluster. Regarding the organisation of the constructs, we may speculate that the student-teacher assumes that an effective teacher is someone who is understanding and thus, does not humiliate his/her students. Due to the fact that his/her aim in the classroom is to teach the students, s/he provides the students with feedback. In student-teacher 7's opinion, the interaction between the teacher and the students is of great importance.

In the second construct cluster of the grid, *tolerant to students* (C2), and *motivates the students* (C11) associate at 92% match level. *Gives related examples* (C13) is directly linked to these constructs. This may mean that the student-teacher believes that a teacher who is tolerant to the students can more easily motivate the students. Parallel to his/her above-mentioned constructs, with constructs (C2), (C11), and (C13), student-teacher 7 once again emphasises the importance of qualities that lead to interaction. In addition,

teaches well (C1) and *knows the students well* (C14) associate at 93% match level, and *uses audio-visual aids* (C10), and *is adaptable* (C5) are linked to this pair to constitute a sub-cluster. Student-teacher 7 rationalises his/her view regarding the importance of knowing the students in the following extract:

Extract 20:

St: An effective teacher should get to know the students very well. Then s/he can help them and teach them because if s/he knows the students closely enough, s/he can have a good contact with them.

On the other hand, *gives positive feedback* (C15) is placed in isolation between the two clusters of the grid. This indicates that the student-teacher has not established an association in his mind regarding this isolate and the other constructs.

- ***Element Links***

At the beginning of the study, we see a clear-cut pattern for the organisation of the elements in student-teacher 7's grid. That is, all three categories of teachers (Effective, Typical and Ineffective) are grouped together. This means that the student-teacher has formed fixed views on the features of the above-mentioned elements at the beginning of the study.

Three element clusters are observed in the element set of the grid. In the first cluster, I3 and I2 are viewed as similar at 93% match level, and I1 is directly linked to these elements. In the second cluster, Typical teachers are grouped together. T1 and T2 constitute a pair at 84% match level, and T3 subordinates the pair at a lower match, 81%. Regarding this grouping, we may suggest that the student-teacher views T3 as possessing fewer common features than T1 and T2.

In the last element cluster, Effective teachers, current Self as teacher and Ideal self as teacher are included. E1 and Ideal self are viewed as highly similar at 98% match level. That is, E1 can be said to be the student-teacher's role model. In addition, E2 and Self subordinate these elements. E3, on the other hand, is linked with these elements at a lower level, 82%. Regarding the association of the elements in the last cluster, we may speculate that the student-teacher views him/herself as bearing similar qualities to the ones effective teachers have.

4.2.14.1. The Content and the structure of St 7's Personal Theories at the End of the Study

Student- teacher 7's FOCUSed grid consists of 18 constructs and 11 elements. Student- teacher 7's FOCUSed grid shown in Figure 4.27 illustrates the construct and element trees drawn at 80% cut off point.

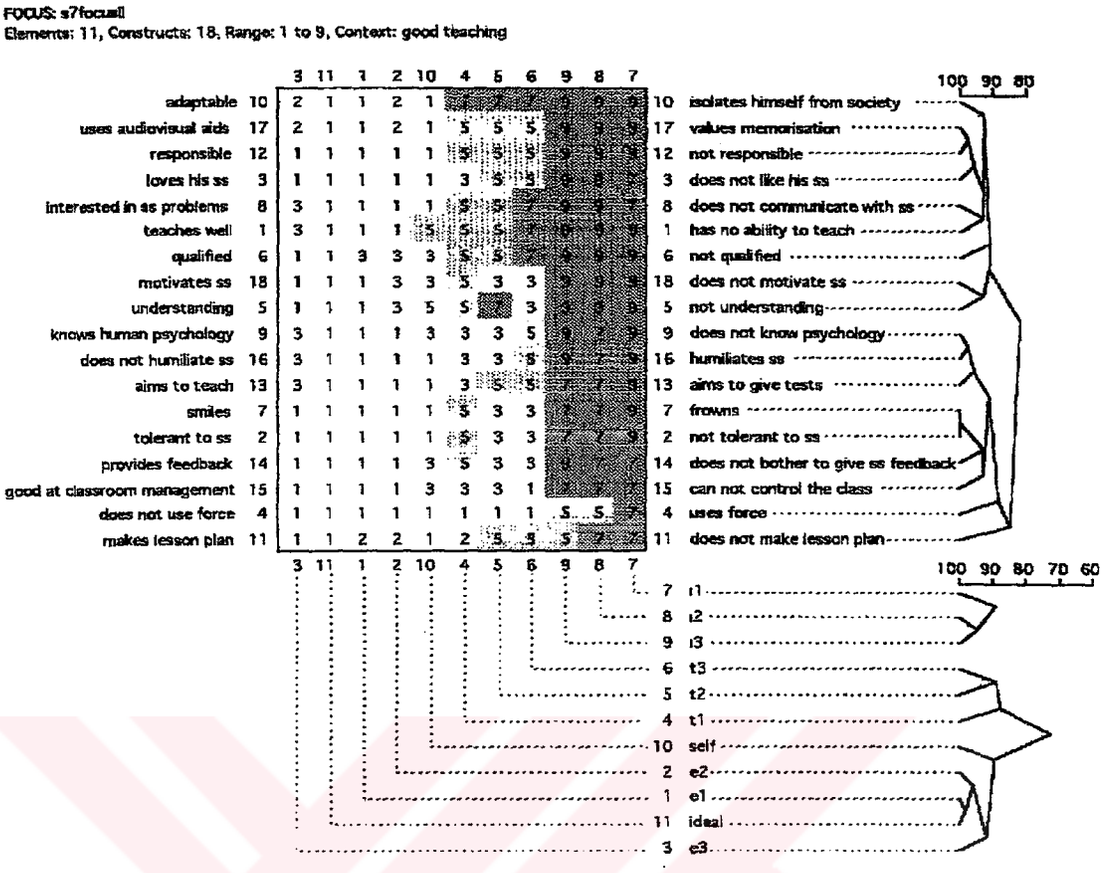

Figure 4.27 St 7's FOCUSed grid at the end of the study.

In student-teacher 7's FOCUSed grid at the end of the study, there are two main clusters consisting of several sub-clusters. Within the first and the smaller cluster of constructs, *uses audio-visual aids* (C17) and *is responsible* (C12) are tight matches at almost 100% level. This is an indication that the student-teacher is not likely to change his/her views about these constructs. (C3) *loves his students* subordinates these two constructs at a lower level, 94%. (C8) *interested in students' problems* and (C1) *teaches well* constitute a pair at 93% match level. Student-teacher 7 believes that a teacher who is interested in the students' problems can teach well. In addition, *is understanding* (C5) and

motivates students (C18) form another pair within the cluster at 92% match level. *Is qualified* (C6), however, is placed in isolation. The organisation of the constructs in the first cluster may indicate that student-teacher 7 assumes that an effective teacher is someone who is understanding, motivating and responsible. On the other hand, student-teacher seems to have established a link between using audio-visual aids and being responsible. In other words, using such aids in the lessons is an indication of responsibility.

(C9) *knows about human psychology,* (C16) *does not humiliate students* and (C13) *aims to teach* associate above 90% match level in the second and the larger cluster. That is, the student-teacher thinks that an effective teacher is aware of human psychology and thus does not humiliate his/her students. In fact, his/her aim is to teach the students. Moreover, *smiles* (C7) and *tolerant* (C2) associate at 100% match level, indicating that student-teacher 7 certainly believes that a tolerant teacher has a smiling face. *Provides feedback* (C14) is directly linked to these two constructs at slightly below 80% match level which means that this construct is also related with the above mentioned two constructs. Similarly, *is good at classroom management* (C15) is linked to the constructs (C7) and (C2). On the other hand, *does not use force* (C4) and *makes lesson plans* (C11) are placed in isolation. Regarding this, we may speculate that student-teacher 7 thinks that these two constructs embody the features of an effective teacher however, s/he can not associate them with any of the other constructs s/he cited in his/her grid.

- ***Element Links***

At the end of the study, student-teacher 7's FOCUSed grid still reveals a clear-cut pattern in terms of the organisation of the elements. Similar to the first grid, there are three clusters in the student-teacher's second grid. In the first cluster, Ineffective teachers associate within themselves. That is, I2 and I3 constitute a pair at 94% match level, and I1, which is viewed as slightly different, subordinates these two elements. In the second cluster, contrary to the organisation in the first grid where T1 and T2 were viewed as more similar, we see that T2 and T3 associate at 88%. T1 subordinates the pair at slightly below 85%. This new organisation indicates that the student-teacher has changed his/her views regarding Typical teachers at the end of the study.

When we look at the Effective teachers, E1 and Ideal self as teacher are viewed as similar at 98% match level, and E2 is linked to these elements. That is, E1 is very close to student-teacher 7's role model, with slight differences. Self as teacher, in the second grid is placed in isolation indicating that the student-teacher has lost confidence in him/herself at the end of the study. Student-teacher was able to state the reason behind this change:

Extract 21:

St: In the beginning, I was inexperienced. During the teaching practice, I gained some experience and I recognised that I had weaknesses as a teacher. This made me change my

views on my performance. That's why I gave lower ratings to self in my second grid.

Finally, we see that E3 is linked to the cluster consisting of Effective teachers and the Ideal self as teacher. We may suggest that at the end of the study, student-teacher 7 still views E3 as possessing some distinctive features from the other Effective teachers in his/her element set.

4.2.14.2 The Exchange Analysis of St 7's Time 1 and Time 2 Grids

In the exchange analysis of student-teacher 7's grids at the beginning and at the end of the study, we do not observe any structural changes in the constructs and the elements.

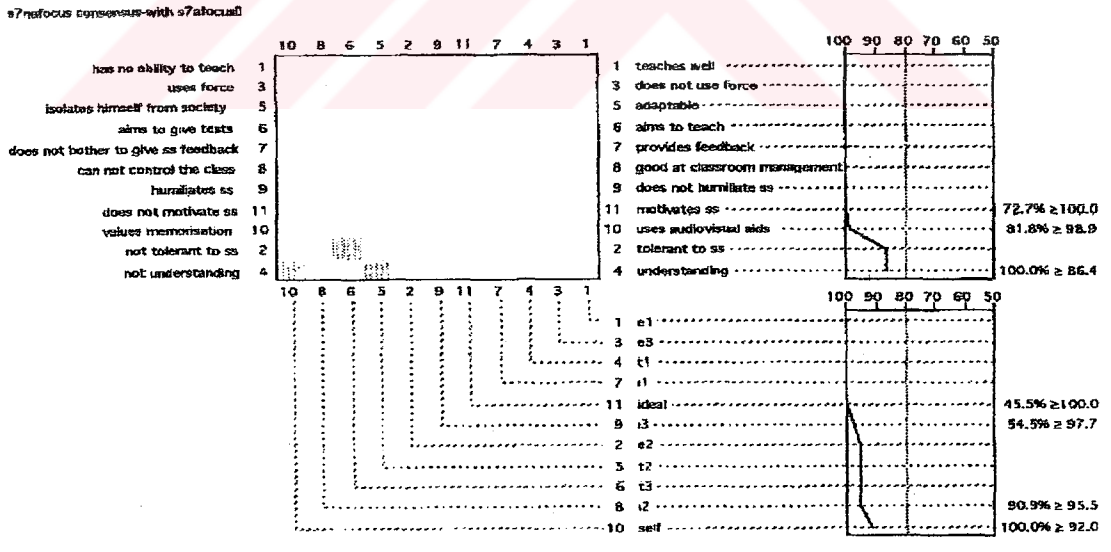

Figure 4.28 The exchange analysis of St 7's FOCUSed 1 and FOCUSed 2 grids.

The exchange analysis of the two grids reveals that *teaches well* (C1), *does not use force* (C3), *is adaptable* (C5), *aims to teach* (C6), *provides feedback* (C7), *good at classroom management* (C8), *does not humiliate students* (C9), *motivates students* (C11), *uses audio-visual aids* (C10), *tolerant to the students* (C2) and *is understanding* (C4) are the commonly cited constructs both at the beginning and at the end of the study.

In three of the constructs, (C10), (C2) and (C4) structural changes are observed. However, these changes are not significant. The reason behind the situation is apparent in student-teacher 7's interview account:

Extract 22:

> At the end of the practicum, I find myself more relaxed in front of groups of people. I do not feel any other changes in my views regarding effective ways of teaching. I gained experience during this period but I have not experienced a knowledge-base change.

In terms of the elements in the exchange grid, there are no structural changes. However, the way student-teacher 7 construes current Self as teacher has slightly changed in the second grid. Although this change is not significant, it may be worth considering as it implies a decrease in the student-teacher's self-confidence. In the first grid, the student-teacher placed him/herself within the Effective group, very close to E2 (see Figure 4.2.14).

However, in the second grid, s/he placed him/herself in isolation between the Effective and the Typical groups (see Figure 4.2.14.1). The student-teacher attributes this change to having gained more awareness in his/her weaknesses and strengths as a teacher (see Extract 21).

4.2.13. The content and Structure of St 8's Personal Theories regarding Effective Teaching at the Beginning of the study

Student- teacher 8's FOCUSed grid consists of 9 constructs and 11 elements. Student- teacher 8's FOCUSed grid shown in Figure 4.29 illustrates the construct and element trees drawn at 80% cut off point.

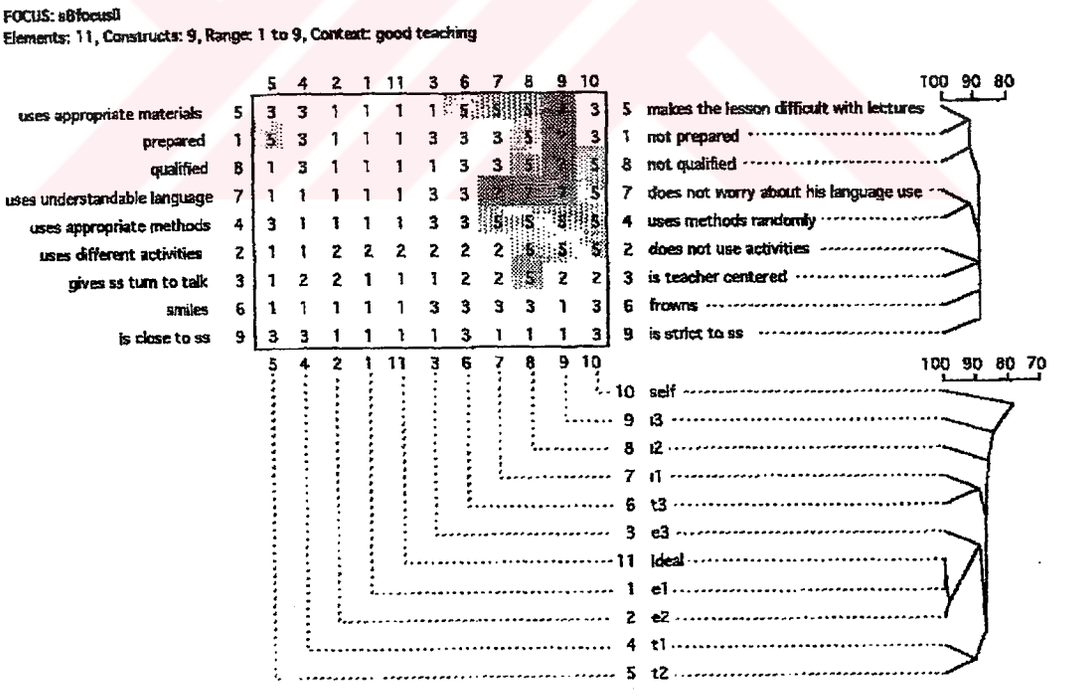

Figure 4.29 St 8's FOCUSed grid at the beginning of the study.

The FOCUSed grid of student- teacher 8 produced three pairs and three isolated constructs. *Uses appropriate materials* (C5) and *prepared* (C1) the first construct in the rank order, are viewed as similar at 91% match level forming a pair. The second most important construct in the rank order *qualified* (C8) subordinate these constructs with a 90% match level. In the second pair of the grid, we observe *uses understandable language* (C7) and *uses appropriate methods* (C4) associate at 92% match level. In the third and the last pair of constructs, *uses different activities* (C2) and the third important construct in the rank order *gives students turns to talk* (C3) associate at 87% match level. Considering the structuring of the constructs, we may assume that an effective teacher is someone who uses appropriate materials and in order to do that a teacher has to be prepared. In addition, in order to be effective, a teacher has to use the language in a way that students are able to understand and similarly, his/her choice of methods is appropriate. Student- teacher 8 construes that an effective teacher, at the same time, uses different activities and while conducting these activities and bringing variety to his/her lessons, s/he gives turns to the students to talk and thus, is not teacher- centred. On the other hand, two other isolated constructs subordinate the pair consisting of *uses different activities* (C2) and *gives students turn to talk* (C3). These two isolates are *smiles* (C6) and *is close to students* (C9). They associate with the pair (C2) and (C3) at 88% match level.

Student- teacher 8 criticises him/herself regarding being close to all students in the class.

Extract 23:

St: I personally think that an effective teacher should know all the students in his/her class closely. I was not able to manage this with my students in my practice sessions because the time was too short. I learnt the names of some of the students but I did not have the chance to get to know all my students during this period. I feel ineffective in this respect.

- ***Element Links***

In the element set of student- teacher 8's grid at time 1, there is not a clear-cut pattern. We observe three isolated elements, one pair and an element cluster. I1 and T3 match at 88% match level, in the first pair. That is, the student-teacher views T3 and I1 as very close to each other. In addition, Self, I3 and I2 subordinate this pair which means that student-teacher 8 deems him/herself as one of the Ineffective teachers. Within the main element cluster, there is a sub-cluster, one pair and one isolated element. Here, there is a clearer pattern. Ideal, E1 and E2 are viewed as identical at 100% match level, and E3 subordinates these three elements at 88% match level. Regarding this association, we may speculate that the student-teacher E1 and E2 possess exactly similar features with his/her role model, Ideal self as teacher. In addition, E3 is viewed as very close to these three elements. In the element pair within the main cluster, T1 and T2 associate at 83% match level.

Therefore, we may assume that the student- teacher has clearer views regarding Effective and Typical teachers than the views s/he has regarding Self and Ineffective teachers. S/he places him/herself closer to ineffective teachers, especially closer to I2 and I3, which may mean that s/he holds the belief that s/he needs more time to obtain the features of an effective and consequently an Ideal teacher.

4.2.15.1. The Content and Structure of St 8's Personal Theories regarding Effective Teaching at the End of the Study

Student- teacher 8's grid data consists of 14 constructs and 11 elements. Student-teacher 8's Focused grid shown in Figure 4.30 illustrates the construct and element trees drawn at 80% cut- off point.

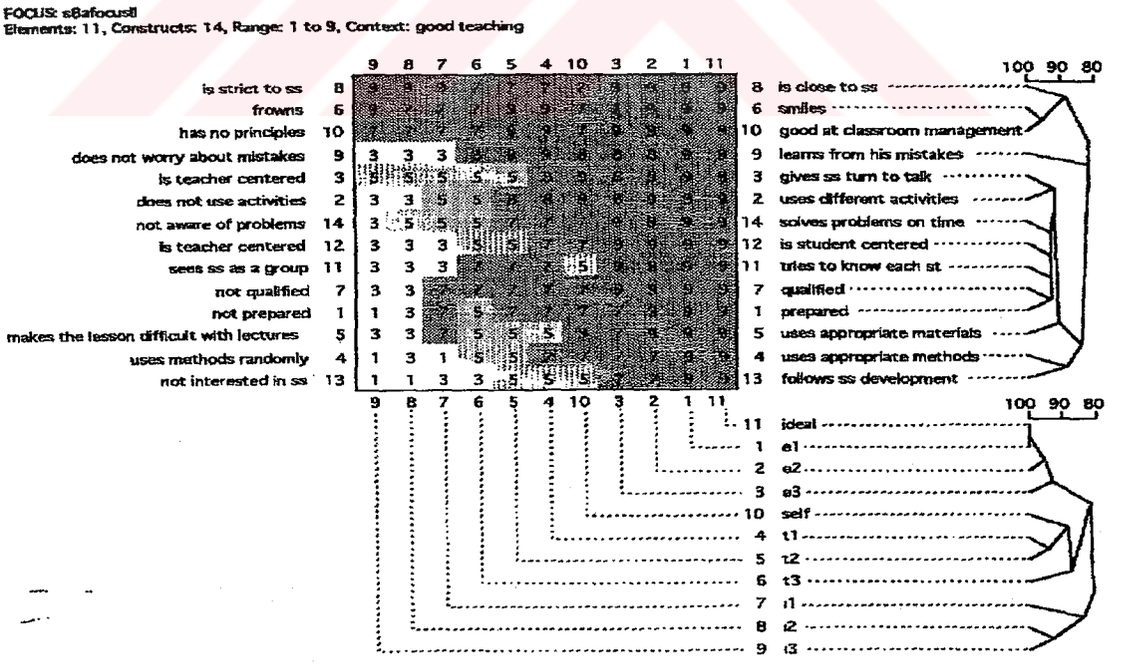

Figure 4.30 St 8's FOCUSed grid at the end of the study.

- ***Construct Links***

Student- teacher 8's FOCUSed grid at the end of the study produced two main clusters, one pair, and two isolated constructs. In the first and the smaller cluster, (C6) *smiles* and (C10) *good at classroom management* constitute a pair at 95% match level. We may suggest that the student- teacher believes that a teacher with a smiling face is more likely to manage the class well. In addition, (C8) *is close to the students* subordinates this pair slightly below 90% match level. That is, a teacher with a smiling face manages the class well; in addition s/he is close to the students. *Learns from his mistakes* (C9) is placed in isolation. We may suggest that student- teacher 8 believes that learning from mistakes is one of the features of an effective teacher but s/he can not associate the feature with the others yet. In the second and the larger construct cluster, *gives students turn to talk* (C3) and *uses different activities* (C2) highly associate at 92% match level, and constitute a pair. These two features are views as interrelated, namely, in student-teacher 8's point of view, a teacher who uses different activities gives students turn to talk. The second construct in the rank order *qualified* (C7), and *is prepared* (C1) form the second and the last pair in this cluster at 90% match level. On the other hand, *solves problems on time* (C14), *is student- centred* (C12), *tries to know each of the students* (C11) are loosely linked constructs indicating that the student- teacher has not established an association between these and the other features of effective teachers. *Uses appropriate materials* (C5) is another

construct that is placed in isolation. Finally, we see the third construct in the rank order *uses appropriate materials* (C4) and *follows the students' development* constitute a pair at slightly below 90% match level.

Student- teacher 8 has not changed his/her view that the most important feature of an effective teacher is being prepared for the lesson. S/he talks about the rationale behind her opinion:

Extract 24:

St: An effective teacher should enter the class with a smiling face, s/he has to try to overcome his/her weaknesses. In addition, s/he has to be qualified. That is, s/he should be very good in his/her field however, if s/he has not prepared the lesson in advance, that teacher is not very likely to have a fruitful lesson. You, as a teacher should already have planned whether you will use the video, pictures, supplementary materials or whatever before the lesson. Once you have entered the class, you have no change to go out and to collect these.

- ***Element Links***

In student- teacher 8's element set, there is a clear- cut pattern. That is, there appears a three element clusters and in each cluster the representatives of each group of teachers are included (Effective, Typical and Ineffective).

In the first cluster, self as the Ideal teacher and E1 are viewed exactly the same at 100% match level indicating that E1 has exactly the same qualities as this student teacher's role model possesses. E2 and E3 subordinate the pair at a lower match, 92% showing a slight difference. Current Self as a teacher is placed together with the Typical teachers. However, it is situated closer to the Effective group than the other Typical teachers are. T1 and T2 constitute a pair at 94% match level, and T3, although it looks a bit more loosely linked, subordinates these two typical teachers. Up to this point, we may suggest that the student- teacher considers him/herself as possessing more features of typical teachers, however, s/he still thinks that s/he is close to the effective ones as s/he has placed self close to them. T1 and T2 are viewed more alike but T3 have a few distinctive features. Thus, the student- teacher places this teacher a bit far from the other two typical teachers.

Finally, all three Ineffective teachers are grouped together. I2 and I3 are viewed as more similar at 93% match level. On the other hand, I1 is viewed as different from I2 and I3, and is placed in isolation.

4.2.15.2. The Exchange Analysis of St 8's Time 1 and Time 2 Grids

The exchange analysis of student- teacher 8's FOCUSed 1 and FOCUSed 2 grids shows that the construct consensus between the first and the second grids is 87.5% and the element consensus is 100% over 80% match level.

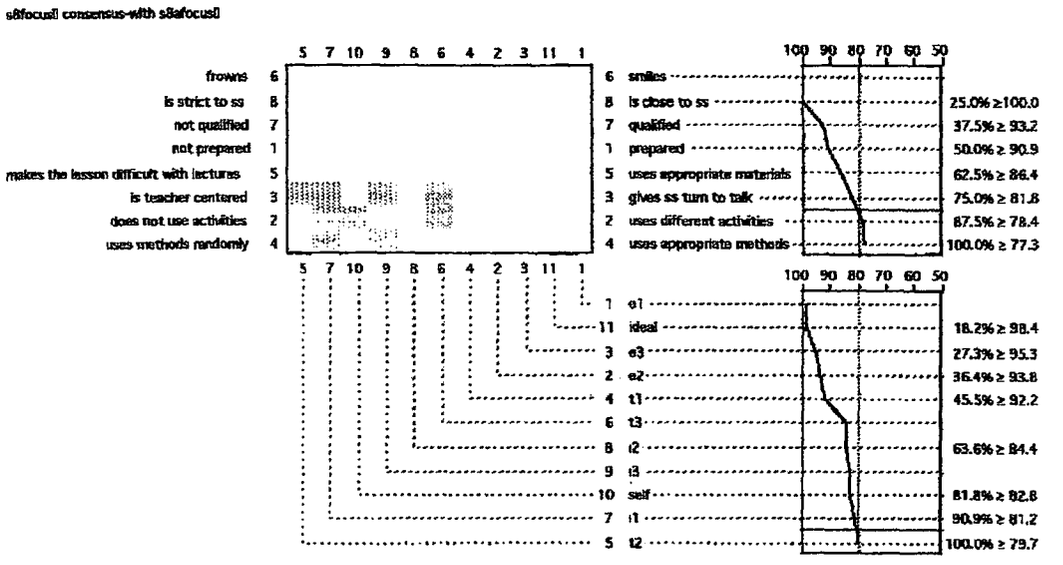

Figure 4.31 The exchange analysis of St 8's FOCUSed 1 and FOCUSed 2 grids.

Significant structural changes are observed in two of student- teacher 8's constructs. These are *uses different activities* (C2; 78.4%) and *uses appropriate methods* (C4; 77.3).

At the beginning of the study (see Figure 4.29), *uses different activities* (C2) associated with *gives students turn to talk* (C3) at 87% match level. However, at the end of the study these two constructs still associate but at a higher level, 92% (see Figure 4.30). *Uses appropriate methods* (C4) and *uses understandable language* (C7) constituted a pair at 92% match level at the beginning of the study. When we look at the second grid, we see that *uses appropriate methods* (C4) and *follows students' development* (C13) associate below 90% match level.

In the element links we see a structural change only in T2 (79.7). In the grid filled at the beginning of the study, T2 was viewed as similar to T1, and was placed separately in a pair. However, at the end of the study, T2 constitutes a pair again with T1 but in another cluster consisting of all Typical teachers. Moreover, at the beginning of the study, the elements did not display a clear- cut pattern, however, at the end of the study a clearer pattern can be observed in the organisation of the elements. We may conclude that student-teacher 8 had gone through experiences that had urged him/her to reorganise the way s/he construes the features of Effective, Typical and Ineffective teachers.

4.2.16. The Content and Structure of St 9's Personal Theories regarding Effective Teaching at the Beginning of the Study

Student- teacher 9's grid data consists of 15 constructs and 11 elements. S 8's FOCUSed grid shown in Figure 4.31 shows the construct and element trees drawn at 80% cut off point.

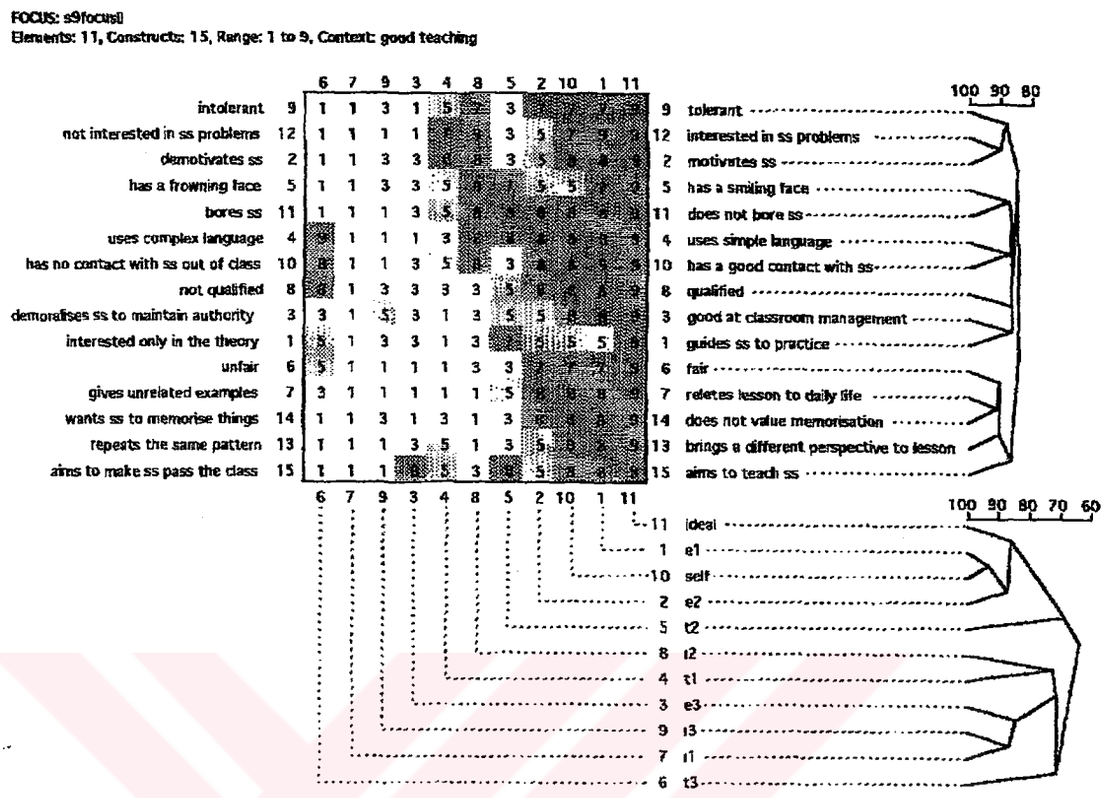

Figure 4.32 St 9's FOCUSed grid at the beginning of the study.

- ***Construct Links***

The FOCUS analysis of student- teacher 9's grid produced two large clusters. In the larger cluster, there are four pairs and two isolates. The two mostly related constructs in this cluster are *interested in students' problems* (C12) and *motivates students* (C2) which associate with each other at 90% match level. Student- teacher 9 comments on the importance of interest shown to students:

Extract 25:

St: Sometimes no matter how much you try to involve your students in the lesson, you can not generate some of the students' interest. This is because these students have problems and first of all they have to solve them. Maybe you can not solve their problems but when you let them know that you really are interested in them, you can reach them. For example, I observed some of my peers and they just ignored two problematic students in the class. They did not ask even one question to them. I decided to become friends with them and soon they were participating in my lesson. We had a very good relationship with them. They were still problematic but not in my sessions. Those students told me that they were very happy in my lessons and I learnt something very important by my experiences here. You, as a teacher, will be interested in your students' problems and will show it to your students.

One isolated construct, *tolerant* (C9) subordinates this pair at 88% match level. Hence, student- teacher 9 views teachers who are interested in students' problems as being similar to those who motivate them. A teacher possessing these features may also be tolerant toward their students. *Has a smiling face* (C5) and *does not bore students* (C11) form the second pair within the first cluster with an 88% match level. Thus, we may assume that a teacher

with a smiling face is not very likely to bore the students. In the third pair of constructs, *uses simple language* (C4) and *has a good contact with students* (C10) associate at 85% match level. This indicates that the student- teacher believes that an effective teacher has a good contact with his/her students and consequently, s/he can adopt his/her language according to the students' language proficiency. The fourth construct pair within the first cluster consists of *good at classroom management* (C3) and the most important construct in the rank order *guides students to practice* (C1) at 85% match level. Regarding this pair, we understand that student- teacher 9 holds the belief that a teacher who is good at classroom management can guide the students to practice what they have learnt. Student- teacher 9 elaborates on this view:

Extract 26:

St: I believe theory and practice are two different things. For example at the university, our teachers tried to teach us a lot of theories. However, when we came here, we saw that the theories we learnt at school do not apply to real life situations. Yes, I agree that we should be aware of them but being strictly tied to these theories may be a burden for you. You have to behave according to the rules, regulations, and the necessities. It is the same with the students here. We teach them the theories but if we do not show them how to put these theories into practice, the students will be in the same situation as me. I understood that I have to put the

> theories aside and take into consideration my students' socio-economical and intellectual levels, educational backgrounds, the school where I work, the obligations here and act accordingly. Theories do not work here. This is very important.

One isolate, *is qualified* (C8) subordinates this pair at 88% match level. Student- teacher 9 does not seem to have associated this construct with of the others constructs yet. In the second cluster, *relates the lesson to daily life* (C7) and the second most important construct in the rank order *does not value rote learning and memorisation* (C14) highly associate at 92% match level. The rationale behind such a structuring of these constructs is clear in the student-teacher's remarks on theory and practice (see Extract 2). Three isolates subordinate this pair; *is fair* (C6), *brings a different perspective to the lesson* (C13) *aims to teach the students* (C15) the third construct in the rank order at 87%, 88%, and 83% match levels respectively. In terms of structuring of the constructs, we may say that student-teacher 9 assumes that a teacher who does not value rote learning and memorisation can relate the lesson to the daily life to make it more vivid. Thus, s/he brings a different perspective to the lesson to teach his/her students. In addition, s/he does this with a fair attitude toward the students without discriminating among them.

- ***Element Links***

Student- teacher 9's FOCUS analysis reveals that the first element cluster contains current Self as teacher, Ideal self and two Effective teachers,

E1, and E2. E1 and Self constitute a pair at 94% match level. That is, the student-teacher views him/herself as one of the effective teachers, as effective as E1, however, not the ideal yet. Ideal and E2 subordinate the pair at 86% match level. T2 stands between the cluster consisting of Self, Ideal, E1 and E2, and the second main cluster consisting of Ineffective teachers I1, I2, I3, T1 and T3 as well as E3. This may mean that student-teacher 9 has not associated the features of T2 with any of the other teachers decidedly yet. In addition, his/her views regarding E3 has not been properly established.

In the second main cluster, I2 and T1 associate at 72% match level, indicating that I2 bears some qualities similar to the ones T1 has. E3 and I1 associate at 85% match level in a sub-cluster within the main cluster. According to the student- teacher, these elements share common features although s/he deems two of them as ineffective and one as one of the effective teachers. T3, the last element in the second element clustering, is also an isolate closer to I3 and I1 associating with them at 70% match level. In this respect, we may conclude that student- teacher 9 has not constituted a clear- cut pattern in mind especially in terms of Typical teachers yet.

4.2.16.1 The Content and Structure of St 9's Personal Theories regarding Effective Teaching at the End of the Study

Student- teacher 9's grid data consists of 17 constructs and 11 elements. His/her FOCUSed grid demonstrated in Figure 4.32 illustrates the construct and element trees drawn at 80% cut-off point.

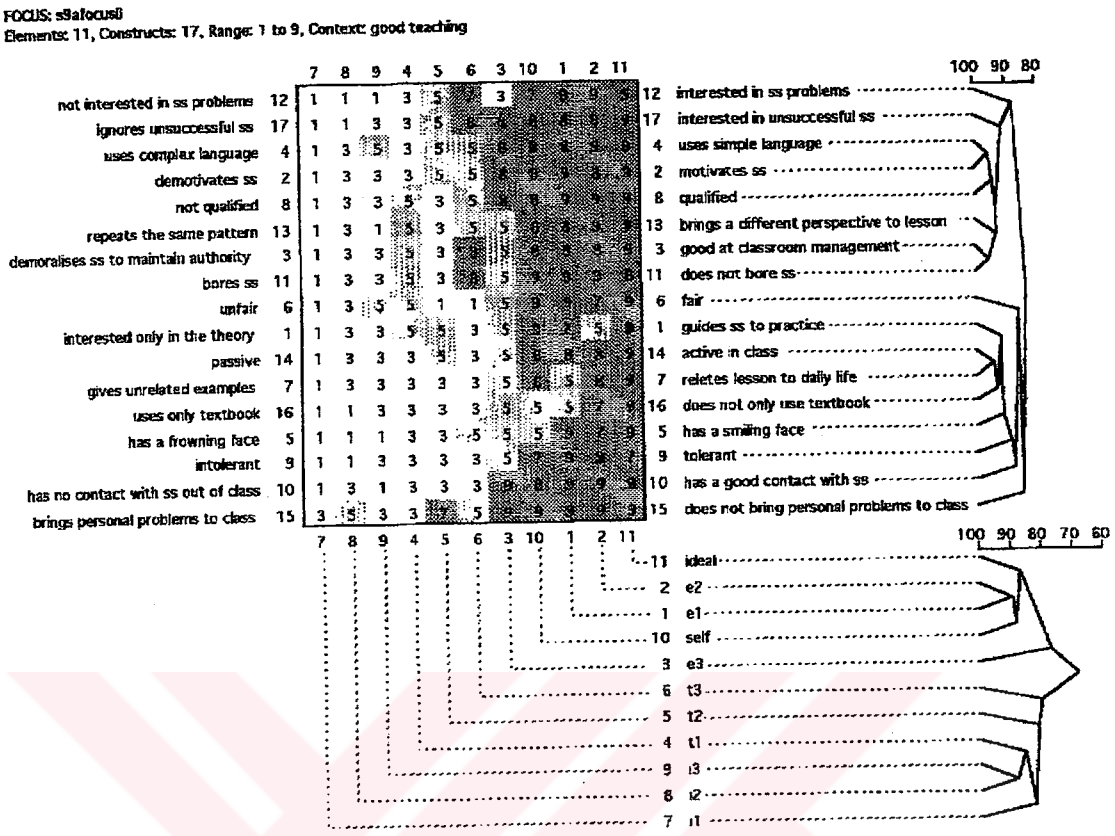

Figure 4.33 St 9's FOCUSed grid at the end of the study.

- ***Construct Links***

The FOCUS analysis of student- teacher 9's grid produced two main construct clusters. Within the first and the smaller construct, there are two pairs and four isolated constructs. *Uses simple language* (C4) and *motivates students* (C2) form a pair at 94% match level. The organisation of the constructs may mean that a teacher who uses understandable language can motivate the students. The second construct in the rank order, *qualified* (C8) is placed in isolation but close to this pair. The second pair in the first cluster

consists of *good at classroom management* (C3) and *does not bore students* (C11). Thus, we may assume that a teacher who is good at classroom management conducts the lessons in such a way that the students are not bored. These two constructs highly associate at 95% match level. *Brings a different perspective to the lesson* (C13) is also placed in isolation, however, it is close to the above mentioned constructs (C3) and (C11). Two other isolated constructs are *interested in students' problems* (C12) and *interested in unsuccessful students* (C17). Student- teacher 9 has not associated these two constructs with any of the other constructs. Within the second and the larger cluster, there is a pair. *Active in class* (C14) and *relates the lesson to daily life* (C7) associate at 90% match level. Student- teacher 9 thinks that relating the lesson to the daily life is something that an active teacher can do. The most important construct in the rank order, *guides students to practice* (C1) subordinates this pair at 90% match level. *Does not only use the textbook* (C16) subordinates all these constructs at a lower level, 88%. Although the constructs *has a smiling face* (C5), *has a good contact with students* (C10), and *tolerant* (C9) ranked as the third in the rank order look isolated at first sight, they are directly related within each other at 84% match level. Thus, we may interpret the structuring of these constructs as a teacher who has a smiling face can have a good contact with students, and is tolerant toward them. On the other hand, *is fair* (C6) and *does not bring personal problems to class* (C15) are placed in isolation having no fixed place in the student-teacher's mind.

- ***Element Links***

Student- teacher 9's FOCUS analysis produced two main element sets. In the first set, E2 and E1 form a pair at 89% match level indicating that Effective teachers 1 and 2 carry very similar features in the student- teacher's opinion. Ideal self as teacher subordinates these two elements at 86% match level, moreover current Self is directly linked to this set of elements at 88% match level. From this organisation of the elements, we may easily understand that student- teacher 9 considers him/herself as one of the Effective teachers. S/he evaluates him/herself as very close to Ideal self and thus, does not leave much room for development. This may be due to the fact that s/he has received positive remarks from the students at the practice school. However, E3 is placed in isolation close to T3 and T2. We may infer from this structuring that the student- teacher evaluates him/herself more highly than he does for the effective teacher 3. Although T2 and T3 are isolated like E3, T1 is included within the element cluster consisting of ineffective teachers. To conclude, there is not a clear-cut pattern for the elements in the student-teacher's grid.

4.2.16.2 The Exchange Analysis of St 9's Time 1 and time 2 Grids

The exchange analysis of student- teacher 9's grids at the beginning and at the end of the study displays structural changes that took place both in the constructs and the elements. The overall element consensus is 54.5% and construct consensus is 38.5% over 80% match level.

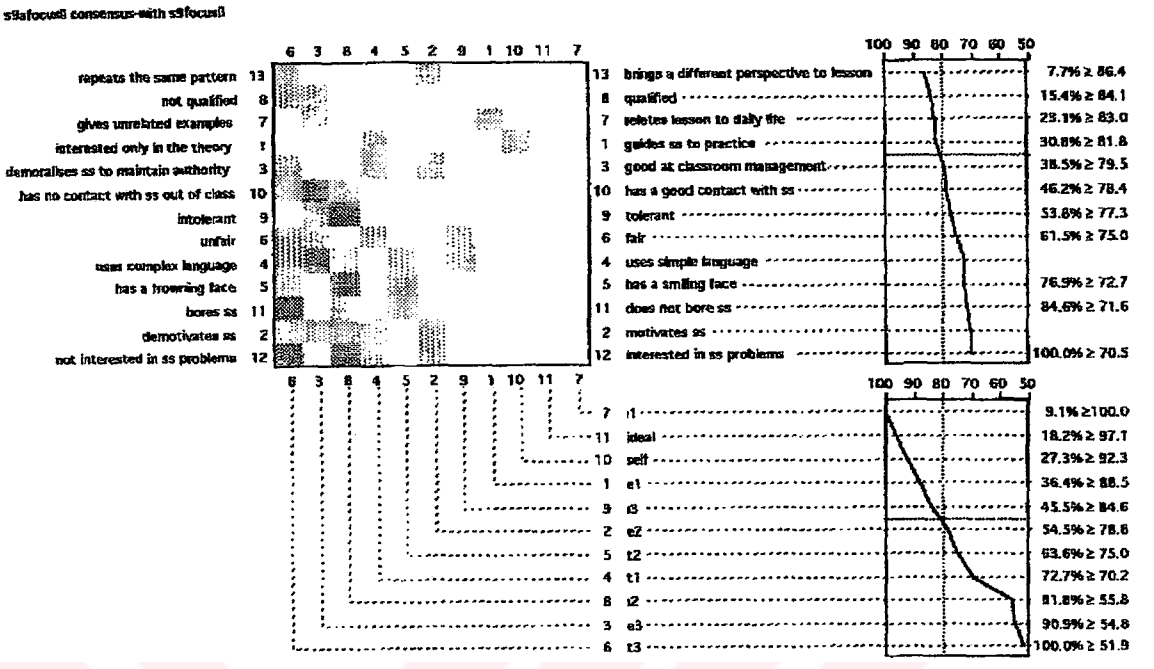

Figure 4. 34 The exchange analysis of St 9's FOCUSed 1 and FOCUSed 2 grids.

The significant changes at 80% cut off point took place in the constructs *good at classroom management* (C3; 79.5%), *has a good contact with students* (C10; 78.4), *tolerant* (C9; 77.3), *fair* (C6; 75.0), *uses simple language* (C4; 75.0), *has a smiling face* (C5; 72.7), *does not bore students* (C11; 71.6), *motivates students* (C2; 71.6), *interested in students' problems* (C12; 70.5).

At the beginning of the study, *good at classroom management* (C3) associated with *guides students to practice* (C7) at slightly below 80 % match level (see Figure 4.32). At the end of the study, this construct (C3) associated with *does not bore students* (C11) over 90% match level (see Figure 4.33). We may suggest that at the beginning of the study, student- teacher 9 held the

belief that a teacher who was good at classroom management guided his/her students to practice the things taught in the lessons. In fact, student- teacher 9 mentioned about the theory-practice gap repeatedly during the follow-up interview. The interview account below may put more light on how s/he perceived the issue:

Extract 27:

St: During my sessions, I learnt that we should put theories aside. If you consider theories while you are teaching you can not do anything. You should focus on the practice. Without practice, the students learn nothing. There are too many theories, but, for example, there is only one real and effective way to teach grammar and it is the traditional way. You give the rules, and then you have your students practice what they have been taught. I have received criticism from my supervisor because of my views but I do not agree with him/her.

However, the experiences the student- teacher had gone through served to change his/her mind. Consequently, at the end of the study, s/he made new associations and started to believe that a teacher who is good at classroom management does not bore his/her students. The second construct that showed significant structural change *has a good contact with the students* (C10) formed

a pair with *uses simple language* (C4) at the beginning of the study. However, at the end of the study, we see that it is placed in isolation. On the other hand, *tolerant* (C9) subordinated *interested in students' problems* (C12) and *motivates students* (C2) as a loosely linked construct but at the end of the study, we see that *tolerant* (C9) was an isolate with no association with any of the other constructs. This may indicate that the student- teacher construed being tolerant as a significant feature of an effective teacher, however, s/he can not associate the feature with the others. *Fair* (C6) subordinated the pair consisting of *relates the lesson to daily life* (C7) and *does not value memorisation* (C14) at 87% match level at the beginning of the study. On the other hand, we see that *fair* (C6) was placed in isolation at the end of the study which may be interpreted as student- teacher had gone through a process of reorganising the features that embody an effective teacher. S/he has not yet decided on the association of this construct though. Another construct that changed significantly is *uses simple language* (C4). It constituted a pair with *has a good contact with students* (C10) in the first grid, as mentioned above. At the end of the study, *uses simple language* highly associated with *motivates students* (C2) at over 95% match level. The student- teacher was able to state the rationale behind this change during the follow-up interview:

Extract 28:

St: My experiences during the teaching practice period led to this change. It's not the feedback session, or my mentor,

> it is the experience I gained. The time was too short, we needed more time to practice but still I learnt that if your students can understand you they can be more motivated. How can you achieve this? Of course by adapting your language to the level of the students. Then, you can have a good relationship with them, you can have a better climate in your class, whatsoever. The most important thing is communication.

Has a smiling face (C5) and *does not bore students* (C11) constituted a pair at the beginning of the study. However, at the end of the study, *has a smiling face* was placed in isolation. *Interested in students' problems* (C12) is the last construct that showed a structural change. In the first grid, it associated with *motivates students* (C2) but in the second grid, it was an isolate.

In spite of all the structural changes we see in student- teacher 9's exchange grid (see Figure 4.34), s/he complains that the time allocated for the teaching practice period was too short to make changes in the way a student-teacher perceives effectiveness in teaching. In the follow-up interview, s/he elaborates on his/her views:

Extract 29:

> **St:** This period of time helped me to learn how to use a textbook effectively, how to involve my students in the

> lesson, how to motivate them among other things. However, I still believe we, as the student- teachers, needed a longer period of time to settle more things in our minds. I personally have some questions in my mind regarding effective teaching.

The interview account above may implicitly indicate the reason why the constructs that highly associated with others in the first grid were placed in isolation in student- teacher 9's second grid.

4.2.17 The content and Structure of St 10's Personal Theories regarding Effective Teaching at the Beginning of the Study

Student- teacher 10's grid data consists of 5 constructs and 11 elements. Student- teacher 10's FOCUSed grid shown in figure 4.35 illustrates construct and element trees drawn at 80% cut off point.

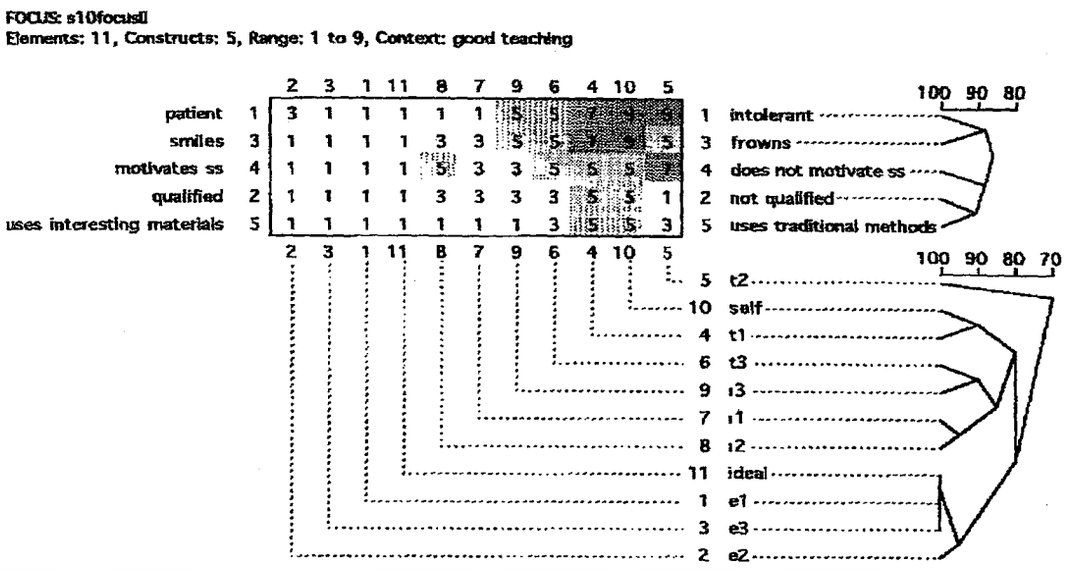

Figure 4.35 St 10's FOCUSed grid at the beginning of the study.

- ***Construct Links***

The FOCUS analysis of student- teacher 10's grid produced two pairs of constructs and one isolate. In the first pair, the construct ranked as the second important *patient* (C1) and *smiles* (C3) highly associate at 87% match level. This may indicate that the student- teacher believes that a smiling face is an indication of patience. However, the student- teacher 10 does not favour a teacher who always smiles.

Extract 30:

St: Starting and ending a lesson with a smiling face is a vital thing for a teacher. However, I think a teacher who always smiles leads the students to get loose, the students can not concentrate on the lesson. You have to know where to stop.

Motivates students (C4) is placed between the two pairs as an isolate. However, it is also linked with the second pair consisting of constructs *qualified* (C2) which was ranked as the most important in the rank order, and *uses interesting materials* (C5) which is the third construct in the rank order. These constructs associate at 88% match level. Student- teacher 10 explains the relationship between them:

Extract 31:

St: If you are a qualified teacher, you know the ways to motivate your students. For example, you use different and interesting materials you organise group competitions, you relate the lesson to the past events, and daily life, you make clear explanations about the lesson beforehand to avoid misunderstandings, and the like. Thus, you warm your students up, and as everything is clear to the students,

> they will be more motivated. Besides, if you walk through the aisles in the classroom, you continually check how they go about in all phases of your lesson.

We may assume that student- teacher 10 thinks that a qualified teacher makes use of interesting materials in class. S/he appears to have a lot of views in mind regarding effectiveness in teaching. On the other hand, when we look at his/her element links, we see that s/he does not find him/herself very effective as a teacher.

- ***Element Links***

Student- teacher 10's FOCUSed grid did not produce a clear-cut pattern for the elements. As seen in the element set, current Self as a teacher and T1 form a pair at 89% match level. Similarly, T3 and I3 form another pair at 87% match level. The third and the last pair of elements is formed with I1 and I2 with a 92% match. All these pairs constitute an element cluster, and an isolate T2, subordinates these elements. In the second cluster, Ideal self, E1 and E3 associate at 100% match level. E2 subordinates this cluster at 84% match level. When we look at the structuring of the elements, we may assume that the student- teacher evaluates him/herself as having similar features with T1. As student- teacher 10 has not grouped all three categories of teachers into three clusters as Effective, Typical and Ineffective teachers but rather his/her element set reveals only two categories, we may say that s/he has not a clear-

cut pattern for these teachers in his/her mind yet. Moreover, s/he places him/herself in the Ineffective teachers' category leaving a lot of room for professional development.

4.2.17.1 The Content and Structure of St 10's Personal Theories regarding Effective Teaching at the End of the Study

Student- teacher 10's grid data consists of 5 constructs and 11 elements. Figure 4.36 shows the construct and element trees drawn at 80% cut off point.

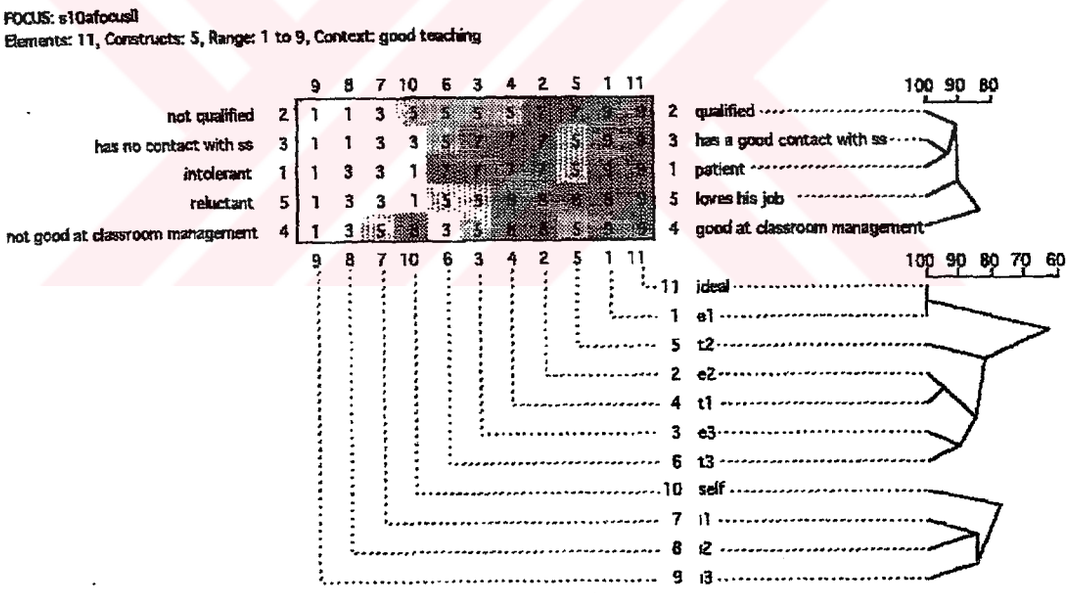

Figure 4.36 St 10's FOCUSed grid at the end of the study.

- ***Construct Links***

Student- teacher 10's FOCUSed grid produced one cluster and two isolates at the end of the study. Within the cluster, we observe three constructs two of which form a pair at 92% match level. These two constructs are *order has a good contact with students* (C3) and *is patient* (C1) the construct ranked as the third important. The most important construct in the rank order *qualified* (C2) as was in his/her first grid is directly linked with this pair at 89% match level. Thus, we may speculate that the student- teacher believes that a qualified teacher is patient and this patience serves to maintain a good contact with the students. The second construct in the rank order *loves his job* (C5) and *good at classroom management* (C4), are placed in isolation. This indicates that student- teacher 10 has not associated these features with the other constructs yet.

- ***Element Links***

At the end of the study, the element clustering in student- teacher 10's FOCUSed grid (see figure 4.36) does not indicate a very clear pattern. There are two main clusters, one of which consists of Effective and Typical teachers together with the Ideal self as a teacher. In the second and smaller cluster, current Self and ineffective teachers are observed. Within the main cluster, Ideal self and E1 are viewed as the same at 100% match level. T2 is placed in isolation. On the other hand, E2 and T1 form a pair at 95% match level. E3

and T3 form the last pair in this cluster with a 88% match. In the second cluster of elements, Self is placed in isolation which means that the student-teacher can not decide which group of teachers s/he can associate him/herself. However, Ineffective teachers are grouped together and they associate with each other at slightly over 80% match level. This may indicate that student-teacher 10 can more effectively distinguish the features of Ineffective teachers than s/he can the Effective and Typical teachers.

4.2.17.2 The Exchange Analysis of St 10's Time 1 and Time 2 Grids

The exchange analysis of student- teacher 10's first and the second grids displays little change. The construct consensus is 50.0%, and element consensus is 36.4% over 80% match level.

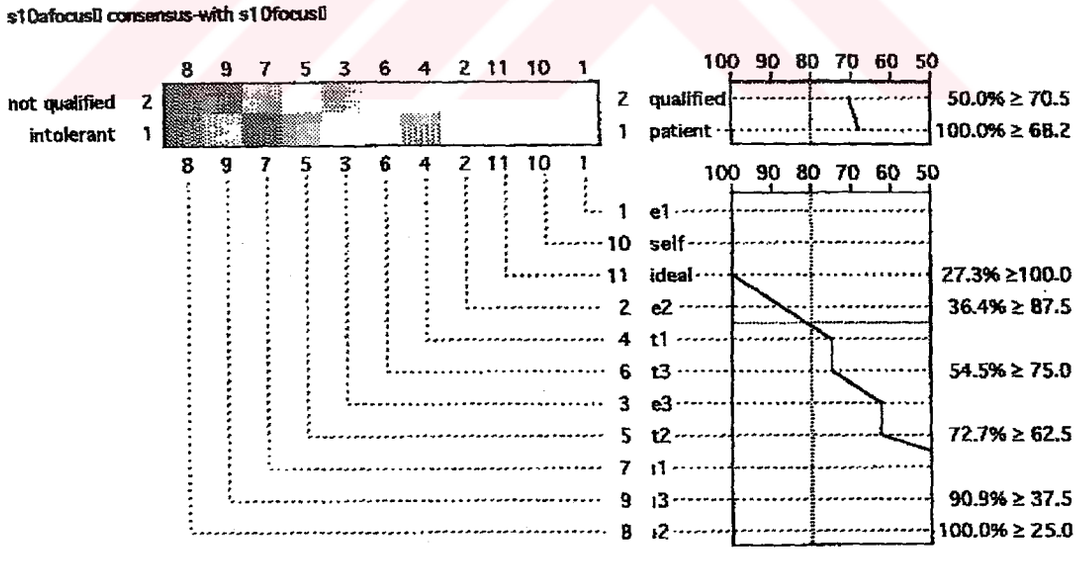

Figure 4.37 The exchange analysis of St 10's FOCUSed 1 and FOCUSed 2 grids.

Student- teacher 10's constructs that showed structural change include the following in order of difference from the least to the most: *is qualified* (C2; 70.5%) and *is patient* (C1; 68.2%).

When we examine his/her first and the second grids to identify the patterns of structural changes these constructs had gone through, we come up with the following established links. At the beginning of the study, *is qualified* (C2) associated with *uses interesting materials* (C5) at 88% match level (see Figure 4.35). However, in the second grid, this construct (C2) is clustered with *has a good contact with students* (C3) and *is patient* (C1) at 90 match level (see Figure 4.36). Student- teacher 10 rationalises this change:

Extract 32:

> **St:** During my sessions at the practice school, I observed my peers and I personally experienced and learnt that when you establish a good relationship with your students teaching them becomes easier. A good relationship is the key word in all contexts. An effective teacher can achieve this.

Consequently, student- teacher 10 seems to think that qualified teachers are the ones who can establish positive relationships with the students and patience is a quality needed to achieve this.

4.2.18 The Content and Structure of St 11's Personal Theories regarding Effective Teaching at the Beginning of the Study

Student- teacher 11's grid data consists of 4 constructs and 11 elements. Figure 4.38 demonstrates the construct and element trees drawn at 80% cut off point.

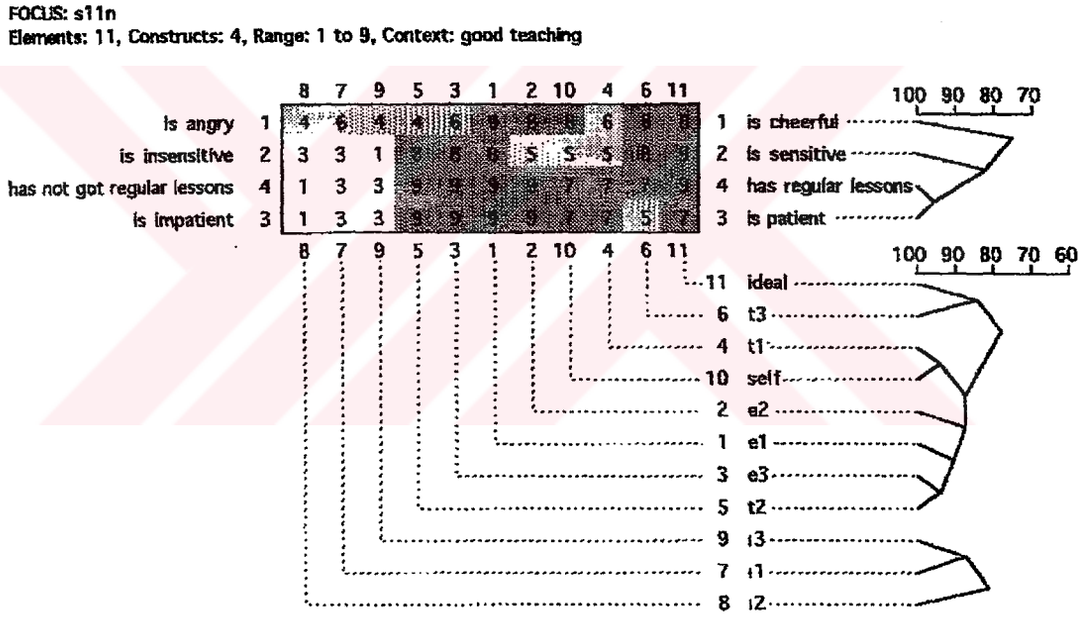

Figure 4.38 St 11' FOCUSed grid at the beginning of the study.

- ***Construct Links***

The FOCUS analysis of student- teacher 11's grid at the beginning of the study (see figure 4.38) produced one pair and two loosely linked constructs.

In the only pair of the grid, we see *has regular lessons* (C4) and the second construct in the rank order *is patient* (C3) are viewed as similar at 95% match level. *Is cheerful* (C1) and the third important construct *is sensitive* (C2) are loosely linked to the pair.

Drawing upon the associations made, we may assume that student-teacher 11 holds the belief that an effective teacher is someone who has regular lessons, and such a teacher is also patient. In addition, student- teacher 11 believes that such a teacher is patient and sensitive at the same time. However, s/he can not associate these two constructs with any other features of an effective teacher decidedly yet.

In fact, student- teacher 11 has rank ordered *has regular lessons* (C4) as the most important construct of the grid. His/her explanation for what kind of a meaning s/he attributes to this construct also reveals the reason for giving so much importance to this feature. In the following interview account, we see how s/he explicitly states the reason:

Extract 33:

St: I mean a lot of things with "has regular lessons". For example, not missing or skipping any of your lessons as a teacher. Involving your students in the lesson, the way you present the lesson to your class, the way you manage your class. If you are good at all of these, then it means you have

regular lessons. That's why I say this construct is the most important.

- ***Element Links***

In the element clustering of student- teacher 11's grid, we do not observe a clear- cut pattern (see Figure 4.38). In the element set, there are two clusters. Within the first and the larger cluster, there are three pairs and two loosely linked elements. In the first pair of elements within the first cluster, Ideal self as a teacher and T3 are viewed as similar at 82% match level. On the other hand, current Self as a teacher is viewed as similar to T1 at a higher level, 92%. E3 and T2 form another pair of elements at 85% match level, and E1 and E2 are placed in isolation.

Taking the association of elements up to this level into account, we may suggest that student- teacher 11 has some ambiguities in terms of distinctive features of effective and typical teachers as s/he has grouped and paired them within the same cluster. We may further suggest that student- teacher's perception of current Self as a teacher may indicate a need to become a better teacher as s/he has viewed Self as similar to T1. In fact, at the end of the study, during the interview, s/he highly evaluated his/her performance at the practice school as a teacher. However, the emphasis s/he puts on the effectiveness of his/her mentor and his/her desire to become such a teacher may help to understand how, in fact, s/he construes him/herself as a teacher:

Extract 34:

St: I tried to teach in the way my mentor did. She is a wonderful teacher. In fact, I received a couple of criticisms from my supervisor because of the things I did in my session but I strongly disagree with him/her. I was good, I did well, and I will try to be more like my mentor.

The student- teacher approved his/her mentor so much that s/he seemed to ignore most of his/her supervisor's feedback.

Extract 35:

The influence of my supervisor on the way I teach at the practice school is 20%, the most.

On the other hand, student- teacher appears to have a clear picture in mind regarding ineffective teachers. We see that I3 and I1 form a pair at 85% match level and I2 subordinates them at a slightly lower match, 82%.

4.2.18.1. The Content and Structure of St 11's Personal Theories regarding Effective Teaching at the End of the Study.

Student- teacher 11's grid data at the end of the study still consists of 4 constructs and 11 elements at the end of the study. Figure 4.39 illustrates the construct and element trees drawn at 80% cut off point.

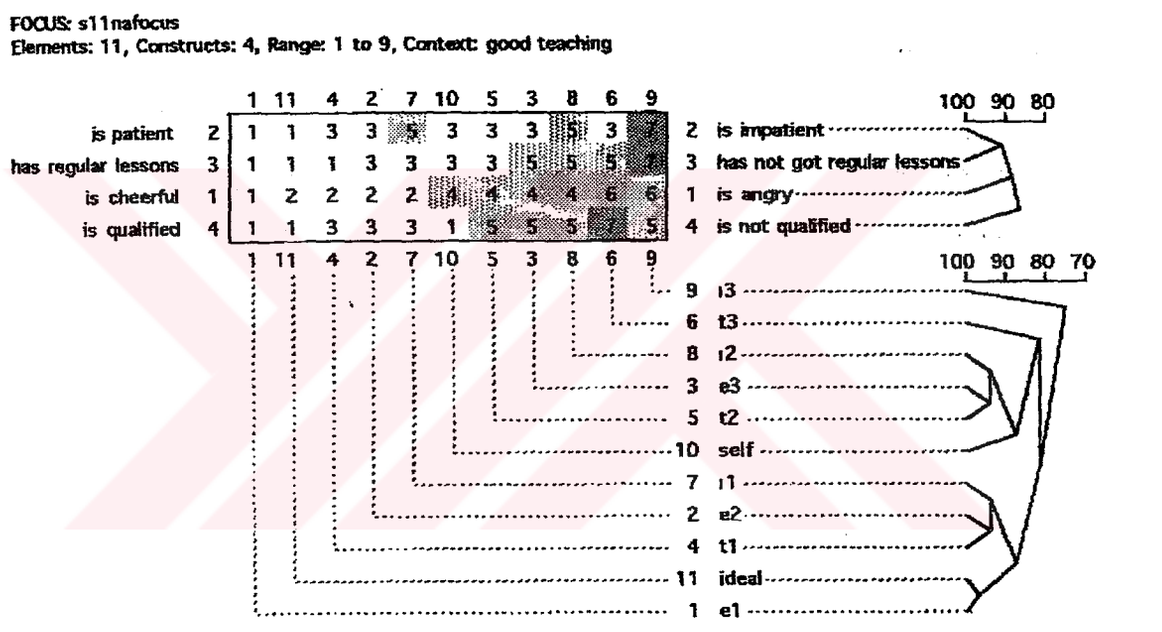

Figure 4.39 St 11' FOCUSed grid at the end of the study.

- ***Construct Links***

In student- teacher 11's grid at the end of the study, we still see four constructs two of which are viewed as similar at 90% match level (*is patient* (C2) and *has regular lessons* (C3) still the most important construct in the rank

order). *Cheerful* (C1) maintains its place as the fourth in the rank order of the constructs. One of the constructs, *sensitive* has been deleted and a new construct, *qualified* (C4) that was ranked as the third important construct has been added to the grid. In the follow- up interview, student- teacher 11 comments on this change:

Extract 36:

St: I really do not remember why I wrote such a construct at the beginning of the study. Being sensitive does not make you effective as a teacher. On the contrary, such a feature may be a handicap for you at times.

Moreover, we see *is cheerful* (C1) and *is qualified* (C4) are placed in isolation. Although student- teacher 11 has newly added this construct (C4) to his/her grid, s/he does not seem to have associated it with the other constructs yet.

- ***Element Links***

Similar to his/her first grid (see figure 4.38), student- teacher 11's element clustering (see figure 4.39) does not indicate a clear pattern at the end of the study. That is, each teacher group (Effective, Typical, and Ineffective) does not consist of separate groups. In the second grid, we see two main

element clusters. In the first cluster, E3 and T2 are viewed as similar at 94% match level. That is, the student-teacher thinks that Effective teacher 3 and Typical teacher 2 bear similar qualities as teachers. In addition, I2 subordinates this pair and I3 super-ordinates these constructs. Moreover, current Self as a teacher and T3 are placed in isolation in the first main cluster which may mean that the student-teacher can not associate the features of these two elements with the features of any others. In the second and smaller cluster, E2 and T1 form a pair at 95% match level, I1 subordinates the pair, and finally, Ideal and E1 are viewed as similar at 98% match level in the same cluster. Drawing on the associations made, we may suggest that the student- teacher has not established the features of all three groups of teachers clearly in mind yet.

4.2.18.2. The exchange Analysis of St 11's Time 1 and Time 2 Grids

The exchange analysis of student- teacher 11's grids displays very little change in terms of the structure of the constructs. The construct consensus between the two grids is 100%, and element consensus is 72.7% over 80% level.

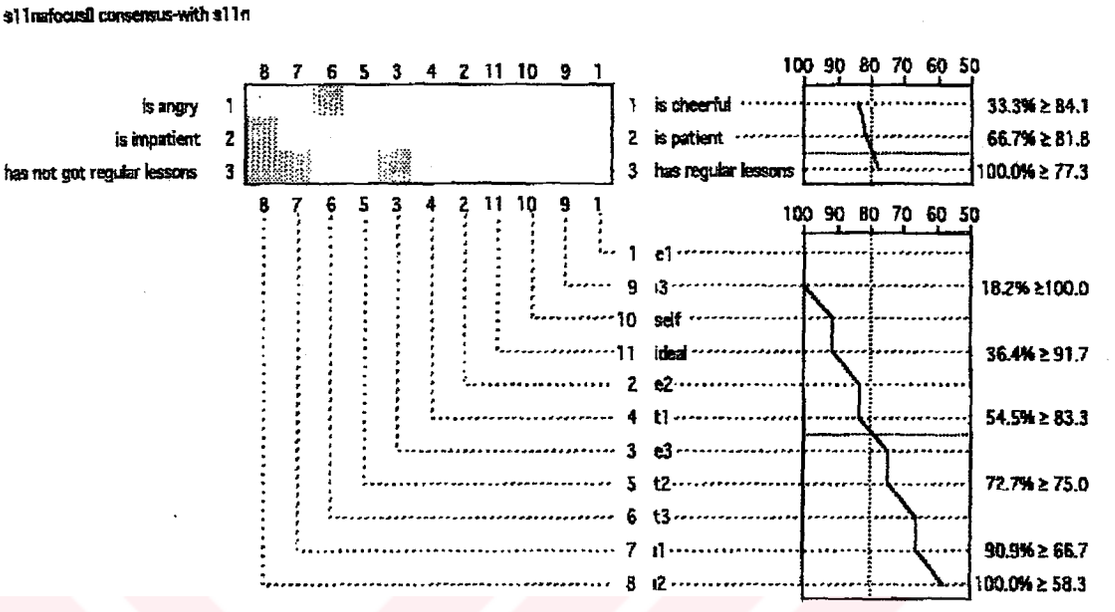

Figure 4.40 The exchange analysis of St 11's FOCUSed 1 and FOCUSed 2 grids.

The only significant change occurred in *has regular lessons* (C3, 77.3%).

At the beginning of the study, this construct associated with *is patient* (C3) at 95% match level (see Figure 4.38). In the second grid, we observe that they still associate but at a lower level, 90% (see figure 4.39). Therefore, we may suggest that these two constructs are still construed by student- teacher as two of the significant features of an effective teacher. However, the way s/he associates them has changed.

On the other hand, student- teacher 11 has deleted the construct *is sensitive* (C2 in the first grid) and added one new construct *is qualified* (C4) to

his/her second grid (see extract 36 for the rationale). Regarding this change, we may suggest that the way student- teacher perceives the features of effective teachers had gone through a process of reconstruction.

When we examine the changes that took place in the element structure, we come up with changes in the way the student- teacher perceived E3 (83.3), T2 (75.0), I1 (66.7), and I2 (58.3) (see figure 4.40). In the first grid (see figure 4.38), E3 was viewed as similar to T2 and was placed in a sub-cluster subordinated by I2. However, it forms a pair in the second grid with T2 at 94% match level. At the beginning of the study, I1 constituted a pair with I3 below 80% match level and I2 subordinated these two elements. On the other hand, I1 subordinated the pair consisting of E2 and T1 as a loosely linked element.

Taking into account the associations made, we may suggest that throughout the teaching practice period student- teacher had had experiences that led him/her to reorganise his/her perceptions. Consequently, student-teacher 11's views on the features of Effective teachers and of the ones s/he considers to be Typical has changed. However, at the end of the study, we still do not see a clear- cut pattern for any of the three categories of teachers which indicates that the student- teacher needs some more time and experience to build a clearer pattern in mind. The student- teacher's views on the benefits of the teaching practice period implicitly underlines this need in the following interview account:

Extract 37:

The personal experience I gained through this period of time was invaluable. In fact, the only problem I expected to meet during this period was fluency. I thought that I was not going to speak properly in the lessons but I was much better than I expected. However, I believe that we, as the student-teachers, do need more time. Maybe, if a two-semester practicum had been possible, then everything would have been much better.

4.2.19 The Content and Structure of St 12's Personal Theories regarding Effective Teaching at the Beginning of the Study

Student- teacher 12's grid data consists of 4 constructs and 11 elements. Figure 4.41 below illustrates the construct and element trees drawn at 80% cut off point.

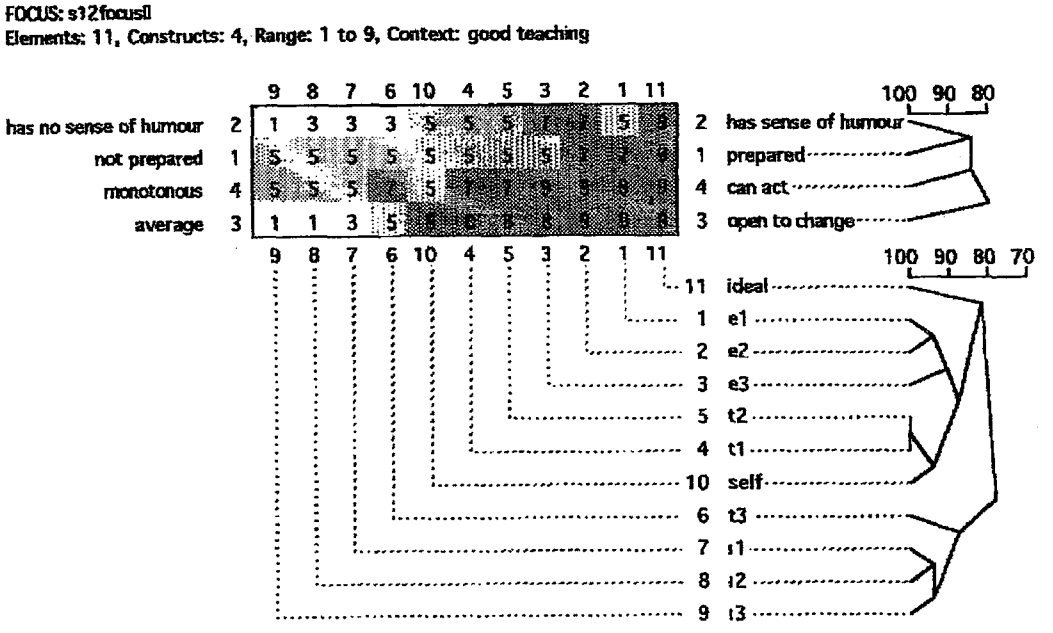

Figure 4.41 St 12's FOCUSed grid at the beginning of the study.

- ***Construct Links***

At the beginning of the study, student- teacher 12's grid reveals one pair and two loosely linked constructs (see figure 4.41). In the only pair of the grid, the second important construct in the rank order *has sense of humour* (C2) and *prepared* (C1) ranked as the third construct associate at 82% match level. Such an organisation may suggest that the student- teacher believes that an effective teacher has a good sense of humour, and in addition s/he is prepared for his/her lessons. *Can act* (C4) and *open to change* (C3) are placed in isolation. In fact, student- teacher rank ordered *open to change* (C3) as the most important construct in his/her grid, and *can act* (C4) is the fourth. These two constructs are also considered as the features of an effective teacher,

however the student- teacher can not associate these with the other constructs yet.

- ***Element Links***

The element clustering in student- teacher 12's FOCUSed grid does not indicate a clear pattern (see figure 4.41). That is, we can not observe a clear-cut distinction for each teacher group (Effective, Typical and Ineffective). There are two element clusters and in the first cluster, we see that T2 and T1 are viewed as similar at 100% match level. Current self as a teacher subordinates this pair at a lower match, 92%. E1 and E2 associate at 90% match level, and E3 loosely subordinates them. T3 is placed in isolation between the element clusters that indicate that the student- teacher can not associate the features of T3 with any of the other group of teachers. In the last cluster, ineffective teachers are grouped together, I1 and I2 as a pair and I3 as a subordinate.

4.2.19.1. The Content and Structure of St 12's Personal Theories regarding Effective Teaching at the End of the Study

Student- teacher 12's grid data consists of 5 constructs and 11 elements. Student- teacher 12's FOCUSed grid shown in Figure 4.42 demonstrates the construct and element trees drawn at 80% cut off point.

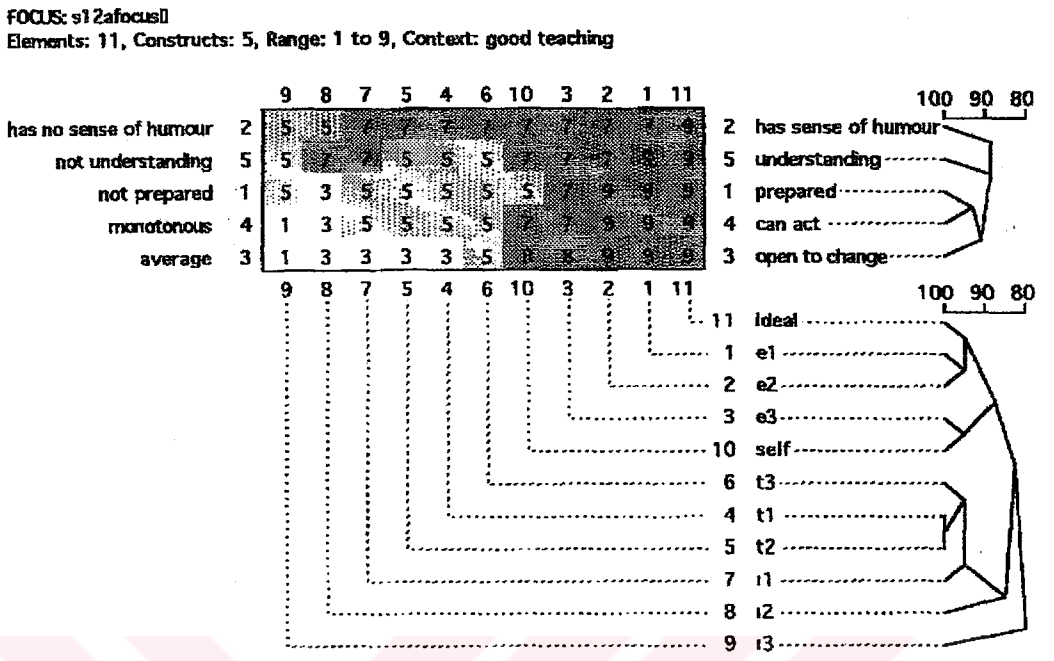

Figure 4.42 St 12's FOCUSed grid at the end of the study.

- ***Construct Links***

The FOCUS analysis of student- teacher 12's grid at the end of the study produced 5 constructs (see figure 4.42). In the grid, we see one pair and three loosely linked constructs. *Prepared* (C1) and *can act* (C4) highly associate at 92% match level. This may mean that the student- teacher believes that a teacher who can act prepares the lessons beforehand. S/he elaborates on his/her view in the follow-up interview:

Extract 38:

St: An effective teacher should be able to act. This way, s/he can generate the students' interests. Otherwise, s/he becomes monotonous. The lessons are then not active, and the students feel reluctant to participate in the lessons. Before the lessons, you have to prepare the things you are going to do and planning all the phases of your lesson leads to smoothly conducted lessons.

The most important construct in the rank order in both grids, *open to change* (C3) subordinates this pair and *has sense of humour* (C2) and *understanding* (C5) are placed in isolation. Such an association indicates that the student-teacher deems these features as the distinctive features of effective teachers however, s/he can not relate them to the other constructs. In student-teacher 12's second grid, we see that a new construct *understanding* (C5) has been added. S/he was able to explicitly state the rationale behind his/her decision to do so.

Extract 39:

St: During my feedback session, my supervisor really tried to make me sure about the necessity of using different activities for different purposes. S/he was very sincere. S/he gave me

examples, listened to my explanations with patience, and s/he really listened to me and tried to understand me. Her understanding attitude toward me influenced me a lot. That's why I added this construct *"understanding"* to my grid.

- ***Element Links***

Student- teacher 12's element clustering reveals two main clusters (see figure 4.42). In the first cluster, E1 and E2 constitute a pair at 98% match level, and E3 and current self as a teacher are viewed as similar at a slightly lower match, 95%. Ideal self as a teacher subordinates E1 and E2 within the same cluster. In the second grid, we see that the student- teacher has gained more self confidence at the end of the study. When we examine his/her first grid (see figure 4.1), we see that student- teacher 12 placed him/herself close to the pair T1 and T2. S/he was able to explain how s/he felt about him/herself in the follow-up interview:

Extract 40:

St: I received very constructive feedback from my supervisor. Thanks to her, I am now more aware of my weaknesses and strengths as a teacher. I know that I should be more careful while developing the phases

> of my lesson plans, selecting appropriate materials according to what I am going to teach. I have learnt these. As a result, I feel myself better as a teacher and I am more self confident now.

In the second element cluster, typical and ineffective teachers are grouped together. In the second and larger cluster of elements, T1 and T2 are viewed as exactly similar at 100% match level. T3 subordinates these elements, at lower level, 95%. On the other hand, all three ineffective teachers are placed in isolation.

4.2.19.2 The Exchange Analysis of St 12's Time and Time 2 Grids

The exchange analysis of student- teacher 12's grid shows that the construct consensus between the first and the second grid is 75.0 %, and the element consensus is 63.6% over 80% match level.

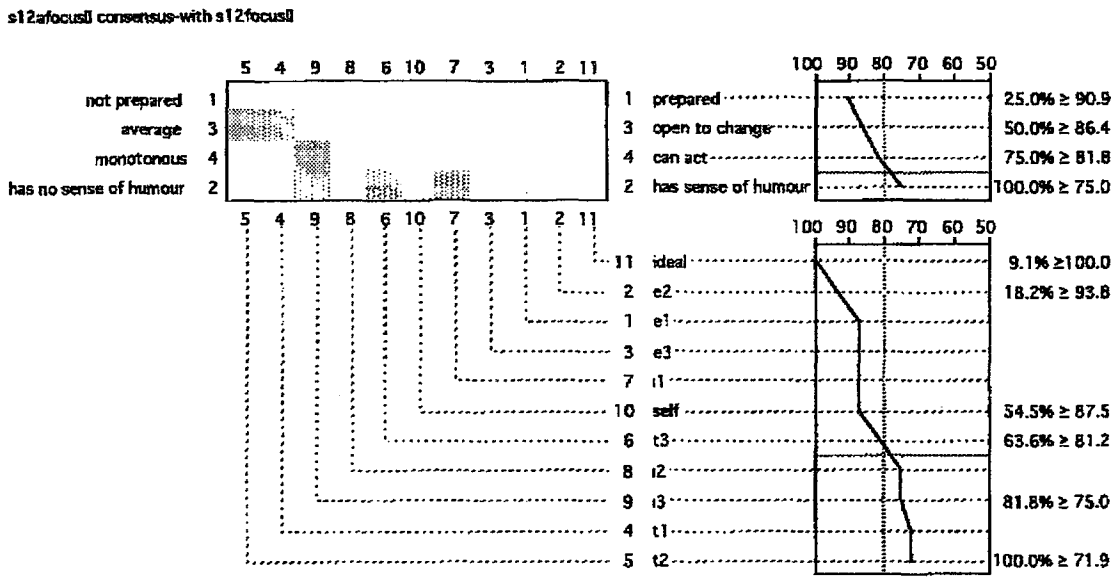

Figure 4.43 The exchange analysis of St 12's FOCUSed 1 and FOCUSed 2 grids.

The only significant structural change that can be observed in student-teacher 12's constructs occurred in *has sense of humour* (C2; 75.0%) (see figure 4.43). When we examine this construct to identify the pattern of the structural change it had gone through, we come up with the following associations established. At the beginning of the study, this construct associated with *prepared* (C1) over 80% match level (see figure 4.41). However, at the end of the study, *has sense of humour* appears as an isolate in the second grid (see figure 4.42).

When we look at the structural changes that occurred in the elements, we see changes in I2 (81.2%), I3 (75.0 %), T1 (75.0%), and T2 (71.9%) at 80% cut off point. Taking the element clustering into account, student- teacher 12's

concern appears to be on the distinctive features of Typical and Ineffective teachers by means of the experiences gained throughout the teaching practice period.

4.2. 20 The Content and Structure of St 13's Personal Theories regarding Effective Teaching at the Beginning of the Study

Student- teacher 13's grid data consists of 14 constructs and 11 elements. Figure 4.44 illustrates the construct and element trees drawn at 80% cut off point.

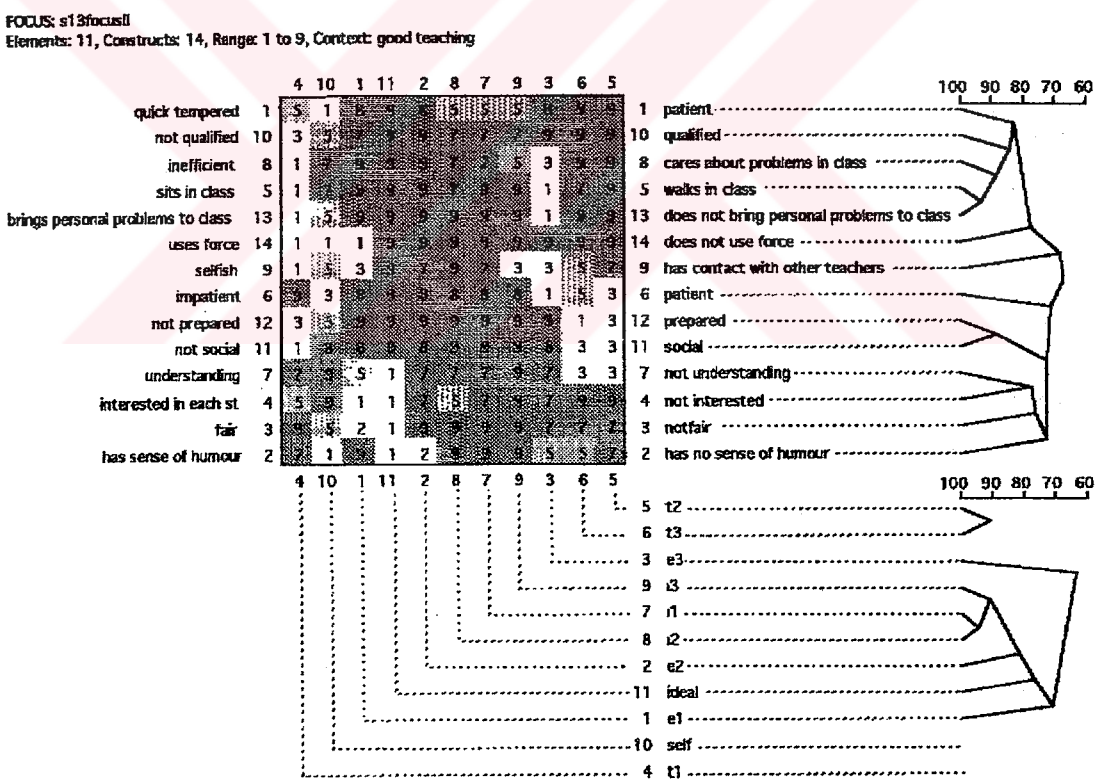

Figure 4.44 St 13's FOCUSed grid at the beginning of the study.

- ***Construct Links***

The FOCUS analysis of student- teacher 13's grid produced two main clusters, one pair and three isolates (see figure 4.44). In the first main cluster, we see *walks in class while teaching* (C5) and *does not bring personal problems to class* (C13) form a pair at 93% match level. Three isolates, *is patient* (C1) and *is qualified* (C10) the second most important construct in the rank order and *cares about problems in the class* (C8) subordinates this pair to form a cluster. Between the first and the second clusters we see that *does not use force* (C14) *has contact with the other teachers* (C9), and *good at classroom management* (C6) are placed in isolation. In the second cluster the third construct in the rank order *is prepared* (C12) and *is social* (C11) associate at 90% match level forming a pair. *Understanding* (C7) and *interested in each student* (C4) form another pair at 75% match level. *Is fair* (C3), which was ranked as the most important construct of the grid, and *has a good sense of humour* (C2) subordinate this pair at 70 match level.

Considering the structuring of the constructs, we may speculate that student- teacher 13 thinks that an effective teacher is someone who is patient and qualified, such a teacher does not bring his/her personal problems to class, however s/he is interested in the students' problems. Among the features of an effective teacher, not using force and maintaining a good contact with the other teachers together with having the ability of managing the class are also included. However, student- teacher 13 does not seem to have associated these last three features with any of the other qualities an effective teacher should

have. On the other hand, s/he appears to be sure how the features being an understanding teacher and being interested in each student in class associate. S/he comments on the organisation of the constructs:

Extract 41:

St: I personally think that an effective teacher should be qualified. What I mean from qualified is that s/he must know his/her subject very well. At first, I used to think that this was the most important feature of an effective teacher but now I believe this is something we normally expect from a teacher. Can you think of an English teacher who does not know English? What is more important is that a teacher should be fair to all his students. Putting his personal problems aside s/he must be interested in the students and their problems. S/he should know how to manage the class, for example can you manage the class sitting at your desk lecturing or walking in the class and interacting with the students? In addition, a teacher should be social and should not ignore other teachers' opinions.

- ***Element Links***

When we examine student- teacher 13's element links, we see that T2 and T3 associate at 90% match level as a separate pair. I1, I2 and I3 form a cluster and E3, E2, ideal self as a teacher, E1 subordinate this cluster as isolates. Current Self as a teacher and T1 do not associate with any of the other elements (see figure 4.44). Regarding this organisation, we may comment that student- teacher 13 has not established a clear-cut pattern for effective, typical and ineffective teachers yet in mind. However, his/her perception of a need to become a much better teacher may contribute to his/her development.

4.2.20.1 The Content and Structure of St 13's Personal Theories regarding Effective Teaching at the End of the study

At the end of the study, student- teacher 13's grid data consists of 15 constructs and 11 elements. Figure 4.45 illustrates the construct and element trees drawn at 80% cut off point.

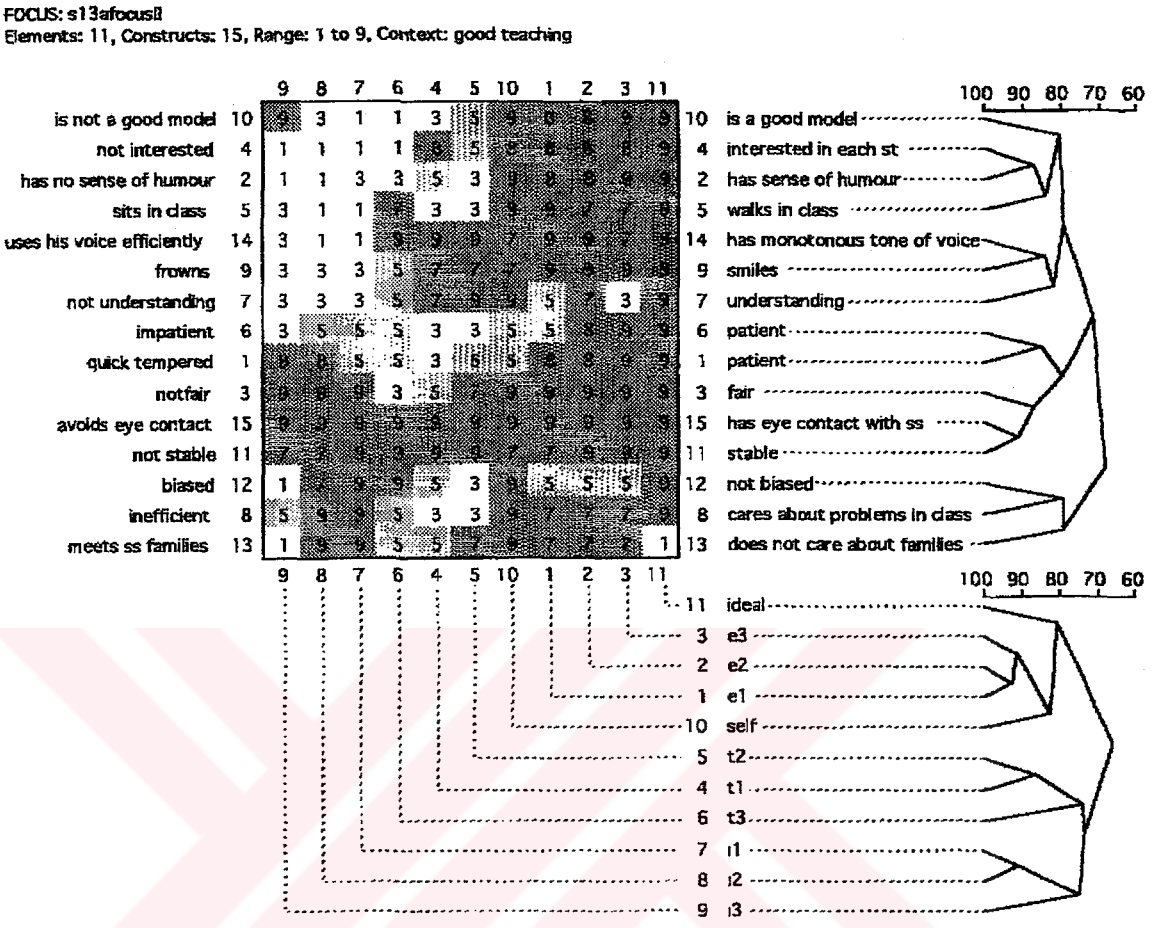

Figure 4.45 St 13's FOCUSed grid at the end of the study.

- ***Construct Links***

The FOCUS analysis of student- teacher 13's grid at the end of the study produced three main clusters (see figure 4.45). Within the first cluster, the most related two constructs are *interested in each of the students* (C4) and *has a good sense of humour* (C2) which highly associate at 88% match level. *Is a good model* (C10) and *walks in the class* (C5) subordinate this pair. *Uses his*

voice effectively (C14) and *smiles* (C9) form the second pair within the first cluster at 82% match level. *Understanding* (C7) subordinates the pair. In terms of the organisation of the constructs in the first main cluster, we may assume that student- teacher holds the belief that a teacher who has a good sense of humour is interested in each of his/her student in the class. Moreover, s/he is a good model for the students. S/he walks in the class while teaching which eases reaching individual students. Such a teacher also has a smiling face and has an effective tone of voice. In addition, s/he is an understanding person.

In the second cluster, *good at classroom management* (C6) and *is patient* (C1) constitute a pair at 83% match level. *Has eye contact with the student* (C15) and the second important construct in the rank order, *is stable* (C11) form another pair with a 90% match level.

In the third and the last cluster of constructs, we see *not biased* (C12) ranked as the third important construct in the rank order, and *cares about the problems in the class* (C8) are subordinated by *meets students' families* (C13) at 77% match level. These new constructs clearly signal awareness in student-teacher 13 of a need for school family collaboration supported by the teacher to contribute to the students' success in class. Such a change may have emerged from his/her personal experiences during the teaching practice period.

- ***Element Links***

In student- teacher 13's element set, contrary to his/her first grid (see figure 4.44), current self as a teacher is included in the group of elements consisting of all the effective teachers and the ideal self (see figure 4.45). This shows that student- teacher 13 had gone through some changes that led him/her to feel more confident to place his/herself with these teachers. The experiences s/he had had throughout the teaching practice period must have led student-teacher 13 to perceive him/herself as having possessed most of the features of an effective teacher. On the other hand, s/he appears to have a clear- cut pattern typical and ineffective teachers since s/he has placed each group in separate clusters in the element set. S/he can explicitly state the rationale behind his/her self-evaluation.

Extract 42:

> **St:** I did not learn anything from my mentor. He was not a good teacher. Sometimes you see something wrong and you learn what not to do from that mistake. My mentor was so bad that I did not learn anything even from his mistakes. I personally felt myself much better than my mentor. Our teachers at the university had done a good job on us. We will not and can not be like the teachers we met at the practice schools.

4.2.20.2 The Exchange analysis of St 13's Time 1 and Time 2 Grids

The exchange analysis of student- teacher 13's grid shows that the construct consensus between the first and the second grid is 25.0% and element consensus is 27.3% over 80% match level.

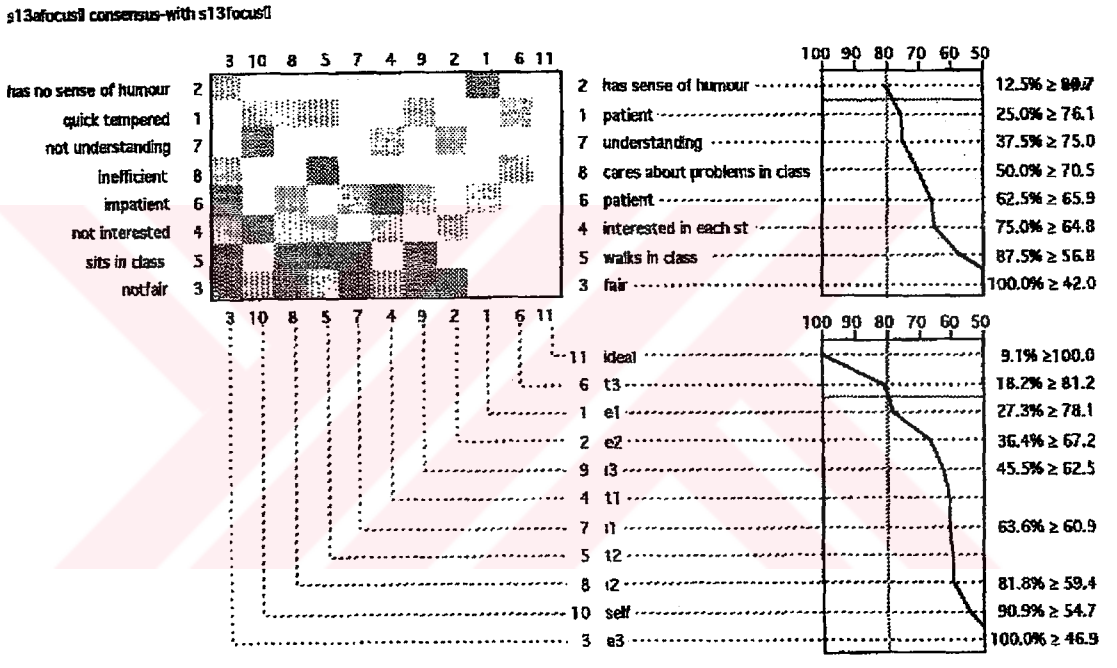

Figure 4.46 The exchange analysis of St 13's FOCUSed 1 and FOCUSed 2 grids.

In the exchange analysis of student- teacher 13's time 1 and time 2 grids, we see changes in both the content and the structure of the constructs (see figure 4.46). The constructs that showed structural changes are patient (C1, 76.1), understanding (C7, 75.0), cares about problems in class (C8, 70.5),

good at classroom management (C6, 65.9), interested in each student (C4, 64.8), walks in class (C5, 56.8), and is fair (C3, 42.0).

At the beginning of the study, *patient* (C1) was an isolate (see Figure 4.44) while at the end of the study this construct constituted a pair with *good at classroom management* (C6) (see Figure 4.45). *Understanding* (C7) associated with *interested in each student* (C4) in the first grid. However, we see in the second grid that understanding (C7) is placed in isolation. Another construct that showed structural change cares about problems in class (C8) was an isolate in the first grid but it appears to have formed a pair with not biased (C12) in the second grid. In addition, at the beginning of the study, walks in class (C13) associated with does not bring personal problems to class (C13). However at the end of the study, student- teacher places this construct in isolation. In both grids, is fair (C3) is placed in isolation. In the first grid, this isolated construct was included in the cluster consisting of understanding (C7), interested in each student (C4), and has a good sense of humour (C2). When we look at the second grid, we se is fair (C3) is placed in the cluster consisting of constructs is stable (C11), has eye contact with students (C15), patient (C1) and good at classroom management (C6).

When asked about the reason for the changes in the way student- teacher 13 construed the features of an effective teacher, although s/he was not able to state the rationale behind them, s/he commented as follows.

Extract 43:

St: Experiencing teaching for the first time prompted me to think. I observed my peers, my supervisor was very supportive, his feedback also led me to think. He did not impose on me but his criticism made me aware of my weaknesses and strengths. However, a hand on experience, I believe, is the most important factor for the changes in my thinking.

When we examine the structural changes in the elements, we see that E1 (78.1), E2 (67.2), I3 (62.5), T1 (62.5), I1 (60.9), I2 (59.4), self (54.7), and E3 (46.9) showed a significant structural changes (see figure 4.46). Although these elements did not show a clear- cut pattern in the first grid, they were clearly grouped together in three (Effective, Typical and Ineffective) categories.

In the first grid (see figure 4.44), current self as a teacher did not even associate with any of the elements. However, in the second grid student-teacher placed him/herself with effective teachers (see figure 4.45).

4.2.21 The Content and the Structure of St 14's Personal Theories regarding Effective Teaching at the Beginning of the Study

Student- teacher 14's grid data consists of 7 constructs and 11 elements. Student- teacher 14' FOCUSed grid shown in Figure 4.47 illustrates the construct and element trees drawn at 80% cut-off point.

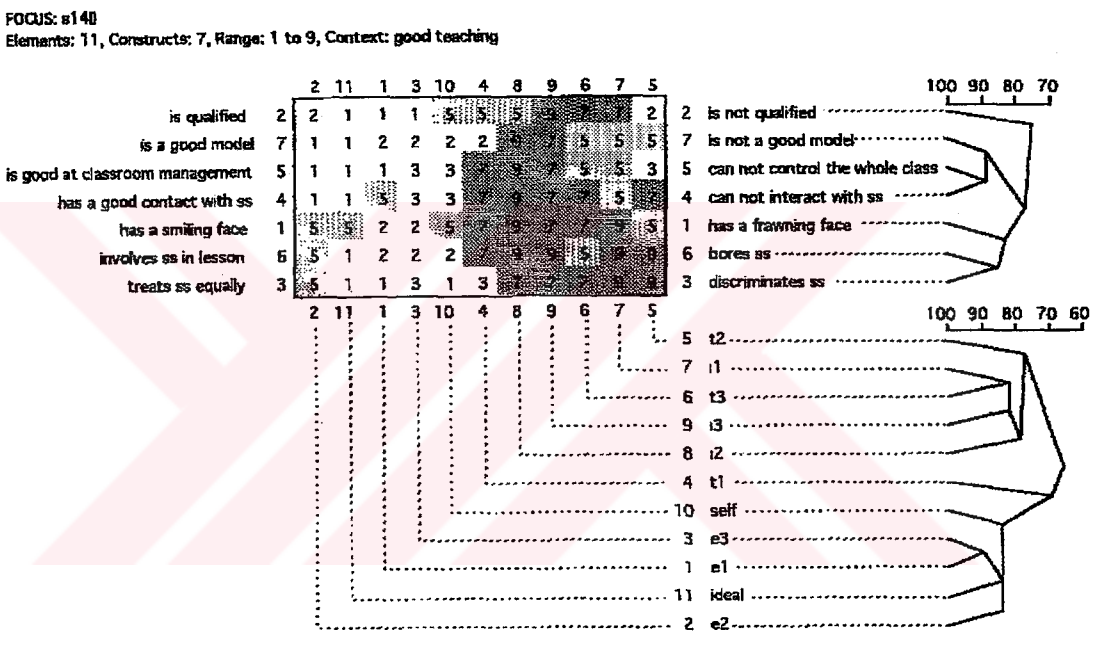

Figure 4.47 St 14's FOCUSed grid at the beginning of the study.

- ***Construct Links***

In the student- teacher 14's grid at the beginning of the study, we see two construct clusters and one isolated construct. In the first cluster, the most important construct *is good at classroom management* (C5) and *has a good*

contact with the students (C4) associate as a pair at 87% match level. *Is a good model* (C7) subordinates this pair. The second construct in the rank order, is *qualified* (C2) super-ordinates these constructs, as an isolate. Regarding the organisation of the constructs within the first cluster, we may speculate that student- teacher 14 thinks that a qualified teacher is someone who has a good contact with the students. The nature of the contact helps the teacher to manage the class without any difficulties, and most probably, the features above makes a teacher a good model.

In the second construct cluster, *involves students in the lesson* (C6) and *treats the students equally* (C3) associate at 82% match level. *Has a smiling face* (C1) the third construct in the rank order, subordinates these two constructs as a loose match. The constructs indicate that student- teacher 14 thinks that a teacher who involves the students in the lesson and who treats them equally is someone who has a smiling face. Thus, the student- teacher considers a smiling face as a trigger for the students to direct their attention to the lesson.

- ***Element Links***

In the element set, we see two main clusters. In the first and the larger cluster, I1 and T3 are viewed as similar at 82% match level. T2 subordinates the pair, and two other isolates I3 and I2 are also directly linked to these elements. In the first cluster, we do not see a clear-cut pattern as Typical and Ineffective teachers are included within the similar cluster. Hence, we may

suggest that the student- teacher has not constituted a clear view on the features of these teachers yet.

In the second element cluster, Effective teachers and current and ideal Selves as teacher are included. E3 is viewed as similar to E1 at 85% match level. Ideal and E2 subordinate these two elements. Moreover, self is placed in isolation between the clusters consisting of effective and typical and ineffective teachers. Regarding the organisation of the elements in the last cluster, we may speculate that student- teacher 14 deems him/herself as someone in between the Typical and Effective teachers. We may further suggest that s/he either lacks self- confidence or s/he feels the need to improve more professionally to become an effective teacher.

4.2.21.1 The Content and the Structure of St 14's Personal Theories regarding Effective Teaching at the End of the Study

Student- teacher 14's grid at the end of the study consists of 10 constructs and 11 elements. His/her FOCUSed grid below shows the construct and element trees drawn at 80% cut- off point.

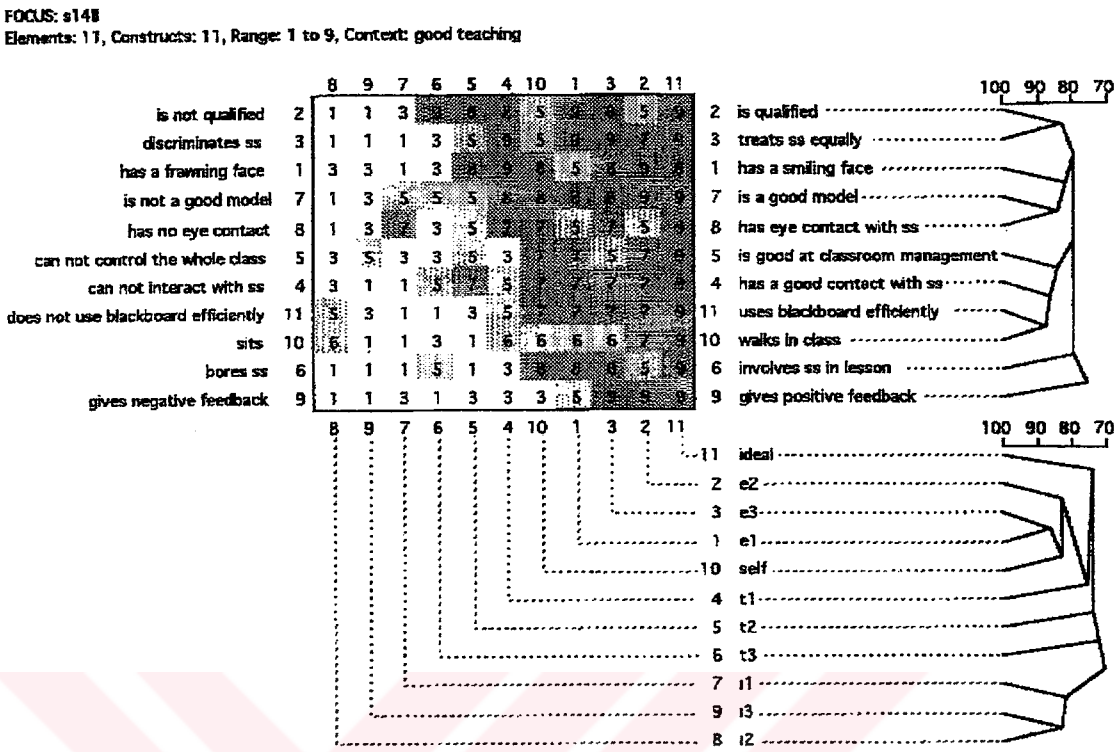

Figure 4.48 St 14's FOCUSed grid at the end of the study.

- ***Construct Links***

In student- teacher 14's grid at the end of the study, we see two main clusters. The first cluster consists of two pairs and an isolate. *Is qualified* (C2) the construct ranked as the most important, and *treats students equally* (C3) associate at 83% match level. That is, the student- teacher thinks that a qualified teacher treats all the students equally, or a teacher who treats his students equally can be considered as a qualified teacher. *Has a smiling face* (C1) appears as a loosely linked construct in this cluster. The student- teacher can not associate this feature with any of the other features that embody an

effective teacher. *Is a good model* (C7) and *has eye contact with students* (C8) constitute another pair at 82% match level.

In the second cluster, *uses blackboard efficiently* (C11) associates with *walks in class* (C10) associate 84% match level. *Is good at classroom management* (C5), the second construct in the rank order, *has a good contact with students* (C4), *involves students in the lesson* (C6), and *gives positive feedback* (C9) are placed in isolation. In fact, this construct was ranked as the third in the rank order. This cluster mostly consists of consists of constructs that the student- teacher has not associated with the others constructs yet.

In the second grid, we see that student- teacher 14 has added and deleted some constructs. In the follow-up interview, the student- teacher explained the rationale behind these changes as having emerged from his/her experiences during the teaching practice period.

Extract 44:

> **St:** In my second grid, I changed my rank order. At the beginning of the study, I was inexperienced and I worried about managing the class. However, after my sessions I felt myself more confident, and I now believe being qualified as a teacher already means being able to manage the class properly among a lot of other things.

The student- teacher further explains how his/her mentor contributed to his/her gaining self- confidence:

Extract 45:

St: Observing my mentor helped me to picture how I should conduct my lessons in my mind. Eventually, I was ready to teach when my supervisor was observing me.

On the other hand, the students in his/her class at the practice school had affected how s/he perceived classroom management:

Extract 46:

St: At the beginning of the study, I used to think that it was always something very hard to manage the class and involve the students in the lesson. However, fortunately the students in my class were very interested and I had no difficulty in managing the class. I do not see this as a problem now.

S/he added the constructs *walks in the class* (C10), *has eye contact with the students* (C8) and *gives positive feedback* (C9) to his/her second grid. S/he relates these features with being a qualified teacher who can manage the class.

Extract 47:

St: If you walk in the class while teaching, you can maintain eye contact with your students. Then, it will be much easier to involve the students in the lesson. When you provide positive feedback, the students like it and you manage the class without major problems.

Student- teacher 14's interview accounts reveal that s/he reflected on his/her experiences during the period. In fact, during the interview s/he suggested that there should be more time for the student- teachers to practice teaching, and emphasised the contribution of the required weekly activities.

Extract 48:

St: We should have taught more lessons, and the activities should have been more. You are supposed to prepare one activity for each week, and you inevitably start to think. You have a job to do, and you feel an urge inside to do your best. You start thinking more critically, from different perspectives. All these contributed to our development.

- ***Element Links***

At the end of the study, a clearer view is observed in student- teacher 14's element set. Effective teachers are grouped together in the first element cluster and Ideal and Self are also included. E3 and E1 are viewed as similar at 84% match level, and E2 and self subordinate the pair. Ideal self as a teacher super-ordinates all these elements. One of the Typical teachers, T1 is viewed as possessing some features of Effective teachers and placed in this cluster. On the other hand, the other typical teachers (T2 and T3) appear to be linked loosely. However, they are placed together. Ineffective teachers constitute a small cluster, and in this cluster we see that I2 is viewed as similar to I3 at 82% match level while I1 is viewed as slightly different.

4.2.21.2 The Exchange Analysis of St 14's Time 1 and Time 2 Grids

The exchange analysis of student- teacher 14's grids at the beginning and at the end of the study reveals that the construct consensus was 71.4%, and element consensus was 72.7% over 80% cut-off level.

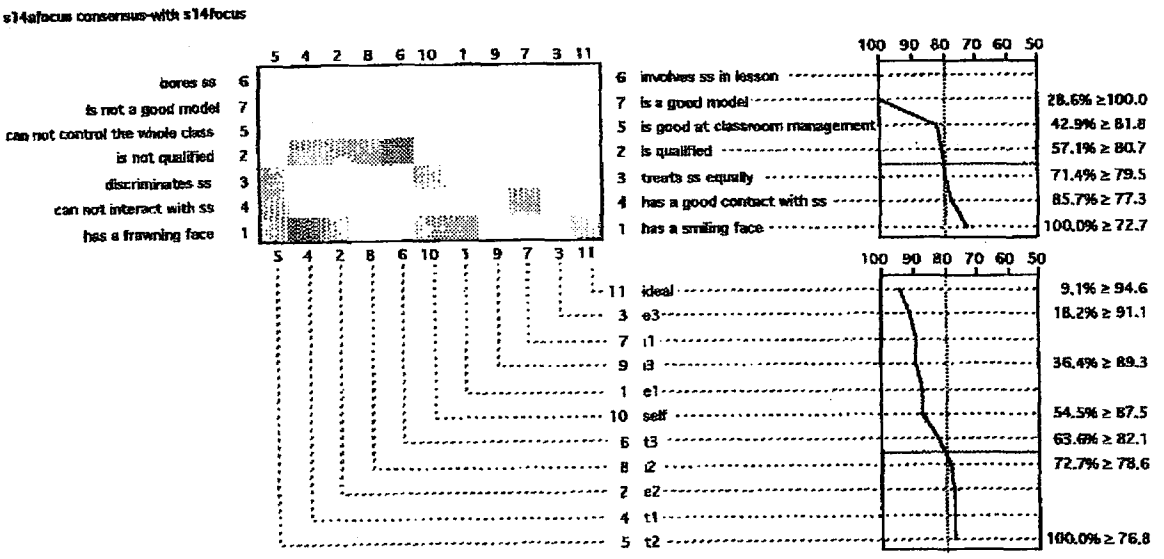

Figure 4.49 The exchange analysis of St 14's FOCUSed 1 and FOCUSed 2 grids.

Student- teacher 14's constructs that showed structural change are treats students equally (C3; 79.5%), has a good contact with the students (C4; 77.3%), has a smiling face (C1; 72.7).

At the beginning of the study, *treats students equally* (C3) associated with *involves the students in the lesson* (C3) at 82% match level (see Figure 4.47). However, at the end of the study, we see this construct constitutes a pair with is qualified (C2) below 80% match level (see Figure 4.48). When we look at how *has a good contact with students* (C4) had gone through changes, we see that at the beginning of the study, it constituted a pair with *is good at classroom management* (C5) at 87% match level. At the end of the study, this construct is placed in isolation. The last construct that showed a significant

structural change, *has a smiling face* (C1) was an isolate while at the end of the study it subordinates the pair consisting of is a good model (C7) and has eye contact with the students (C8). The changes indicate that the experiences the student- teacher had gained through the teaching practice period lead him/her to rethink about the organisations of the features that embody effective teachers.

Structural changes are also observed in student- teacher 14's exchange grid. The elements that showed significant structural change are I2; 78.6%, E2; 78.6%, T1; 78.6%, and T2; 76.8%.

At the beginning of the study, I2 was an isolate (see Figure 4.47). However, at the end of the study, I2 appears to have constituted a pair and viewed as similar to I3 (see Figure 4.48). This means that the student- teacher started to view I1 as possessing more common features with I2 at the end of the study.

On the other hand, E2 was placed as a loosely linked element at the beginning of the study. At the end of the study, we see this element as subordinating E1 and E3. Thus, we may speculate that student- teacher 14 views E2 closer to the other two effective teachers.

When we look at how T1 was construed at the beginning of the study, we see that it was placed in between two element clusters one of which consisted of typical and ineffective teachers and another cluster with effective teachers. At the end of the study, the student- teacher seems to have established a clearer figure in mind regarding this teacher as s/he has grouped

- ***Construct Links***

The FOCUS analysis of student- teacher 15's grid generated one construct pair and two loosely linked constructs. In the pair, *has a good sense of humour* (C2) and the second important construct *has a wide perspective* (C4) associate at 87% match level. The first isolate *has authority* (C1), which was ranked as the most important construct in the grid also seems to serve as a super-ordinate construct and is loosely linked with another isolate *is patient* (C3). Student- teacher 15 ranked this construct as the third in the rank order. This may mean that student- teacher believes that a teacher, who has a wide perspective, will additionally have a good sense of humour. However, s/he can not associate the other two constructs with any of the features of an effective teacher. Student- teacher 15 appeared rather reluctant regarding both filling in the grids and taking part in the study and teaching at the practice sessions. The following may help to elaborate on the way s/he felt during the period:

Extract 49:

St: I had no experience as a teacher. I was not even able to think about what kind of things the effective teachers I knew did in the classes. When I was filling the grids, I was very nervous. Especially, during the sessions, I was so excited that I was sure that I would teach very badly. I hated the

situation I was in. People were observing me I was tense. In fact, I am not a very talkative person besides I did not know how to motivate my students when I was totally demotivated. My first session was a disaster I know that.

- ***Element Links***

Student- teacher 15 has two element clusters one of which consists of two sub-clusters (see figure 4.50). Besides s/he has three isolated elements. When we look at the first cluster of elements, we see that S15 associates him/herself with a typical teacher, T1 (87%). Then, within the same cluster E3 and E2, and E1 and ideal associate as separate pairs. T2 and T3 are placed in isolation, and two ineffective teachers I3 and I1 form a pair at 82% match level. I2 subordinates these two elements as another isolate at 75% match level. Considering the structuring of the elements, we may speculate that student- teacher 15 believes that s/he carries more features of Typical teachers rather than Effective or Ineffective teachers leaving room for professional development. S/he appears to have a clear-cut pattern in mind in terms of effective teachers, however, s/he seems to need to think more on the features of typical and ineffective teachers.

4.2.22.1 The Content and Structure of St 15's Personal Theories regarding Effective Teaching at the End of the Study

Student- teacher 15's grid data consists of 3 constructs and 11 elements. Figure 4.51 below demonstrates the construct and element trees drawn at 80% cut off point.

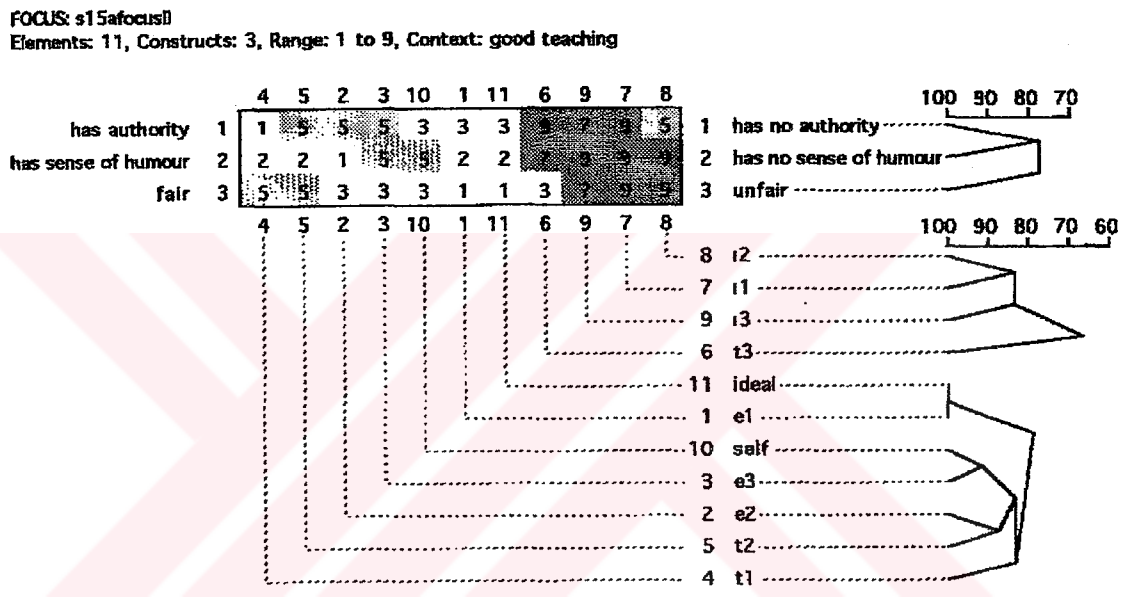

Figure 4.51 Student- teacher 15's Focused grid at the end of the study.

- ***Construct Links***

The FOCUS analysis of student- teacher 15's grid at the end of the study presents only one pair and one isolated construct. The construct student-teacher 15 ranked as the most important in of the grid *has authority* (C1) and *has a good sense of humour* (C2) associate at 78% match level. In fact, has a

good sense of humour is the third construct in the rank order. On the other hand, *is fair* (C3) is placed in isolation. Student- teacher deleted a construct, *has a wide perspective* (C4) in her second grid. S/he talks about the changes as s/he perceives and tries to elaborate on the reason for this change.

Extract 50:

> **St:** By authority I mean the ability to manage the class properly. If you are able to manage the class properly, you do not need to be patient properly because things go smoothly anyway. This ability also includes having a wide perspective but what is more important is that you should be fair to all your students. I can say these now because I observed my mentor. From my mentor I leant what kind of a teacher I should not be. On the other hand, my supervisor's feedback made me think. I wish I had had more time to spend with her. After the feedback sessions, I managed to solve a lot of problems in my mind. At the end, I feel more confident.

Student- teacher 15 also comments on the benefits of listening to his/her peers' feedback sessions and observing them during their sessions at the practice school.

Extract 51:

St: I listened to our supervisor's feedback to my peers. I also observed their sessions. These made me think and I learnt a lot from them. If I had had the opportunity to observe more sessions and to have been provided with more feedback for a longer period of time I would have been much better, I am sure. In our third feedback session, I knew that my mentor would talk positively about my performance in the class.

Although his/her perceived most important construct did not change in the second grid, student- teacher 15's element clusters and the way s/he sees him/herself changed considerably at the end of the study.

- ***Element Links***

In the element set at the end of the study, we see that Ideal self as a teacher and E1 associate at 100% match level. That is, student- teacher 15's role model possesses very similar features with effective teacher 1. Current Self as a teacher and E3 form a pair within a large cluster at over 90% match level indicating that the student- teacher has gained self confidence at the end of the teaching practice period. On the other hand, still s/he has not got a clear-cut pattern regarding typical and ineffective teachers since s/he places E2 and

T2 in a pair and I2 and I1 in another pair. Moreover, T1, T3, and I3 still remains in isolation (see figure 4.51).

4.2. 22.2 The Exchange Analysis of St 15's Time 1 and Time 2 Grids

The exchange analysis of student- teacher 15's grid reveals that the construct consensus between the two grids is 50.0% and element consensus is 81.8% over 80% match level.

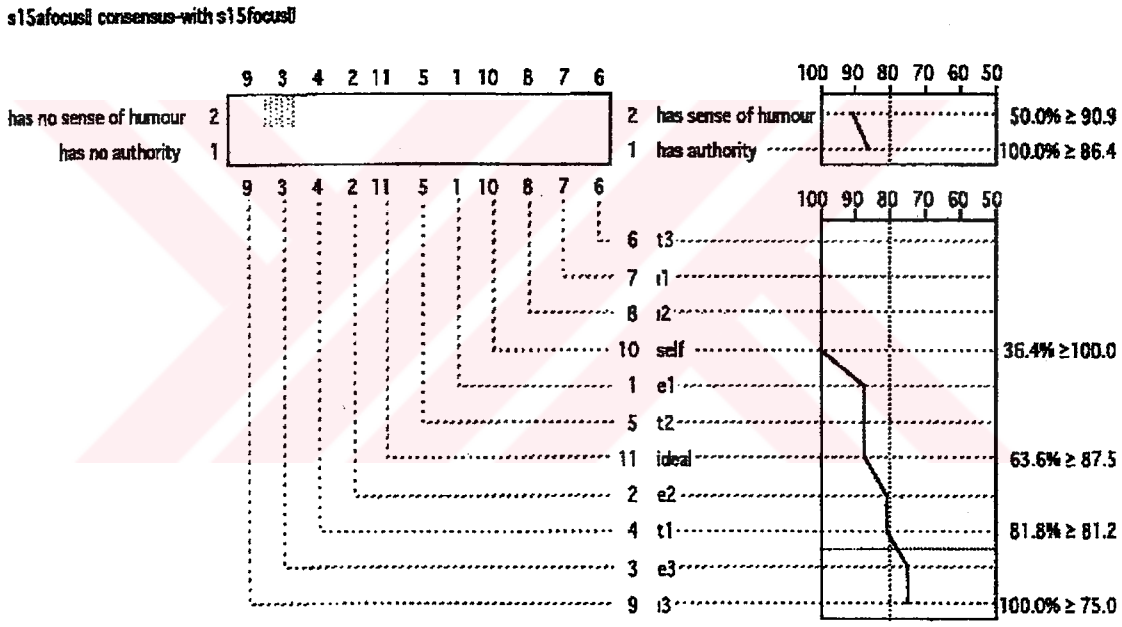

Figure 4.52 The exchange analysis of St 15's FOCUSed 1 and FOCUSed 2 grids.

The exchange analysis of both grids for student- teacher 15 does not reveal any change in the structure of the constructs. However, we see that s/he has deleted two constructs (*has a wide perspective* C4, and *is patient* C3) and

added one construct (*is fair* C3) (see extract 9 for the student- teacher's rationale behind this change).

On the other hand, student- teacher 15's exchange grid revealed that s/he had been in the process of reorganising two of his/her elements in his/her grid. These elements with structural change included the following in order of level of difference from the least to the most; E3 (81.2), and I3 (75.0). Although there is not a significant change on how s/he construed his/her current self as a teacher, we see in her first grid that s/he associated Self with T1 (see Figure 4.50). On the other hand, in the second grid (see Figure 4.51), current Self associates with E3 indicating more confidence parallel to what s/he stated during the follow up interview. However, s/he still leaves room for professional development. S/he comments on this change as follows.

Extract 52:

> **St:** When I filled my first grid, I was totally inexperienced. I was not able to imagine myself while teaching. I must have evaluated myself poorly because of this. After the sessions and the feedback I received I started to feel much better.

4.2.23 The Socio Analysis of Student-teachers' Grids at the Beginning of the Study

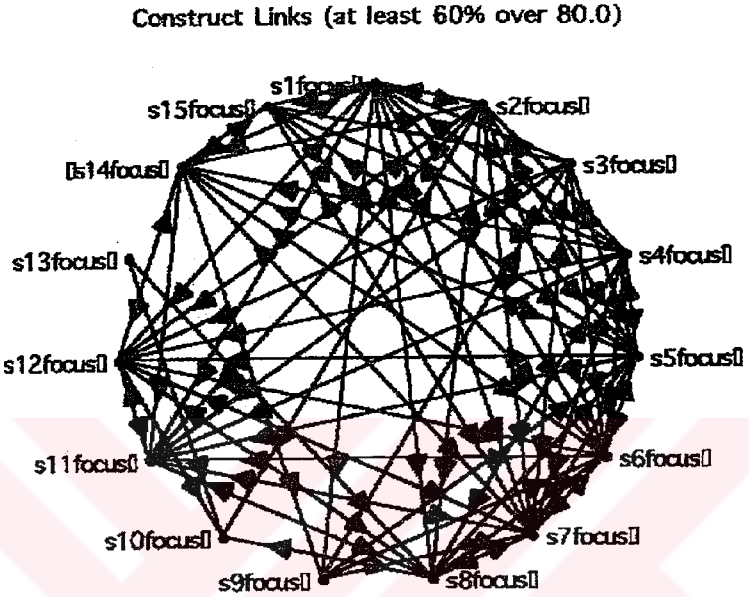

Figure 4. 53 The socio analysis of student-teachers' FOCUSed grids at Time 1.

At the beginning of the study, unlike the supervisors' socionet, we come across numerous correspondences among all of the student- teachers. As seen in the grid (see Figure 4.53), the correspondences are so many that it is almost impossible to identify from which student- teacher to which student- teacher the correspondences go. That is, the student-teachers rated the elements (Effective, Typical and Ineffective teachers) in highly similar ways and thus, the associations made on these elements correspond to each other. This indicates that the student-teachers have been influenced by their courses at the university in similar ways (see

App.E for the courses offered in the department). In fact, the commonality of their constructs both at the beginning and at the end of the study is another indication of this assumption (see Table 4.7). Furthermore, the socio analysis of the participating student-teachers also reveals that the student-teachers share a lot of commonalties in their construing effective teaching (see Figure 4.53).

4.2.24 The Socio Analysis of Student- teachers' Grids at the End of the Study

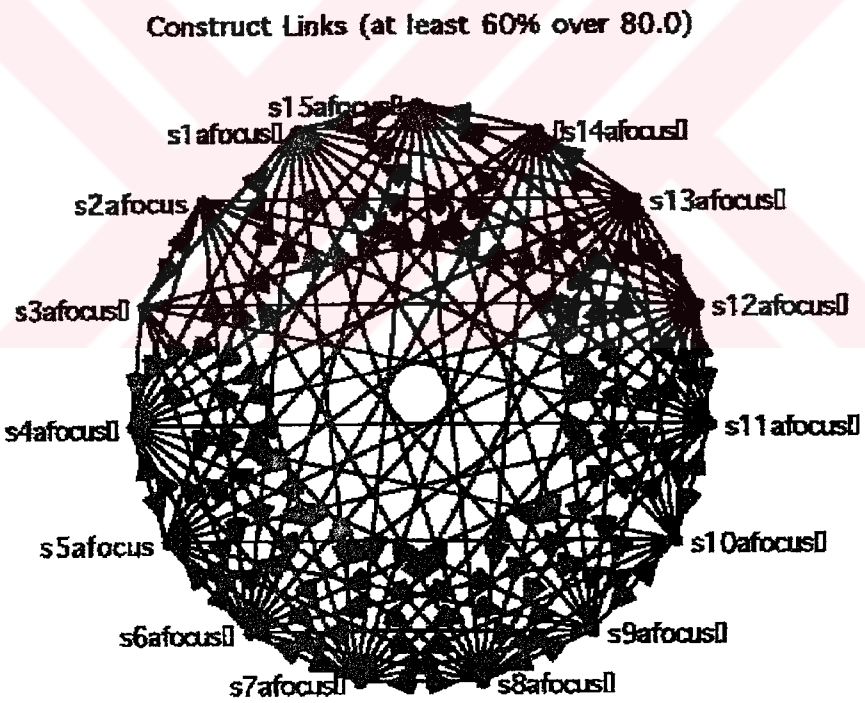

Figure 4.54 The socio analysis of student- teachers' FOCUSed grids at Time 2.

At the end of the study, we see that the correspondences in the student-teachers' element associations are even more than they had at the beginning of the study. When we consider the constructs the student- teachers used at the beginning of the study, we see features that are more related with teaching behaviours. At the end of the study, the student- teachers added even more features regarding the same category (see Table 4.8). That is, the student-teachers' ratings of the elements regarding these constructs display more similarities among each other than at the beginning of the study.

Drawing upon this change, we may speculate that the experiences the student-teachers had gained as teachers in the practice sessions led them to focus more on how effective teachers behave in a classroom setting. That is, how these teachers manage the class, how they involve the students in the lessons, how they motivate the students and the like. When we consider the content of the discussions they had gone into with their supervisors, we see that the focus of the feedback sessions were issues as such (see Section 4.5). Thus, we may suggest that the feedback they received, the discussions on their performances during their sessions and the experiences they gained through the practicum had an observable impact on the way they perceived effective teachers (see Figure 4.54).

4.3 Overall View of the Content of Personal Theories

The content analysis of repertory grid data produced a total of 68 constructs at the beginning of the study. At the end of the study, we see totally 85 constructs (see

Table 4.8). The content of personal theories can be analysed under 3 categories. These are, as displayed in Table 4.8, in the order of frequency of citation:

i) teaching behaviours

ii) personal qualities

iii) academic qualities

Table 4.7 The frequency of the student-teachers' constructs regarding teaching behaviours at the beginning and at the end of the Study.

CONSTRUCTS	TIME 1	TIME 2
TEACHING BEHAVIOURS		
1. Is good at classroom management	7	8
2. Is prepared for the lesson	5	4
3. Does not bring personal problems to class	5	4
4. Interested in all the students	4	3
5. Motivates students	4	3
6. Does not use grades as a weapon	2	1
7. Does not bore students	2	2
8. Does not value rote learning and memorisation	2	-
9. Makes lesson plans	2	2
10. Uses extra materials	2	1
11. Uses appropriate language	2	1
12. Walks in class	2	2
13. Does not use force	2	-
14. Provides students with feedback	2	1
15. Maintains eye contact with the students	2	3
16. Is interactive	1	1
17. Uses appropriate materials	1	1
18. Uses appropriate methods	1	1
19. Uses different activities	1	1
20. Gives students turn to talk	1	1
21. Guides students to practice	1	1
22. Relates the lesson to daily life	1	1
23. Brings a different perspective to the lesson	1	1
24. Uses interesting materials	1	1
25. Cares about problems in the class	1	1
26. Has authority	1	1
27. Asks enjoyable questions	1	1
28. Explains unclear parts	1	1

29.	Speaks English in class	1	1
30.	Gives extra worksheets	1	1
31.	Motivates students	1	3
32.	Lets the students see their exam papers	1	1
33.	Gives feedback after exams	1	1
34.	Lets students free toward the end of the lesson	1	-
35.	Uses audio-visual aids	1	-
36.	Does not humiliate students	1	2
37.	Uses the blackboard efficiently	1	2
38.	Involves the students in the lesson	1	1
TOTAL: 38			

Table 4.8 The frequency of the student-teachers' constructs regarding personal qualities at the beginning and at the end of the study.

	PERSONAL QUALITIES	**TIME 1**	**TIME 2**
1.	Has a good contact with students in/out of class	6	6
2.	Has a smiling face	6	7
3.	Has a good sense of humour	4	3
4.	Tolerant to students	4	3
5.	Patient	4	3
6.	Fair	3	3
7.	Full of fun	3	1
6.	Interested in students' personal problems	3	3
8.	social	2	-
9.	Is a good model	2	4
10.	Responsible	2	2
11.	Loves his job	2	2
12.	Adaptable	1	1
13.	Can act	1	1
14.	Cheerful	1	1
15.	Flexible	1	-
16.	Close to students	1	-
17.	Cultured	1	1
18.	Active	1	-
19.	Punctual	1	1
20.	Energetic	1	-
21.	Responds well to students' compliments	1	1
22.	Positive	1	1
23	Understanding	1	3
	TOTAL:23		

Table 4.9 The frequency of student-teachers' constructs regarding academic qualities at the beginning and at the end of the study.

	ACADEMIC QUALITIES	TIME 1	TIME 2
1.	Qualified	11	10
2.	Aims to teach	2	1
3.	Teaches well	2	2
4.	Has a wide perspective	1	-
5.	Has contact with other teachers	1	-
6.	Knows about human psychology	1	-
7.	Open to change	1	1
	TOTAL:68		

At the beginning of the study, 15 student- teachers used totally 68 constructs to define an effective teacher. Thirty-eight of these constructs were related with teaching behaviours, and 23 of them were used to define personal qualities that make a teacher effective. On the other hand, the fewest number of constructs were used to define the academic qualities effective teachers possess. When we look at the most common constructs cited at the beginning and at the end of the study, we come to the following conclusion:

Most frequently mentioned construct was about an academic quality, *is qualified.* According to how most student-teachers perceived, *is qualified* roughly meant being very good at his/her job as a teacher. That is, *is qualified* was used, in a way, as an umbrella term covering features such as being very good at in his/her subject matter, being able to convey his/her knowledge to the students, being able to bring plausible and practical solutions to the problems in class. At the beginning of the study, 11 student- teachers used this construct and at the end of the study, 10 student- teachers used it to define an effective teacher. Drawing on this change, we may suggest that at the end of the study the student-teachers were more able to cite

more specific and more to the point constructs. For example, when we look at the constructs added at the end of the study, we see that *does not stick to the textbook, creates speaking situations,* and *follows students' development* among others were added. These constructs, in fact, may all be included in the feature of *being qualified,* however, at the end of the study we meet such details. In other words, the student-teachers became more aware of the meanings they had attached to the constructs both at the beginning and at the end of the study.

The second most frequent construct was related with a teaching behaviour, *is good at classroom management.* The meaning attached to this construct was the ability to conduct the lessons without facing major problems, in other words, ability to establish an authority in the classroom as a teacher. However, authority should not be regarded as being strict, on the contrary, the authority the student- teachers imply derives from a mutual understanding, empathy, and consequently, a good relationship between the students and the teacher. At the beginning of the study, it was used seven times while at the end of the study we see that this number increased to eight. This may indicate that the experiences the student- teachers had gone through during practice teaching lead them to value such issues more. Another construct with a similar meaning attached to, *has a good contact with the students,* was used six times both at the beginning and at the end of the study. Having a good relationship with the students and creating a positive climate in the classroom maintained its value. Another personal quality, *has a smiling face* was used six times at the beginning of the study, and at the end of the study seven student- teachers used this construct to define an effective teacher. Positive interactions between the teachers and the students are emphasised by the constructs, which support our view

that the student-teachers were more aware of such qualities at the end of the study. Furthermore, the importance given to the constructs *is prepared* and *does not bring personal problems to class* were the same: five times each at the beginning and four times each at the end of the study. This indicates that student-teachers viewed these constructs similarly both at the beginning and at the end of the study. In addition, *interested in all/each student(s)*, *tolerant to students*, and *is patient* were all used four times at the beginning and three times at the end of the study. In the first grids, we see that two student- teachers used *is a good model*, however at Time 2, this construct was valued more and cited four times. Similarly, the frequency of the construct *is understanding* increased from one to three at the end of the study indicating that being understanding as a teacher was given more importance. This change may have derived from the student-teachers' personal experiences as teachers at the practice schools and the discussions with their supervisors and peers.

The participating student- teachers cited totally seventy-seven constructs at the end of the study. Eleven of the constructs were deleted at Time 2. These were *has a wide perspective, has contact with the other teachers, knows about human psychology, energetic, flexible, active, is close to students, social, sometimes lets students free toward the end of the lesson, uses audio-visual aids, and finally, does not value memorisation and rote learning.* Thus, we may speculate that the student-teachers viewed some other features as more important than the ones above. In fact, some of the student-teachers were able to explicitly state the rationale behind this change (see Sections from 4.2.8 to 4.2.23).

It may be relevant to have a closer look at the constructs under each category. The changes occurred in the frequency of citation of each construct under three categories are discussed below.

4.3.1 Teaching Behaviours

In the first category, we observe the construct *good at classroom management* was cited seven times at the beginning of the study (see Table 4.8). At the end of the study, the frequency of this construct increased to eight, indicating that more student-teachers viewed this feature as important. Another frequently cited construct, *is prepared* was used five times at the beginning and four times at the end of the study, partly losing its value. Five student- teachers cited *does not bring personal problems to class* in their first grids. At the end of the study, the frequency of this construct was four. That is, one of the student-teachers became aware of other features that overweigh the importance of this construct.

Interested in all students in the class and *motivates the students* were both cited four and three times each respectively at the beginning and at the end of the study showing that each was deemed as equally important at the beginning and at the end of the study. Two students used *does not use grades as a weapon toward the students* in their first grids, however, only one student- teacher cited this construct in the second grids. In other words, we see a decrease in the value given to this feature. When we look at the construct *does not bore students*, we see that it was cited twice both at the beginning and at the end of the study, maintaining its importance.

Does not value rote learning and memorisation and *does not use force* were not used at the end of the study although the frequency of these constructs was two at the beginning of the study. Similarly, one student- teacher used *sometimes lets students free toward the end of the lesson* however, at the end of the study we see no citations of this construct. It appears that the student-teacher did not find this construct as embodying a feature of an effective teacher at the end of the study. On the other hand, makes *lesson plans*, *uses appropriate/simple language* and *walks in class while teaching* are the constructs that were cited twice both at the beginning and at the end of the study.

Maintaining eye contact with the students appear to have gained more importance at the end of the study as it was cited twice in the first, but three times in the second grids. The frequency of *is interactive*, *uses appropriate materials*, and *uses appropriate methods* remained the same at the end of the study, one citation at each time, maintaining their importance.

Furthermore, *motivates students* was cited once at the beginning of the study, however, at the end of the study we understand that it was viewed as a feature of an effective teacher since three student- teachers used it. Similarly, the frequency of *does not humiliate students* and *uses blackboard efficiently* increased from one to two citations at the end of the study.

Except these totally 22 constructs mentioned so far, the remaining 16 constructs under this category were cited once both at the beginning and at the end of the study. That is, the experiences gained did not lead the student-teachers to change their views regarding these constructs.

4.3.2 Personal Qualities

The second category consists of constructs related with personal qualities (see Table 4.8). The mostly cited construct that falls into this category is *has a good contact with the students in and out of the classroom*. At the beginning and at the end of the study, six student-teachers cited this construct. The stability in the frequency of the construct demonstrates that most student-teachers were certain about the importance of this feature for a teacher. *Has a smiling face* is another construct with six citations. However, at the end of the study the citations increased to seven, which means that more student-teachers viewed this quality as important. Likewise, has *a good sense of humour* was also frequently used. However, four student- teachers cited the construct at the beginning of the study, at the end of the study it was cited three times. Similarly, *is tolerant toward students* and *is patient* were the two other constructs that the student- teachers cited four times each at the beginning of the study. At the end of the study, this frequency decreased to three. Regarding this change, we may suggest that these constructs have lost their value in the student-teachers' points of view.

Is fair, *is full of fun*, and *is interested in students' problems* were cited three times each at the beginning of the study. However, the frequency of *is full of fun* was only one at the end of the study while the frequency of other two constructs remained the same. In fact, the student-teacher who cited this construct at the end of the study was able to explain the reason. As s/he stated, s/he found this feature as specifically important after s/he had conducted a game with his/her students (see extract 9 in Section 4.16). *Is social*, *is a good model*, and *loves his job* were cited twice at the

beginning of the study. When we look at the second grids, we see that *is social* was not cited at all as a term that is too broad, instead more specific constructs, such as *co-operates with the students' families*, were cited. On the other hand, *is a good model* was used four times gaining value, and the frequency of *loves his job* remained the same maintaining its importance.

Understanding was used only once at the beginning of the study, but in the second grids we see three citations of this constructs. This change in the frequency of this construct means that more student-teachers had gone through experiences that made this feature important to them. *Is flexible*, *is close to students*, and *is energetic* are the constructs that were cited in the first grids but deleted in the second grids. Regarding this decrease, we may speculate that flexibility was expressed with the construct *is understanding*, *is close to students* turned into *has a good contact with students in and out of class*. That is, more detailed constructs were cited at the end of the study. The remaining seven constructs in this category were cited once each both at the beginning and at the end of the study. These are *is adaptable*, *can act*, *is cheerful*, *is cultured*, *is punctual*, *responds well to students' compliments*, and *is active in class*. For these constructs, we may conclude that they maintained their value in the student-teachers' point of view.

4.3.3 Academic Qualities

The most frequently cited construct that falls into this category is *is qualified*. It was used 11 times at the beginning and 10 times at the end of the study. However, various meanings were attached to this construct (see Section 4.3). The next frequent

construct is *teaches well* cited twice both at the beginning and at the end of the study. Teaches well was cited to mean having the ability to convey knowledge to the students (see Sections 4.2.9.1 and 4.2.14.1). *Aims to teach* was used twice at the beginning of the study, however at the end of the study the frequency of this construct decreased to one.

Is open to change is the only construct that was used once both at the beginning and at the end of the study. That is, only one student-teacher viewed this construct as embodying a feature of an effective teacher at both times, meaning that the student-teacher still finds this construct important (see Section 4.2.18). The remaining three constructs *has a wide perspective*, *has contact with the other teachers*, and *knows about human psychology* were used once at the beginning of the study, however none of them were cited in the second grids. That is, these constructs were no more viewed as features of an effective teacher.

In fact, both social and in-service teachers' conceptions of a good teacher emphasises social and affective qualities. When these teachers are asked what makes a teacher effective, the most frequently received answers consist of behaviours or characteristics of caring. Moreover, teacher caring behaviour is believed to contribute to the students' self-esteem. Being cared means being understood, received, respected, and recognised and personal caring addresses the most fundamental human needs of security and attachment. However, teachers and students see caring from different perspectives. Teachers perceive caring in professional terms that is, helping students do well in school. On the other hand, what students understand from caring is more likely to be in personal terms, and moreover, males and females at different grades perceive caring differently. When

asked about the features that makes a teacher effective, sixth and eighth grade students mentioned very similar characteristics to the ones cited in this study:

1. Provider of fun and humour (*is full of fun, has a good sense of humour* in our study)
2. Helpful with academic work
3. Encourages success and positive feelings (*provides positive feedback*)
4. Interested in the student as a person (*interested in each/all student/s, has a good contact with students, interested in students' problems*)
5. Provider of good subject content (*is qualified*)
6. Willing to counsel students (*is motivated*)
7. Responsive to the individual outside the classroom (*has a good contact with students in/out of the classroom*).

The results of the above- mentioned study reveals that:

> ... teacher caring is a complex process. Such a complicated issue can not be simply taught in a class of two in a teacher education programme. If there is value in teacher caring and students perceiving such, then caring must be integrated into the process of educating future teachers. (Perry and Quaglia, 1997; 80)

4.3.4 The Constructs Added at the End of the Study

At the end of the study, we see that the student- teachers added more constructs to their grids. In the student- teachers' second grids, we see 17 new constructs, eight of which consist of teaching behaviours. Seven of the newly added constructs were related with personal qualities and two more academic qualities were also cited in the second grids. Table 4.9 displays the constructs added at the end of the study.

Table 4.10 Constructs added at Time 2

CONSTRUCTS ADDED AT TIME 2	
	TEACHING BEHAVIOURS
1.	Interested in unsuccessful students
2.	Does not stick to the textbook
3.	Collaborates with students' families
4.	Creates speaking situations in class
5.	Follows students' development
6.	Is student- centred
7.	Starts the lesson greeting the students
8.	Stable
	PERSONAL QUALITIES
1.	Is consistent
2.	Does not personalise problems with students
3.	Respects students
4.	Listens to the students
5.	Tries to know each student in class
6.	Not biased
7.	Has a soft tone of voice
	ACADEMIC QUALITIES
1.	Learns from his mistakes
2.	Able to solve problems in class on time
	TOTAL: 17

When we consider the general view of the constructs student- teachers used to define an effective teacher, we mostly come across teaching behaviours, then personal qualities are emphasised and academic qualities appear to be the least mentioned features of effective teachers. Parallel to the constructs that were already cited at the beginning of the study as mentioned above, the newly added constructs have the same ratio. That is, of the 17 constructs the greatest number (8) falls into the first category (teaching behaviours), then the constructs that fall into the second category (personal qualities) follow (7), and the third category (academic qualities) consist of the fewest number (2) of constructs. This may indicate that the student-teachers are more interested in how teachers behave and deal with happenings in the classroom and their personalities rather than the academic qualities they hold as teachers. Regarding this result, we may suggest that the nature of the instruction they received at the university and the feedback sessions the supervisors held through the practice session may have played a role on the outcome.

4.3.5 High Priority Constructs at the Beginning and at the End of the Study

In addition to the changes in the content of the grids, we see that the rank ordering of the constructs have gone through some changes. In fact, some of the participating student- teachers were able to explicitly state the rationale for these changes (see Section 4.2.8). Table 4.11 displays the priorities given to the constructs at the beginning and at the end of the study.

Table 4.11 The Student- teachers' high priority constructs at the beginning and at the end of the study.

Student- teachers' Rank Ordering of the Constructs at the Beginning and at the End of the Study			
Constructs	**Beginning**	**End**	**Frequency**
Is qualified	9	6	-3
Is patient	4	2	-2
Uses app. materials	2	6	+4
Does not bore ss	-	2	+2
Good at classroom management	4	3	-1
Interested in each ss	3	3	-
Is prepared	3	4	+1
Has sense of humour	3	3	-
Has a smiling face	4	2	-2
Teaches well	2	2	-
Is understanding	1	2	+1
Is open to professional development	2	2	-
Is a good model	2	1	-1
Has a good contact with students	2	4	+2
Does not use grades as a weapon	-	1	+1
Does not bring personal problems to class	1	-	-1
Energetic	1	-	-1
Is fair	1	2	+1
Is full of fun	1	1	-
Is responsible	-	1	+1
Has authority	1	1	-
Is punctual	-	1	+1
Does not humiliate students	-	1	+1
Motivates students	2	2	-
Is not biased	1	1	-
Provides positive feedback	1	1	-
Loves his job	-	1	+1
Has regular lessons	-	1	+1
Is tolerant	2	1	-1
Is stable	-	1	+1
Cheerful	1	1	-
Gives student turn to talk	-	1	+1
Gives related examples	-	1	+1
Knows about human psychology	-	1	+1
Is adaptable	1	-	-1
Lets students see the exam papers	1	1	-
Has a wide perspective	1	-	-1
Guides students to practice	1	1	-
Aims to teach the students	1	-	-1
Dos not only use the textbook	-	1	+1
Is motivated	-	1	+1
Is active	1	-	-1

Does not value memorisation	1	-	-1
Uses appropriate methods	1	-	-1

When we examine the student-teachers' high priority constructs, we see totally 44 constructs cited at the beginning and at the end of the study. As seen Table 4.11, in 34 of these constructs, changes in priorities took place. Some constructs were given more priorities at the end of the study while some others were not included in the rank order. For example, at the beginning of the study *is qualified* was given high priorities (1-5) by nine student-teachers, however at the end of the study six student-teachers rated this construct as possessing high priority. That is, three of the student-teachers changed their views regarding the importance of the construct. This may have derived from the fact that the student-teachers tended to cite more specific constructs at the end of the study rather than using general terms (see Section 4.3). Similarly, fewer student-teachers viewed the constructs *is energetic, is good at classroom management, is active, has a smiling face, is patient, is a good model, is tolerant, has a wide perspective, aims to teach the students, uses appropriate methods* and finally *does not value memorisation* as high priority constructs at the end of the study (see Table 4.11).

On the other hand, at the end of the study we see that some student-teachers became aware of some of the features that make a teacher effective. For example, *uses appropriate materials, is prepared, is understanding, has a good contact with students, is fair, is responsible, is punctual, does not humiliate students, loves his job, has regular lessons, is stable, gives students turn to talk, gives related examples, knows about human psychology, does not only use the textbook,* and *is motivated* were given high priorities by more student-teachers at the end of the study. When

we look at these constructs, we understand that the teaching experiences had an observable impact on the student-teachers' perceptions on effectiveness in teaching. All these constructs which have gained more importance are mostly related with classroom issues. Using appropriate materials, not sticking to the textbook, giving turns to students, or giving related examples among others may have emerged from their personal experiences in the classrooms of their practice schools.

In addition, the priority given to some of the constructs remained the same. For example, the number of student-teachers who gave priorities to *interested in each student, has sense of humour, teaches well, is open to professional development, is full of fun, has authority, motivates students, is not biased, provides positive feedback, is cheerful, lets students see their exam papers, and guides students to practice* remained the same. Regarding this situation, we may infer that the experiences the student-teachers had gained during practice teaching did not have an effect on their perceptions on these features. Nor had they been in a process of rethinking and reflecting on the priority given to these constructs. In addition, we may also suggest that some student-teachers had already constitutes fixed views on the necessity of possessing these features for an effective teacher.

4.4 Overall view of the Structure of Personal Theories

The exchange grid analysis indicates the nature of the changes observed in the structure of personal theories of the student- teachers who participated in the study. The structural changes in the grids at the beginning and at the end of the study are considerable.

The number of constructs cited by the participants at the beginning and at the end of the study (Time 1 and Time 2) are displayed in Table 4.12. In addition, the number of changes of each of the student- teachers' constructs is presented in the table. The construction of current Self and Ideal self as teacher between the beginning and the end of the study are also shown in the table.

Table 4.12 The Structural Changes in Personal Theories Between the Beginning and the End of the Study

Student - teacher	Frequency of Constructs		Frequency of Constructs with Significant Structural Change	Current Self	Ideal self
	Time 1	Time 2			
1	9	8	2	93.1	95.8
2	7	12	5	**71.4***	100.0
3	11	10	6	82.1	85.7
4	6	9	-	95.0	100.0
5	11	13	1	93.2	100.0
6	9	9	1	84.7	100.0
7	15	18	-	100.0	100.0
8	9	14	2	82.8	95.3
9	15	17	9	92.3	97.1
10	5	5	-	100.0	100.0
11	4	4	1	100.0	91.7
12	4	5	4	87.5	100.0
13	14	15	7	**54.7***	100.0
14	7	11	3	87.5	94.6
15	4	3	-	100.0	87.5

As seen in Table 4.12, significant structural changes at 80% cut off point occurred in 41 of the totally 85 constructs that the student- teachers used defining an effective teacher. In other words, 11 out of 15 student- teachers' personal constructs show patterns of structural change. However, when we look at the number of

constructs that have gone through changes we do not observe a consistent pattern. That is, the number of changes in each of the student- teachers' constructs is different. For instance, while the number of student- teacher 5's constructs that showed structural change is one, student-teacher 9 has nine constructs with significant structural changes.

When we analyse the changes in the student- teachers' construction of current Self and Ideal self as teacher, we see only two significant changes at 80% cut off point. These are student- teacher 2 and student- teachers 13's construction of Self (see figures with asterisks). The remaining student- teachers' constructions of Self show no significant changes. When we examine the participants' construction of Ideal self, that is the way they construed on their role models, we see no significant changes at all in the structures at 80% cut off point.

4.4.1 Student- teachers' Construction of Constructs with Change

Table 4.13 The Structural Links Established in Personal Constructs with Significant Change

Constructs with change	Student-Teachers with Change	Highest Link Established		Second Link Established		Rank Order Priority Given (1-5)	
		Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
TEACHING BEHAVIOURS							
1.Does not bring personal problems to class	ST 2	Qualified **(tight match)**	Does not personalise problems with ss **(tight match)**	Understands ss	Consistent	2	-
2. Has a good contact with ss.	ST 2	Teaches well **(tight match)**	Does not bring personal problems to class **(tight match)**	Interactive	Does not personalise problems with ss	-	4
	ST 9	Uses simple language	Isolate **(loose match)**	Does not bore ss	-	-	-

		(tight match)					
	ST 14	Good at classroom management **(tight match)**	Uses blackboard efficiently **(tight match)**	Is a good model	Walks in class	-	2
3. Does not bore ss	ST 3	Interested in ss' problems/ does not value memorisation **(tight match)**	Interested in ss' problems **(tight match)**	Does not use grades as a weapon	Punctual	-	-
	ST 9	Has a smiling face **(tight match)**	Good at classroom management **(tight match)**	Uses simple language	Brings a new perspective to the lesson	-	-
4. Interested in all ss	ST 3	Has a smiling face **(tight match)**	Does not bore ss **(tight match)**	Social	Punctual	2	2
	ST 13	Understanding **(tight match)**	Has a sense of humour **(tight match)**	Fair	Walks in class	-	5
5. Uses different activities	ST 8	Gives ss turn to talk	Gives ss turn to talk **(tight match)**	Has a smiling face	Solves problems on time	-	4

		(tight match)					
6. Uses appropriate methods	ST 8	Uses understandable language **(tight match)**	Follows ss' development **(tight match)**	Uses different activities	Uses appropriate materials	4	-
7. Good at classroom management	ST 9	Guides ss to practice **(tight match)**	Does not bore ss **(tight match)**	Qualified	Brings a different perspective to class	-	-
	ST 13	Isolate **(loose match)**	Patient **(tight match)**	-	Fair	5	-
8. Uses simple language	ST 9	Has a good contact with ss **(tight match)**	Motivates **(tight match)**	Does not bore ss	Qualified	5	-
9. Motivates ss	ST 9	Interested in ss	Uses simple language	Tolerant	Qualified	-	4
10. Cares about problems in class	ST 13	Isolate **(loose match)**	Not biased **(tight match)**	-	Cares about families	2	4
11. Walks in class	ST 13	Does not bring personal	Has a sense of humour **(tight match)**	Cares about problems in	Interested in each student	-	-

		problems to class **(tight match)**		class			
12. Treats ss equally	ST 14	Involves ss in the lesson **(tight match)**	Qualified **(tight match)**	Has a smiling face	Has a smiling face	4	4
PERSONAL QUALITIES							
1. Responds well to ss compliments	ST 1	Has a sense of humour **(tight match)**	Does not use grades as a weapon **(tight match)**	Does not use grades as a weapon	Has a good contact with ss in/ out of class	-	-
2. Has a sense of humour	ST 1	Responds well to ss' compliments **(tight match)**	Energetic **(tight match)**	Does not use grades as a weapon	Has a smiling face	4	5
	ST 12	Prepared **(tight match)**	Understanding **(tight match)**	-	-	2	4
3. Has a smiling face	ST 3	Interested in all ss **(tight match)**	Qualified **(tight match)**	Social	Full of fun	1	-

	ST 9	Does not bore ss **(tight match**	Isolate **(loose match)**	Uses simple language	-	-	-
	ST 14	Does not bore ss **(tight match)**	Is a good model **(tight match)**	Treats ss equally	Has eye contact with ss	3	-
4. Tolerant	ST 6	Uses different materials **(tight match)**	Isolate **(loose match)**	Cultured	-	-	1
	ST 9	Interested in ss' problems **(tight match)**	Isolate **(loose match)**	Motivates ss	-	4	3
5. Fair	ST 9	Relates the lesson to daily life **(tight match)**	Isolate **(loose match)**	Does not value memorisation	-	-	-
	ST 13	Interested **(tight match)**	Has eye contact with the ss	Understanding	Stable	1	-

			(tight match)				
6. Interested in ss' problems	ST 9	Motivates **(tight match)**	Uses simple language **(tight match)**	Tolerant	Qualified	-	-
7. Patient	ST 13	Isolate **(loose match)**	Good at classroom management **(tight match)**	-	Fair	-	-
8. Understanding	ST 13	Interested **(tight match)**	Has a sense of humour **(tight match)**	Fair	Walks in class	-	-
9. Punctual	ST 3	Social **(tight match)**	Isolate **(loose match)**	Interested in all ss/has a smiling face	-	-	-
ACADEMIC QUALITIES							
1. Qualified	ST 2	Does not bring personal problems to class **(tight match)**	Isolate **(loose match)**	Understands ss	-	4	-
	ST 3	Full of fun	Full of fun	Does not bore ss	Interested in all the ss	3	1

2. Open to professional development	ST 2	Isolate **(loose match)**	Does not humiliate ss **(tight match)**	Isolate	Teaches well	3	1
3. Teaches well	ST 2	Interactive **(tight match)**	Open to professional development **(tight match)**	Has a good contact with ss	Does not humiliate ss	1	-
4. Prepared	ST 5	Isolate **(loose match)**	Isolate **(loose match)**	-	-	1	2
5. Has regular lessons	ST11	Patient **(tight match)**	Patient **(tight match)**	Sensitive	Cheerful	1	1

As displayed in Table 4.12, the constructs that show significant structural changes at 80% cut off point are generally from the area of 12 teaching behaviours, 9 personal qualities, and finally, 5 academic qualities. The results given in table 4.12 indicate that the changes in the constructs display a highly complex and non-linear pattern rather than a single and consistent pattern. The constructs reflect hierarchical and thematic organisations within a person's whole construct system.

In the hierarchical structuring of the constructs, 5 out of totally 35 constructs were loosely matched at the beginning of the study. The remaining 30 constructs on the other hand, were tightly matched. However, at the end of the study, 8 loosely matched, and 27 tightly matched constructs are observed in Table 4.12. That is, at the end of the study there are more constructs which lead to varying predictions but retain their identity than constructs which lead unvarying predictions (see Sendan,1995). This may imply that the student-teachers are still in the process of construing over these constructs at the end of the study.

In the thematic organisation of construct clustering, only three out of 26 themes established at the beginning of the study remained the same at the end of the study (see Table 4.13). These took place in student- teacher 3 and 8's grids. Two of the clusters that showed no thematic change at the end of the study were related with the first category (teaching behaviours). In student-teacher 3's grid at the beginning of the study, the construct *does not bore students* was clustered with *interested in students' problems*. The clustering of the constructs did not change at the end of the study. In other words, the

student-teacher still associated these two qualities with each other at the end of the study. In his/her opinion, a teacher who did not bore students was someone who was interested in his/her students' problems.

Similarly, in student- teacher 8's construct clustering at the beginning and at the end of the study, we see that *uses different activities* is clustered with *gives students turn to talk*. This student-teacher appears to have fixed views on the association of these two constructs, and eventually, did not change opinion regarding the issue.

Finally, *is qualified* a construct from the third category (academic qualities) in student- teacher 3's grids at Time 1 and Time 2 associated with *is full of fun*. Regarding this stability in this student-teacher's thematic organisations, we may suggest that s/he was certain on the association of these constructs. On the other hand, twenty-three of the remaining construct clusters showed thematic changes indicating that the student-teachers continued reorganising them.

When we examine the rank ordering (1-5) to see whether or not the constructs with structural changes are the ones given high priorities, we detect that the high priority constructs in most of the student- teachers' grids had gone through significant structural changes.

For example, *does not bring personal problems to class* is the second construct in student- teacher 2's rank order at Time 2. The same student-teacher rank ordered the construct *has a good contact with students* as the fourth at Time 2. In addition, *has a good contact* was rank ordered as the second in student- teacher 14's grid at the end of the study. On the other hand,

interested in all students was the second construct in student- teacher 3's both grids, however, student- teacher 13 rank ordered this construct as the fifth at the end of the study. Student- teacher 8 rank ordered *uses different activities* as the fourth at Time 2, and *uses appropriate methods* as the fourth important construct at the beginning of the study. Moreover, *good at classroom management* was student- teacher 13's fifth construct in the rank order at the beginning of the study. Student- teacher 9 considered the construct *uses simple language* as the fifth in the rank order in his/her second grid. The same participant rank ordered *motivates students* as the fourth construct at the end of the study.

In addition, we see that *cares about students' problems* was viewed as the second and the fourth constructs at the beginning and at the end of two grids respectively. Student- teacher 14 rank ordered *treats students equally* as the second important construct in both grids. In another case, *has sense of humour* was the fourth in the first and the fifth construct in the second grid of student- teacher 1. On the other hand, student- teacher 12 rank ordered the same construct as the second and the fourth at Time 1 and 2 respectively.

Furthermore, *has a smiling face* was student- teacher 3's highest priority construct at the beginning of the study while student- teacher 14 rank ordered it as the third in his/her fist grid. *Tolerant* was student- teacher 6's number one construct at the end of the study, however in student- teacher 9's first grid it was the fourth, and in his/her second grid it was the third construct. At the beginning of the study, we see that student- teacher 13 gave the highest priority to *is fair*. On the other hand, *is qualified* was student- teacher 2's

fourth important construct at the beginning of the study. Furthermore, student- teacher 3 rank ordered the same construct as the third at the beginning and as the first at the end of the study.

Open to professional development was considered as the third important construct in student- teacher 2's first grid. However, in his/her second grid it was given the highest priority. *Teaches well* was student-teacher 2's number one construct at the beginning of the study. *Is prepared* was another construct given the highest priority by student- teacher 5 at the beginning of the study. However, it was the second construct in the rank order at the end of the study. Finally, student- teacher 11 rank ordered *has regular lessons* as the highest priority construct both at the beginning and at the end of the study.

As seen above, many of the constructs that have changed significantly comprise of the ones that were cited as high priority constructs. However when we examine them, we come to the conclusion that the priority given to the constructs does not reveal a specific pattern.

4.4.2 Student Teachers' Construction of Self and Ideal Self as Teacher

When we examine the changes that occurred in the student-teachers' constructions of Self and Ideal self as teacher, we see that there have been various changes in their constructions of Self as teachers. However, the way the student-teachers constructed Ideal self as teachers, that is their role models, do not reveal any significant changes.

Table 4.14 Student-teachers' Construction of Self and Ideal Self as Teacher

Student-Teacher	Self as Teacher				Ideal Self as Teacher			
	Highest Link		Second Link		Highest Link		Second Link	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
1.	Ideal	E1 Ideal	E1 E2	E2 E3	Self	E1 Self	E1 E2	E2 E3
2.	Isolate	I 3	Isolate	T3	E1 E2	E1 E2	E3	E3
3.	E1	E1	E2 Ideal	Ideal E3	E2	E3	E1 Self	E1 Self
4.								
5.	E3	E3	E1 E2	E1 E2	E2 E1	E1 E2	E3 Self	E3 Self
6.	Isolate	E2	-	E1 Ideal	E1	E1	E2 E3	E3
7.								
8.	Isolate	T1 T2	-	T3	E1 E2	E1	T1 T2	E2
9.	E1	E1	E2	E2	E1 Self	Self	E2	E1 E2
10.	T1	Isolate	T3 I3	-	E1 E3	E1	E2	E2 T1
11.	T1	I2	E2	E3 T2	T3	E1	T1 Self	E2 T1
12.	T1 T2	E3	E1 E2	E1 E2	Isolate	E1 E2	-	E3 Self
13.	Isolate	Isolate	-	-	Isolate	Isolate	-	-
14.	Isolate	Isolate	-	-	Isolate	Isolate	-	-
15.	T1	E3	E3 E2	E2 T2	E1	E1	E2 E3	Self E3

Table 4.14 displays the element links established at the beginning and at the end of the study. In the table, we see that at the beginning of the study, one out of fifteen student- teachers associated current Self with the Ideal teacher (Student- teacher 1). That is, at the beginning of the practice period this

student-teacher views him/herself as effective as his/her role model. Likewise, three student- teachers construed themselves as very similar to the teachers they classified as Effective which indicates self-confidence (Student- teachers 3, 5, and 9). On the other hand, five student- teachers viewed themselves as similar to teachers that fall into Typical category (Student- teachers 10, 11, 12, and 15). We may interpret this as an indication of openness to professional development. Student- teacher 12 viewed him/herself as being the combination of Typical teacher 1 and 2. Finally, at the beginning of the study, five student- teachers could not establish any links with Self and any other teachers in none of the three categories (Effective, Typical and Ineffective). Thus, we may speculate that these student-teachers have not yet constituted fixed views of their own qualities regarding effectiveness in teaching.

At the end of the study, student- teacher 1 viewed Self as similar to Ideal and E1, six participants construed themselves as close to Effective teachers (Student- teachers 3, 5, 6, 9, and 12). This shows that at the end of the study, more student-teachers feel themselves confident than at the beginning of the study. However, two of them perceived themselves as close to Ineffective teachers (Student- teachers 2 and 11). Drawing on this change, we may suggest that these participants had gone through experiences to lead them to re-evaluate themselves as teachers and finally reached the conclusion that they needed more time and experience to become an effective teacher. On the other hand, three student- teachers could not associate themselves with any other teacher categories (Student- teachers 10, 13, and 14).

When we examine how the student- teachers construed themselves at the end compared to the beginning of the study, we see that one out of fifteen student- teachers viewed Self as similar to Ideal self as teacher. Out of five student- teachers who were not able to establish any links with other teachers at the beginning of the study, one student- teacher viewed Self as similar to Ineffective teachers at the end of the study (Student- teacher 2). Another student- teacher construed Self as close to Effective teachers (Student-teacher 6). Two student- teachers established links with Typical teachers (Student-teachers 8 and 10). The remaining two student- teachers did not associate Self with the other teachers at the end of the study as they did at the beginning of the study.

As seen in Table 4.2, in only two cases significant changes in student-teachers' construction of Self are observed at the end of the study at 80% cut-off point. These took place in student- teacher 2 and 13's construction of self at 71.4% and 54.7% respectively.

Regarding the student- teachers' construction of Ideal self as teacher in relation to the way they classified Effective, Typical and Ineffective teachers, we come with the following associations:

At the beginning of the study, two student- teachers construed themselves as very similar to Ideal self as teacher (Student- teachers 1 and 9). Eight student- teachers viewed Ideal self close to effective teachers (Student-teachers 2, 3,5,6,8,9,10, and 15). On the other hand, we see that one student-teacher (student- teacher 11) established links with the Ideal self and a Typical

teacher (T3). Finally, three student- teachers could not associate the Ideal teacher with any of the teachers in the categories (Student- teachers 12,13,14).

Regarding the construction of Ideal self as teacher at the end of the study, we observe that two student- teachers established links with Self and the Ideal self (Student- teachers 1 and 9). Ten student- teachers construed Ideal self as teacher as similar to Effective teachers (Student- teachers 1, 2,3,5,6,8, 10, 11, 12, and 15). Two student- teachers were still not able to associate ideal self as teacher with the other teachers as at the beginning of the study (Student-teachers 13 and 14). We do not observe any significant structural changes regarding Ideal self, which, in fact, is hard to change in any given person (see Table 4.).

The importance of ideal self (role models) is emphasises in various studies (Lortie, 1975; Kothagen and Kessel, 1999 in Goddard and Foster; 2000 p351). The influence of pre-service teachers' preconceptions on their learning is closely related with their development as professional teachers. These beliefs and images about what constitutes a "good teacher" emerge when they were children and can not be easily changed by pre-service experiences. However, the extent to which this influence shapes the teachers' ongoing re-conceptualising of their professional lives has not yet been adequately documented.

Similarly, we may conclude that our study results reveal parallel findings with the above- mentioned views and are in line with Sendan (1995) and Yumru (2000) where they suggest that the student- teachers' construction of ideal self as teacher remained almost the same at the end of their studies.

However, regarding our study findings we may suggest that that the student-teachers' perceptions of current Self as teacher are more open to change.

4.5 Analysis of Recordings of Feedback Sessions

The supervisors held feedback sessions with their student- teachers in three different ways. These were first, by holding the sessions as soon as the teaching sessions were over at the practice school. That is, the supervisors talked to the student-teachers about their performances in the teaching sessions and provided criticism at the practice school. Second, by appointments in their offices at the university. The supervisor and the student-teachers came together either individually or in groups to talk about and discuss the sessions. Finally, by giving the student- teachers the notes they took during the lessons and having short discussions on the notes taken. The student- teachers mostly favoured the sessions held in their supervisors' offices. They found the other two kind of feedback as more difficult to follow since the noise in the teachers' lounge or in the corridors of the schools made it hard to maintain their concentration.

The recordings of the feedback sessions reveal five categories the supervisors and the student- teachers mostly focus on. These categories may also be considered as the most problematic areas. These are setting the objectives of the lesson (4.4.1), taking the theory into consideration during the practice (4.4.2), selecting appropriate materials for use in the lesson (4.4.3),

understanding of the trainer messages (4.4.5), and student- teachers' self evaluation (4.4.6).

4.5.1 Setting the Objectives of the Lesson

The analysis of the recordings of the feedback sessions demonstrates that student- teachers had difficulties to set the objectives of the lessons they conducted. The following quotations are some examples of instances when supervisors emphasised the importance of setting the goals of the lessons or activities during the feedback sessions. In all these examples, the student-teachers seem not to have taken the issue into consideration while preparing their lessons. The reasons vary though. Extracts from the feedback sessions may help to elaborate on these reasons.

In the first extract, the student- teacher chooses a popular song to teach her students. In fact, what really s/he has in mind when choosing this song seems to conduct a lesson that the students would be willing to participate. This, on behalf of the student- teacher, may be considered as a survival strategy by which s/he would eliminate the risk of students' lacking motivation. The song is a popular one, most probably a song the students are familiar with, and consequently s/he may be trying to avoid lapses during the lesson due to incomprehension. What we can infer from the student- teachers' attitude is that setting a goal for the lesson may mean conducting a smooth lesson without problems rather than teaching something to the students in the class. This may

have derived from the anxiety s/he had been experiencing, as her supervisor teacher was there to observe her lesson and evaluate her performance.

Extract 1.

Sup. Okay, it's all very well to teach students a song but what is your aim in doing this?

St. Well, **they will all be very glad** because they have never done such a thing before. It will be something new.

Sup. Ok. But what will the students learn with this song?

St. This is a very popular song nowadays, **they will be happy** to learn the words of this song.

Sup. Yes, but what will this contribute to? Are you going to do vocabulary teaching? Will you be talking about the grammatical structures in the song? Will you show them the daily use of some structures, what?

St. Well, I have not thought that way. I thought **they would volunteer to participate in the lesson,** ...I mean, **they would be willing to participate**, ...**classroom management would be easier** but I do not know what I will do if they make a lot of noise while singing. Also it is not very usual to sing in the classes at this school.

Sup. Before all these, you must have an objective, **an aim in mind**. Why are you making use of this material? What

> are you going to teach the students? At the end of the lesson, what will they have learnt or revised? I think you need to think about it more....Shall we come together and talk again after you think and decide?

Another student- teacher appears to have been very highly influenced by her mentor's way of conducting lessons. Her priority while planning the lesson seems more likely to conduct the lesson in the way that her mentor does rather than setting the objectives of the lesson. Later in the follow-up interview, s/he declared that her mentor is a type of teacher s/he had never met before and that her aim from then on was to become such a teacher.

At this stage, it may be relevant to consider "archetypes". "It is a pre-conscious and instinctual expression of human nature that is recurrent and that suggests the importance of role models in the development of a neophyte teacher" (Goddard and Foster, 2001). All teachers have a role model and try to become such a person and follow his/her path. This may be a teacher, a family member, or a combination of both. In this student- teacher's case, we see that s/he accepted his/her mentor as a role model. S/he believes that her mentor is the most effective teacher s/he has ever met. Her feelings are clear in her responses to her supervisor teacher during the feedback session.

Extract 2.

St. I tried to generate the students' interest and then I started the listening part, **just like our mentor does.**

Sup. Ok, before listening **did you give them an aim?**

St. Writing questions on the board?

Sup. I mean did you ask them to focus on a specific part of the listening text?

St. But our **mentor does not do such a thing**. It is not an exam. I think **she finds this kind of things too mechanical**. In fact, I thought about it but this is not a reading activity. **I did not want to be mechanical**.

Sup. So in this listening activity what do the students focus on? What is **the aim** here?

Mentors, in spite of the short time they share with the student- teachers may be very influential on their practices. In an investigation carried out by Warwick University, most mentors emphasised the lack of time and they commented that they could describe themselves as committed but pressed for time. They faced difficulties in the management of time (Robinson,1993). In their comparative study, Putman, Bradford and Cleminson (1993) explored the process of mentoring in the context of professional education of teachers and youth and community workers. Students and mentors from two courses (Postgraduate Certificate in Youth and Community Work and Postgraduate Certificate in Education in Physics by Distance Learning – a part-

time course for initial training_) in the Department of Education at Brunel University participated in the study. The mentors were all experienced senior professionals and were located in students' work base situations. Putman et.al. explored the students' perceptions of the mentors' role and the mentors' own perceptions of the role, among others. The researchers scheduled a set of detailed interviews with both participating parties. Analysis of the data gathered indicates that effective mentoring should involve negotiations between the mentors and students (mentees), rather that an imposition of a top-down model of knowledge transfers. The students favoured their mentors' sparing time for their students, acting in response to the students' needs and requirements. In addition, student- teachers felt content when their mentors provided them with knowledge when needed, let them take part in shaping the relationship, listened to what the they were saying, and considered the assessment process as a friendly and joint learning experience. Mentors agreed with the mentees' views for effective mentoring qualities but there appeared a certain gap between the mentors' and the mentees' perceptions of assessment process. Unlike mentees, the mentors believed that **their** assessment of the mentee was not a key factor in determining the final outcome of the mentees' assessment, which in fact is contrary to the reality of the situation. To conclude, we may say that the results demonstrate that mentoring should no longer be considered as a top-down process, but the outcome of a multi dimensional system involving a series of inter-relating factors.

When we consider the situation in our study, the mentor our participating student- teacher mentions above has a warm, understanding, caring and motherly approach toward both her students at school and the

student- teachers. Her manners had such a strong effect on the mentees that their priority appeared to be like their mentor rather than to fulfil the requirements of the practice period.

The use of audio-visual aids was another issue with which student-teachers dealt with without considering the aim. Generally, these were used just for the sake of using them. The participating student- teachers did not seem to be using them with a specific aim in mind but rather to show their supervisor teachers that they are aware of their contribution to teaching. On the other hand, the materials they used sometimes did not serve to promote the students' learning. In the following part, the poster the student- teacher is using is the photocopy of the one that already exists in the course book. S/he finds it hard to explain with what aim in mind s/he wanted to use it.

Extract 3.

Sup. Why did you use that poster? What aim did you have in mind while choosing that picture?

St. I wanted **to show them....**

Sup. But that picture was already in their book and in the book it is a colour picture. Maybe you could have found a more attractive picture to draw their attention **if this was your aim.**

In the following example, the student- teacher decides to teach some words to the students. However, s/he finds it hard to explain the rationale behind her choice for the words to be taught.

Extract 4.

Sup. Okay. You gave students five or six words. How did you decide on the words to be presented to the students? What **specifically was your aim** in choosing those words in the text?

St. Well, ...I mean....for example "forgive". **I thought, they should know the word** "forgive". I thought that if they learnt these words, they would understand the story.

In another case, the student- teacher brings some posters of famous people to the class but s/he does not do this for a specific purpose. As there are some pictures of famous people in the course book, s/he may have thought that it would be good to make use of posters. In fact, in the book the pictures were used to prompt students to practice structures with relative clauses.

Extract 5.

Sup. What was **your aim** in using those famous people, I mean what was **your aim** in using their pictures?

St. Because they were in the book.

Sup. Okay, but did these pictures help you to teach something to the students?

St. Yes.... the meaning of "genius".

Sup. Yes, and how about relative clauses?

St. Well,....yes..... they used those famous people especially with relative clauses....

4.5.2 Putting the Theory into Practice

One of the problematic issues was that the student- teachers did not seem to take theories into account while planning and conducting their lessons as well as when evaluating their own performances. In fact, although they were aware of the theories presented to them, they did not seem to believe that it would be appropriate to make use of the theories while conducting their lessons. Theories, in their opinion, were not applicable to their situations. The rationale behind their way of thinking was that in their practice schools, there was a fixed way of teaching to which the students in their classes were accustomed. The student-teachers believed that it was not possible to change it in one or two lessons (see extracts 6,7 and 8, also extract 23 in Section 4.2.16.2). In addition, they believed that such an approach might risk the quality of their performance and consequently their supervisor teachers would poorly evaluate them.

The above-mentioned findings are in line Wubbels's (1992) point of view. As he states, skills and theories taught on campus often are not used in student teaching practice. Although several of the origins for this poor transfer have been put forward, he emphasises three of them. First, the gap between theory and practice is sometimes described as the difficulty in using or applying theoretical notions in classroom practice. However, Fenstermacher

(1986) argues that it is the task of researchers to produce knowledge. Teachers may benefit from this knowledge because it increases arguments and they may take such arguments as bases for their reasoning. As he claims, scientific theory can not directly be used in practice, as the context of practice is not similar to the context in which the theory was built. He sees theory as an abstraction of reality but practice is concrete. He further claims that teacher educators should adapt the language of scientific theory in such a way that it becomes easy to use in practical situations (p. 138).

Fernstermacher's views are in accordance with some of the participating student-teachers' opinions regarding the gap between theory and practice. According to them, in most cases, is impossible to be applied to practical situations. They criticise their supervisors' insistence in considering theory while teaching. They confess that their lessons, which the supervisors observed were in fact, display lessons (see Table 4.13 and Section 4.5). Second, he points out that a cognitive psychological perspective may explain the stability. He cites Anderson (1983) where he claims that cognitions that direct actions are procedural knowledge and they are very difficult to change. In this study, some of the student-teachers' resistance toward the provided feedback may be given as an evidence on the validity of Anderson's view (see extract 12 in Section 4.4.4). As the third factor, Wubbels quote Watzlawick (1978) and his work in psychotherapy. Watzlawick puts forward another view on the issue from a different perspective. He brings together evidence from psychotherapy and brain research. As he writes, experiences and knowledge about everyday life result in images that represent people's constructions of

reality. He calls them as "world images". According to his explanations, the translation of the perceived reality, that is, the synthesis of experiences of the world into an image is mainly the function of the right hemisphere of the brain. Drawing on this, he distinguishes between two types of languages that may correspond to the brain. Definitional, cerebral, logical, analytical language of reason, science, explanation, and interpretation is processed in the left hemisphere. The other type of language that he makes the distinction of is harder to define because it is not the language of definition. It is the language of imagery, metaphor and symbols. Unlike the analytical dissection of left hemisphere language, this kind of language represents synthesis. The right hemisphere of the brain is difficult to reach via logical, left hemisphere language. Most probably, this language is used in the campus during theory presentation and consequently, teacher education programmes fail to influence student- teachers' preconceptions. Although the language used by the supervisors during feedback sessions is not one of the focuses of this study, the findings indicate that the student-teachers who were insistently asked to behave in certain ways had negative attitudes toward the provided feedback (see Section 4.5 for student-teacher 9 and 13's cases). Thus, exploring supervisors' language may help to come to a better understanding on how it enhances or inhibits the outcome of the sessions.

On the other hand, the results of the study Danielewicz (1998) conducted reveals different findings. She worked with three female education majors from different disciplines (mathematics, social studies, and English). She had three interviews with the participants to obtain data on how they perceived the

way teaching theories could be put into practice. The interviews took place in the beginning, in the middle, and at the end of the term in which the theories had been discussed. In the first interviews, the students' comments on the issue showed similarities, and they all stated that theories have nothing to do with practice. As they believed, it was almost impossible to base their practices on any of the theories presented to them in the lessons. In the second interviews, although the student- teachers still held the view that theory and practice were two separate things, the way they explained the rationale for their practices revealed that they were beginning to establish a concept for the applicability of theories into practice. The last interview results indicated that they had become more aware of the ways to put theory into practice. Danielewicz explains the process. As she states, a teacher should first of all construct her/his own identity. This is a process that depends on various factors such as participation in different communities, involvement in different discourse practices, membership in ethnic and racial groups. Teachers do not automatically create their identities by merely teaching to people but this is how they gain experience. She claims that experience is necessary but not sufficient. Experience, in fact, is invaluable for especially novice teachers as it allows for experiment instead of only imagination. On the other hand, in order for a student- teacher to construct her/his identity, teacher education programmes should set their agendas to serve this purpose. The student-teachers should be made aware the difference between "becoming a teacher" and "acting like a teacher". This may be achieved by practising on the idea of *teacher* and *teaching as a vocation.* Second, student- teachers may construct

identities by participating in dialogic discourse, that is the instances of language use. If we accept in teacher education the theory that the language is the conduit through which experience is translated and selves are fabricated, it is only then possible to know what to do. We have to encourage the student-teachers to engage in as much discourse as possible and a rich array of competing and conflicting discourses are best. Thirdly, all education courses should encourage prospective teachers to understand the value of theory and theorising and to actively engage in theory building. In other words, education courses that have contexts that stimulate theorising instead of reductive settings for promoting teaching techniques and methods should be created.

Similarly, in our study the results demonstrate that the participating student- teachers seem to experience difficulties in putting theory into practice. Below are some examples selected from the recordings of the feedback sessions to demonstrate the problem. In the first example, the student- teacher agrees with what her supervisor teacher tells her but s/he can not place these into her situation. As s/he believes, basing her practices on theories is not possible in her situation.

Extract 6.

St.- yes, the things you are saying are very good but **these are theories**, you can not put them into practice with this class. There is a fixed way for the lessons. You can not change it. The things you are talking about **are not real life**. Here the **things are different** from what we read in the books.

Similarly, in this example, the student- teacher tries to convince his supervisor on the impossibility of the application of theories in their practice school.

Extract 7.

Sup. I see what you mean, but then why do we offer you methodology courses? You go to schools, observe the teachers there and learn to teach using their ways.

St. But this is **real life**. It is **not a place to use theories**; there is a standard way of teaching there.

These student- teachers' views echo in one of their peers when discussing with her supervisor teacher about theories during a feedback session.

Extract 8.

St. But this is not our own classes. You can not go out of the routine here. The students and the mentors would not like it. **Theories do not apply here. This is real life**; you have to accept it.

4.5.3 Selecting Appropriate Materials

One of the major contradictions between the supervisor teachers and the student- teachers we come across in almost all recordings of feedback sessions is the use of textbooks. Supervisors tend to put an emphasis on the necessity of supporting the textbook activities with extra materials. In the following extract, the student- teacher tries to convince his supervisor that sticking to the course book at that specific moment was a must.

Extract 9.

St. I understand that you do not want us to stick to the course book but **our mentor used the course book** and I had to present the grammar part in the book.

Sup. Have you ever thought why we offer methodology courses for years, what is the use of these courses then?

St. I know I was wrong when I used that formula to teach simple past tense, but....**this is how it was presented in the course book.**

The next student- teacher explains why s/he used only the course book throughout the lesson. In her opinion, extra materials were needed only when the students in the class are not good learners.

Extract 10.

St. I understand what you mean. We could have made use of some other materials but the students here are good students. **They know everything**, if they had not already known the grammar item, **I would have used different and very interesting materials**.

4.5.4 Understanding of Trainer Messages

In the feedback sessions one of the most common arguments between the supervisor teachers and the student- teachers appear to be the understanding of the trainer messages. In the following extracts the supervisors try to make the student- teachers aware of their weaknesses in the sessions and attempt to convey them messages on how to deal with these weaknesses. However, the student- teachers seem to misunderstand the messages and explain the rationale behind their choice of strategies. In the first extract, the supervisor tries to elicit more effective ways to feedback students in the classroom, but the student- teacher does not get the message and gives details on how s/he generally behaves to provide positive or negative feedback when s/he is communicating with others.

Extract 11.

Sup. Do you think you providing student with feedback especially positive feedback would have motivated them?

St. I did. I looked in their eyes.

Sup. Do you think this is enough?

St. This is how I generally behave. I look in people's eyes.

Sup. Do they understand what you mean?

St. Of course.

Sup. But you are talking about the ones who know you. These students do not know you. How can they understand you agree or disagree with what they say if you say nothing to them? Saying "good, well-done" or something like that should not be that difficult.

St. I have a habit. I say nothing but look in people's eyes.

In the following extract, the supervisor tries to make the student-teacher aware that s/he had not provided an aim for listening to the text and this way the students in the classroom might have found it hard to concentrate on what they were listening to. However, the student- teacher criticises the supervisor for being too classical in that respect and s/he means to say that s/he does not approve of the way her supervisor may conduct a listening lesson.

Extract 12.

Sup. I am not talking about true false questions. I am talking about guiding questions.

St. I see, to attract the students.

Sup. What do the students focus on without the guiding questions?

St. On the main idea.

Sup. I mean, when you do not give students any guiding questions, what do they focus on while they are listening to the text?

St. But what do these questions serve? **They are too classical.**

Sup. Don't you think guiding questions serve students to focus on some parts of the listening text and give them an aim for listening?

St. It depends on the text.

4.5.5 Student- teachers' Self-Evaluations

In some cases, the two parties do not agree on the evaluations of the performance of a student- teacher's observed session. Some student- teachers are so sure of the quality of their performances that the negative criticisms from their supervisors do not seem to mean a lot to them. In the extract below, the student- teacher still finds himself very successful in spite of all the criticism s/he received from his supervisor. This is his/her second feedback session and the supervisor teacher is rather angry that the student- teacher did not take into consideration any of his/her criticisms in the first feedback

session. S/he speaks rather angrily to her student; s/he tells him/her that s/he would like to observe another session because s/he is dissatisfied with the student- teacher's performance in both of his lessons. However, the student- teacher feels content with himself and gives hints for his/her forthcoming performances.

Extract 13.

St. Here I dare to say that **I like the way I conducted the lesson** because the students were motivated and participated in my lesson. These are very important. I might have used the book only, or I could have selected materials and brought to the class but still I believe my lesson was good. Anyway, **you can teach grammar only by using traditional methods.**

In another case, the supervisor tries to convince the student- teacher that the way a teacher starts a lesson may affect the rest of the lesson. Thus, the warm- up stage is of extreme importance in terms of setting a cheerful, motivating, relaxed climate in the classroom where the students would feel themselves readier to participate. On the other hand, the student- teacher finds such a manner rather superficial because as s/he believes, if a teacher does not feel him/herself cheerful there is no need to behave as if s/he were feeling very happy. On the contrary, as s/he believes, this would be deceiving the students. S/he does not consider what his/her supervisor tries to tell her and s/he highly evaluates his/her performance.

Extract 14.

Sup. Maybe a more cheerful warm-up would have motivated the students. Don't you think so?

St. I was not cheerful that day so how could I have deceived my students? **I believe, in spite of everything I managed to motivate the students**.

Another student- teacher evaluates him/herself so highly that s/he believes that s/he, in fact, needed no feedback from his/her supervisor because his/her performance was perfect. S/he deems him/herself as successful as his/her mentor which may mean that s/he has reached a point a teacher comes after years of teaching and no negative criticism can be made in such a situation. When we look at the matter from her supervisor's point of view, the supervisor teacher spends nearly an hour with her in the feedback session.

Extract 15.

Sup. In fact, **I do not need a feedback session** because my lesson was not problematic and everything was good. **My performance was at least as good as my mentor's.**

The above mentioned categories seem to be universally problematic in this area. Kennedy (1993) reports the results of the study she carried out with

40 young EFL trainees following a teacher-training course at the Centre for English Language Teaching at the University of Warwick. The outcome of the study demonstrates that trainees spent the longest time for deciding on a format and the amount of the detail to put in (95 %). Then comes making what they decided to look good (90%) and the selection of aims and objectives follow (85%). The next is the organisation of headings and subheadings (65 %) after which allocation of time to task follows (45%). Choice of activities (35%), and making the things easy to use (18%) appear to be the last ones that consume the student- teachers' least time.

In fact, the discussions above indicate that the student- teachers construct meaning by using their existing meanings as a base for their construction. This suggests that providing the student- teachers with opportunities to explore and question the meanings they already have.

Similarly, having preservice teachers examine these meanings or "stances" in their term, is of great importance (Mallette et.al, 2000). It is further suggested that the teacher education programmes and teaching practice should be organised in such a way that these implicit meanings be made explicit.

4.6 Notes on the Classroom Observations

In order to find out whether or not the student- teachers took into account of the feedback their supervisors provided, they were observed at their classes at their practice schools together with their supervisors. Before the observation

stage, all the feedback sessions were recorded and notes were taken on what kind of criticisms each student-teacher received for his/her performance for each of the sessions. In addition, the student- teachers filled in a feedback form on which they had written their comments on the effectiveness of the feedback session after each of the sessions with the supervisors. The aim of such a procedure was to obtain concrete data on the way supervisors provided feedback and in addition, to have an in-depth understanding of how the student- teachers benefited from the feedback, if any. By means of attending the observations together with the supervisors, the extent to which the student-teachers followed their supervisors' advise was expected to be seen. Naturally, at this stage we may talk about display behaviours. The possibility of student-teachers' conducting display lessons was also considered as such a probability would have led to misleading results. Therefore, interviews and feedback forms were also referred to come to conclusions on the issue.

The supervisors observe each student- teacher at least twice throughout the teaching practice period. The researcher did not observe the first sessions but listened to the recordings of the feedback sessions taking notes on what kind of criticism the student- teachers received from their supervisors. Thus, informed about the problems arouse in the first practice session, she attended the second round of observations together with the supervising teachers. The notes she took on the contact summary sheets during the observations triangulated by interview recordings and the feedback forms contributed to the understanding of the student- teachers' reaction to the feedback they received.

One of the problematic aspects of observations was that the participating student- teachers complained about being observed by an additional teacher (the researcher) beside their mentors and the supervisors. As they stated, this tripled their nervousness in their sessions. Probably partly due to this discomfort, almost on all the contact summary sheets used during the observations, we see notes about the student- teachers' being a bit tense at the beginning of the sessions. However, in the proceeding minutes of the lessons, they started to look more relaxed.

In Table 4.15 below the criticism the student- teachers received in their first practice sessions and their attitude in the following sessions are displayed.

Table 4.15 Criticisms student-teachers received in feedback sessions

n15	Type of feedback	Followed	Display Lesson
	Session	Session	Session
	1	2	2
S1	While teaching	No	No
S2	While teaching	Yes	Yes
S3	Pre-teaching	Yes	No
S4	While teaching /classroom management	Yes	No
S5	Pre /While teaching	Yes	Yes
S6	While teaching	Yes	No
S7	While teaching	Yes	No
S8	Pre/ while teaching	Yes	No
S9	While teaching	Yes	Yes
S10	Pre /while teaching	Yes	Yes
S11	While teaching/classroom management	Yes	Yes
S12	Pre teaching /classroom management	Yes	No
S13	While teaching	Yes	Yes

S14	Classroom management	Yes	No
S15	Pre /While/post teaching /classroom management	Yes	No

When we examine the observation notes taken during the practice sessions, we come up with different attitudes toward the provided feedback. For example student- teacher 1 received negative criticisms from his/her supervisor mostly regarding while teaching strategies in his/her observed sessions. This student- teacher was over self- confident and in his/her session s/he did not consider his/her supervisor's feedback due to this feeling (see Sections 4.2.8 and 4.2.8.1). On the contact summary sheets, the comments on him/her was that s/he was too teacher-like which at such early instances of his/her life as a teacher looked rather astonishing. Parallel to how s/he behaved in the sessions, s/he later declared that s/he did not agree with most of the comments his/her supervisor made on his/her performance. As s/he already did not take into account the feedback, we do not need to consider display lessons with this student- teacher.

Similar to the first participating student- teacher, student- teacher 2 received negative feedback on some of his/her practices during while teaching stage (see Table 4.13). In his/her second session, s/he appeared to have considered the feedback, and have planned the lesson accordingly. However, during the follow-up interview this student- teacher confessed that s/he planned and conducted the lesson in a way that would please his/her supervisor. His/her reason for conducting a display lesson was that s/he did not want to take any risks as s/he was going to be given evaluations by his/her supervisor.

Eventually, his/her performance was more highly appreciated by his/her supervisor than in it was in the first session.

Student- teacher 3 received negative feedback as s/he had not prepared a lesson plan (see Table 4.13). S/he considered his/her supervisor's feedback in the next session and very sincerely and happily accepted that s/he conducted a much better lesson following his/her supervisor's advice. S/he further added that planning the lesson in advance prevented him/her from worrying about catching up with the time.

Student- teacher 4 was another participant who eagerly followed his/her supervisor's advice about while teaching and classroom management strategies (see Table 4.13 and extract 12 in Section 4.2.11.1). S/he stated that they had a very good contact with his/her supervisor and taking into account his/her feedback helped him/her in the following session (see extract 13 in Section 4.2.11.1).

Student- teacher 5 did not agree with his/her supervisor's views regarding his/her performance in the pre and while stages of his/her session. However, s/he took his/her supervisor's advice the next session and s/he later stated that s/he had done this to receive better evaluations from the supervisor. In fact, s/he deemed evaluations as highly important in teaching (see extract 14 in Section 4.2.12). On the other hand, s/he further stated that his/her supervisor was one of the instructors s/he admired regarding his/her classroom performance (see extract 15 in Section 4.2.12.1).

Student- teacher 6 considered his/her supervisor's feedback regarding the weaknesses during while-teaching activities in his/her next session (see Table

4.13). S/he stated that the feedback session was effective and helped him/her to identify and overcome his/her weaknesses. S/he further stated that s/he did not conduct a display lesson. On the other hand, it may be relevant to note here that his/her mentor may have played a role on some of the changes in the student-teacher's views and practices in the classroom. When we explore the interview accounts, we see that student-teacher 6 has a highly positive view toward his/her mentor (see extract 19 in Section 4.2.13.2).

Student- teacher 7's supervisor was an instructor s/he already knew and found very qualified. Taking his/her advice into account, as s/he stated, added to his/her performance in the teaching sessions.

Student- teacher 8 agreed with his/her supervisor that s/he had lapses in the pre- and while teaching stages of his/her session (see Table 4.13). Although his/her supervisor criticised him/her somewhat strictly, s/he stated that s/he did not conduct a display lesson. In fact, his/her agreement with the provided feedback was evident in the interview (see extract 21 in Section 4.2.15.1). S/he added that s/he started thinking about having a master degree because the professional discussions s/he had with his/her supervisor prompted him/her to learn more about his/her profession.

Student- teacher 9 received negative criticism about while teaching stage of his/her first session (see Table 4.13). The problematic side of the session, in the supervisor's point of view, was the gap between theory and practice (see extract 22 in Section 4.2.16). They were not able to reach an agreement although they talked about the problem for a long time (see extract 23 in Section 4.2.16.2). Both sides were insistent on their own views, and the

student- teacher did not at all agree with his/her supervisor. However, student-teacher 9 conducted a display lesson where s/he planned according to his/her supervisor's advice. At the end of the session, s/he stated that s/he did not want to discuss the same issues over and over again with his/her supervisor but s/he was not happy with the lesson s/he conducted. The reason for conducting such a lesson was to get higher grades and graduate.

In this student- teacher's case, we see that the supervisor insisted that the student- teachers conduct their lessons in the light of the theories they were taught at the university. In fact, most teacher preparation programmes are criticised since too many educators assume effective teaching to be primarily a matter of applying theoretical principles to practice (Mac.Lure, 1993;Schon, 1983). Moreover, as research indicates everyday teaching involves more complex decision making rather than a one-way action of putting the theory into practice. Instead, "personal practical knowledge that refers to knowledge that is assembled in forms that make it possible to manage teaching practicalities" is emphasised (Clandinin, 1983,1992;Elbaz, 1991 in Black and Halliwell, 2000 p.104).

Student- teacher 10 did not have major contradictions with his/her supervisor except one or two points (see Table 4.13 and extract 25 in Section 4.2.17). S/he was not convinced regarding these points at the end of the feedback session. However, s/he planned his/her following session considering the criticism s/he received. As s/he stated, s/he was not willing to keep this criticism in mind while teaching his/her own students in the future.

Student-teacher 11 did not find the feedback sessions very effective where s/he was criticised regarding his/her while-teaching and classroom management strategies. In fact, s/he highly evaluated his/her performance in the sessions (see extract 29 in Section 4.2.18). S/he even declared that s/he was so good that s/he did not need any feedback (see extract 30 in Section 4.2.18), however, s/he followed his/her supervisor's advice not to have any contradictions to get high evaluations.

Student-teacher 12 and his/her supervisor established a warm and supportive relationship. S/he trusted his/her supervisor and thus, s/he followed his/her supervisor's advice regarding pre-teaching strategies and classroom management (see Table 4.13). S/he stated that s/he benefited from the feedback sessions (see extracts 34 and 35 in Section 4.2.19.1).

Student- teacher 13 received criticism in terms of while-teaching strategies that s/he assigned during his/her first session. S/he took the feedback sessions into account in his/her next practice session "just not to go into further discussions with his/her supervisor" in his/her own words. The major contradiction between the student- teacher and the supervisor was regarding the way the student- teacher planned and conducted the lesson. According to the supervisor, the student- teacher's way was rather old- fashioned and would serve no more than rote learning. In contrast, the student- teacher insisted that the lesson be conducted in the way the mentor did because it was the routine the students were accustomed to. Interesting enough, student-teacher 13 did not find his/her mentor effective either (see extract 37 in Section 4.2.20.1). In fact, the main argument there was that the student-teacher did not seem very

willing to question the methodology used in the classroom of the practice school. For him/her, going out of the routine might lead to confuse the students and besides, s/he was already in favour of more traditional methods. In his/her opinion, traditional ways served to have more fruitful learning outcomes on behalf of the students (see extract 13 in Section 4.4.4).

Regarding this problem, we may refer to Dewey who made a famous distinction between progressive and traditional views of education. According to the traditional orientation to education, knowledge is an objective and well-defined body of information detached from human subjectivity, to be transmitted more or less intact to the young. By contrast, the progressive view of education asserts that knowledge emerges from a process of interpretation and clarification of meanings related to various aspects of our experience in the world. Some teachers acquire what Bernstein (in Yaakobi and Sharan, 1985, p.187) calls a 'collection codes' view of knowledge similar to Dewey's traditional orientation. Some other teachers acquire an ' integrative codes' orientation, parallel to Dewey's progressive approach orientation. Collection codes teachers are more likely to be insulted by colleagues and they maintain maximal control and surveillance over the process of classroom learning. This approach is criticised as it is by far the most teacher centred (as is the case with student-teacher 9 and his/her supervisor). In contrast, teachers with integrative codes maintain relationships with teachers of other subjects, have the students consult a variety of sources in addition to peers and other people to learn and to do assignments. This approach is thus student centred. All these differences in the understanding o teaching may derive from people's educational

backgrounds, personal experiences, and personal qualities. In our case, such a divergence causes a contradiction between the student- teacher and the supervisor as they have opposing beliefs on effective ways to conduct a lesson (see Section 4.4.4 and extract 23 in Section 4.2.16.2).

Student- teachers 14 and 15 considered their supervisor's advice regarding their performances. They were more content and confident at the end of their second sessions. They both were working with the same supervisor and they stated that they marginally benefited from their feedback sessions (see extracts 46 and 47 in Section 4.2.22.1).

4.7 The Analysis of Interviews with the Supervisor Teachers

At the end of the teaching practice period, the supervisor teachers were interviewed. During the interviews, each supervisor's rep-grids and the recordings of their feedback sessions were referred to. Consequently, interview questions consisted of both individual and general questions. Beside the questions related with the supervisors' individual grids and feedback sessions, all the supervisors were asked whether they believed their espoused theories were consistent with their theories in action with every student- teacher they were responsible for. They were also required to comment on the problematic sides of the teaching practice period, as they perceived, in addition to the possible ways to make the period more fruitful on behalf of both the student- teachers and the supervisors.

The interview results indicate that the supervisor teachers, although their socionet does not display very common characteristics on their way of thinking about effective supervision, have almost a 100% match in their ways of thinking about the problematic aspects of the teaching practice period.

When the supervisors were asked about the problematic issues, they commented on three areas: problems related with the student- teachers (4.6.1), problems related with the university (4.6.2) and finally problems related with the practice schools (4.6.3).

4.7.1 Problems Related with the Student- teachers

All participating supervisors stated in the interviews that they were able to put their espoused theories in action effectively with almost all their student-teachers. However, they talked about exceptional instances with some very shy, uninterested, or over self- confident student- teachers. Furthermore, as they pointed out, some student- teachers were also hard to work with at times. For example, one of the supervisors remarked that *establishing mutual trust* is not something always easy to do. As s/he stated, if the supervisor had taught the student- teacher before, then constituting empathy and a better understanding of each other would be easier. On the other hand, if the student-teacher and the supervisor get to know each other for the first time during this period, then establishing trust may take time or may not at all be achieved.

In addition, the student- teachers who highly-evaluate themselves and do not seem to be very willing to co-operate may cause problems during the

feedback sessions and the teaching practice in general. Such student-teachers deem themselves as already very effective as teachers and they do not think they need to be given feedback (see Section 4.7.3). However, they are supposed to be observed, provided with feedback and given evaluations during the teaching practice period. The supervisors may face difficulties while working with such student- teachers. Moreover, some student-teachers' personal theories appear to be so fixed that, inevitably, it may be hard to reach a mutual understanding between the supervisor and the student- teacher (see Section 4.4.4 and extract 23 in section 4.2.16.2). To sum up, the supervisor teachers as they stated, feel themselves consistent regarding espoused theories and theories action in general. However, student- teachers' personalities and attitudes can be said to determine how the supervisors go about during the teaching practice period.

4.7.2 Problems Related with the University

The selection and the assignment of the supervisor teachers in the ELT Department of Çukurova University depended on the number of student-teachers each year. Generally, supervisors are assigned on a voluntarily basis. When there are not sufficient number of volunteer teachers, then new supervisors are given this duty for example by taking their experience or personal suitability for the job into account by the department. More experienced teachers or the ones who are considered as more responsible are expected to be more effective as supervisors. In fact, none of the teachers of

the department have been trained as supervisors. In order for the university teachers to fulfil the requirements of their duty as supervisors with more awareness, consciousness, and understanding on a more scientific basis, some form of training or orientation programme should be organised for the supervisors in the department. In addition, seminars, discussion and experience sharing meetings and workshops may be some of the useful means to establish grounds for the supervisors to raise their awareness of the job. A more scientific basis for the supervisors' practices may thus be achieved. For the time being, each supervisor handles the job according to his or her own perceptions.

4.7.3 Problems Related with the Practice Schools

In the interviews, the supervisors commented uniformly on the problems in the practice schools. The interviews revealed that one of the problematic aspects regarding the practice schools were the assignment of the mentors, the attitude of the administration toward the student- teachers and the teaching practice period.

The first problem is that in some of the practice schools, the student-teachers are not very welcomed. The administrators may, at times, regard the student- teachers not as teachers but as the students of those practice schools. Such an attitude may put the student- teachers under more stress and in return in a feeling of demotivation. This feeling may inhibit the extent to which the student-teachers might benefit from the period, and they start looking forward

to the end of the practicum. This contradicts with the purpose of the practicum where, in fact, the main aim is to provide the student- teachers with grounds for experience they lack and gain the most from their practices. This finding, that is, how the student-teachers are regarded by other teachers has an utmost importance on the extent to which they benefit from the practicum is also discussed by Vonk, (1993).

> If one considers beginning teachers as professionals in the making, it follows that the development of their own professional knowledge base will play a central role in their learning. All these take place in the context of the beginner's professional development. Although the term development connotes internally guided rather than externally imposed changes, professional development is considered the upshot of a learning process that is directed at acquiring a coherent whole of the knowledge, insights, attitudes and repertory that a teacher needs for everyday practice of the profession-often indicated as the *teacher's professional knowledge base*.
> (p.33)

Principals are viewed as authoritative figures that may shape the culture of the school they work at. Smith and Andrews (1987) indicate,

... the principal plays a critical role in shaping the conditions in a school.

> Principals who are strong institutional leaders place a high priority on their role in instruction, and the beneficial effect they have on the students' learning is pronounced... for training principals, the implications are reasonably evident: through a combination of selection and training, we must prepare principals with a good understanding of what it means to be instructional leaders. (p.34)

Regarding the views discussed above, a model is proposed for the training of principals (Smith and Andrews, 1987). They suggest that a similar model to the one used for the student- teachers' supervision may also serve this purpose. In this model, the supervisor and the principal meet before the school begins and they discuss the upcoming year's problems and opportunities. Taking the previous year as a base, they set the goals of the new academic year and prepare action plans and meetings for the evaluation of the principals' performance on the predetermined goals. A mid-year conference is also held with the supervisor and the principal. The principal is observed, adaptations are made depending on the evaluations, and they take new actions accordingly. During the last month of school, empirical and anecdotal evidence is shared and new goals for the coming year emerge. Such a procedure provides the principals with opportunities to evaluate their own performances from an objective angle, and may lead them to think more critically and finally reflect on their practices from a more scientific perspective. Likewise, in our case if the implementation of such a model is not possible, at least a sequence of

seminars, or briefing meetings on what are expected from the principals regarding practicum should be made clear.

In addition to the problems regarding the principals in practice schools, student-teachers may experience problems with the mentors. Before moving on to these problems, it may be relevant to define who a mentor is.

> A mentor is a person who is entrusted with the introduction of novice teachers into the profession and so help them to pass the hurdles of the profession. Crucial in this context is the question whether every teacher is able to fulfil that function or if a special preparation is required, and if so what kind of training is needed.
>
> (Vonk, 1993: 31)

Being able to define a mentor means that we have some pre-set criteria about what is expected from them and what kind of qualities the mentors should bear in our minds. However, similar to the way the university supervisors are assigned for the practicum, standard criteria for the assignment of the mentors who would take part in the practicum do not exist. Of course, there are, have been and will be very effective mentors who really contribute to the student- teachers' development. On the other hand, as we have been discussing the problematic aspects of the practicum at this point, we will not be talking about them. That is not to say, in this study, mentors and their

contribution to the student- teachers are ignored or poorly evaluated. On the contrary, all these people and their work are highly appreciated.

As the first problem about the mentors, we may say that sometimes mentors even at the same practice schools have different practices. For example, some of the mentors evaluate this period as having some helping or substitute teachers in their classes. For them, working with the student-teachers means having time for a break in teaching and putting the responsibility on the student- teachers' shoulders. The fewer problems the student- teachers create in undertaking the mentors' jobs, the more highly they will be evaluated by such mentors.

Second, some mentors do not seem very willing to let the student-teachers observe their sessions therefore; they want the student- teachers to start teaching as soon as they enter the classroom. With such an attitude, the student- teachers can not grasp the chance to observe a more experienced teacher, on the contrary, they are left alone to learn swimming in deep waters.

The next problem is that for another group of mentors having student-teachers in his/her class means wasting their limited time to catch up with the curriculum. Eventually, they assign the student- teacher to teach the parts of the lessons that they think are less important. For example, the exercises of an already taught grammar item, or the comprehension questions of an already completed reading passage can be left to the student- teachers. This attitude does not let the student-teachers have much variety in their classes, and thus, the experiences they gain through the period is restricted.

Another problem regarding this issue is that some of the teachers at high schools teach the same classes over and over again through their years of teaching and they may become mechanical. Due to the nature of their job, they do not feel an urge to improve themselves. The way they do their job works in that specific teaching context and they may even be regarded as highly effective teachers. They have adapted a fixed way of teaching for which they do not need to bother to reflect on their experiences or question themselves with a critical eye. When these teachers observe the student- teachers' sessions where they try out new ideas in the class, the mentors evaluate the student-teachers' performances as highly effective no matter whether or not they really are. Such mentors are in a position to provide the student- teachers with feedback and model them. However, contrary to the nature of the procedure, unfortunately we see that these mentors themselves are criticised by the student- teachers.

To reduce such undesired above-mentioned problems experienced at the practice schools to minimum, informative meetings where the aim, procedures, requirements of the practicum are made clear to the headmasters, heads of the language departments as well as mentors should be held at the practice schools. In addition, mentors should attend the training programmes, seminars, or workshops with the supervisors. Such activities may also result in consistency in the mentors' and the supervisors' practices during the period, expectancies from the student- teachers, and their evaluations on the student- teachers' performances. Moreover, problems sometimes experienced with the administrators of practice schools can be avoided in advance.

4.8 The Analysis of Student-teachers' Feedback Forms

The feedback forms (see Appendix A) the participating student-teachers filled in after each feedback session (totally 30 forms), were put together and their contents were analysed. In the feedback forms, the student- teachers had to comment on seven different aspects of the sessions they had with their supervisor teachers. Each of these seven parts was analysed separately within themselves and the answers gathered were put into categories. These categories were labelled. Two other colleagues were consulted to during the labelling and categorisation process. Necessary changes were made and the categories were relabelled. The researcher and the colleagues once again discussed on the final draft and an agreement on labelling the categories was achieved. The results gained from the feedback forms are as follows:

4.8.1 The Effectiveness of the Feedback Sessions

Before the student- teachers filled in their feedback forms (see Appendix A), they were asked to comment on the effectiveness of the feedback sessions. All the student- teachers stated that they found the feedback sessions effective except two. One student- teacher commented that the feedback session was ineffective (St 9), and one other student- teacher wrote that s/he had no idea on the effectiveness of the sessions (St 3). The student- teacher,

who did not find the session effective, wrote about the things s/he learnt through the sessions though. This, as s/he later stated in the interview, was due to the fact that s/he and his supervisor teacher had a lot of differing beliefs on how to teach a fruitful lesson (see extracts 26 in Section 4.2.16 and 23 in Section 4.2.16.2). However, as s/he remarked, his supervisors' feedback led him to rethink about his beliefs which conflicts with what s/he had previously said. This, in fact, may be considered as sign for the feedback session to be highly effective. The student- teacher who commented that s/he had no idea on the effectiveness of the sessions then explained that s/he wrote that because he could not think of any other more effective ways to provide feedback. Similar to the student- teacher, who found the feedback session ineffective, this student- teacher also wrote about the things s/he learnt during the feedback sessions.

4.8.2 The Contribution of the Feedback Sessions to the Student-teacher's Learning

In the first section of the feedback forms, the student- teachers were asked to write about what they have learnt in the feedback sessions. The answers the student- teachers gave for this section revealed four categories. The things they stated that they learnt through the sessions, in particular, were related to pre-teaching strategies, while-teaching strategies, post-teaching strategies, and classroom management strategies.

4.8.2.1 Pre-teaching Strategies

In this section, the learnt items mostly consist of strategies the help to device an effective lesson plan. The details regarding pre-teaching strategies are displayed in Table 4.14 below.

Table 4.16 Pre-Teaching Strategies

1. Pre-Teaching Strategies
1. identifying personal weaknesses and strengths as a teacher
2. effectively developing the phases of a lesson plan
3. leading the students to practice the presented item
4. preparing the lesson plan in a way to involve more students in the lesson
5. supplementing the text book with appropriate extra materials before the lesson

In terms of the things learnt about pre-teaching stage, the mostly mentioned strategies are preparing lesson plans and getting prepared for the lesson. Among the things emphasised in this section was being aware of personal weaknesses in order to be able to eliminate them. Thinking about the lesson and preparing it before the lesson would, in a way, serve to this purpose in the student-teachers' opinions. As they indicated in the feedback forms, if a teacher prepared the lesson in advance, then s/he would be able to identify what parts s/he could already teach well and for what parts s/he needed to study him/herself (Sts. 4, 12, and 14). Such a preparation would also enable the teacher to go over for example, the correct pronunciation of words or the structures of grammar items to be taught in the lesson. Moreover, preparing the lesson in advance would allocate adequate time for a teacher to plan all the

phases of a lesson in such a way that s/he could involve all the students in it. In addition, arrangements could be made to have the students practice what was taught during the lesson. One of the other benefits of preparing the lesson beforehand, as the student- teachers commented, was that a teacher would have the opportunity to examine the textbook thoroughly. This would enable the teacher to decide on whether or not supplementary materials were needed for the lesson. All these would contribute to a better performance of the teacher during the lesson.

Among the things learnt through feedback sessions was the ways to choose appropriate tasks to conduct more effective and communicative lessons (Sts. 4, 8, and 12). The student- teachers underlined the need for taking into account the students' needs and interests at the preparation stage of the lesson. As they learnt in their feedback sessions, they had to consider the tasks and activities from the students' perspectives in order to conduct more enjoyable lessons on behalf of both the students and the teacher in a class.

4.8.2.2 While-Teaching Strategies

When we examine the items the participating student- teachers indicated in the "what I have learnt" section of the feedback forms, we see that the most of the learnt items fall in while-teaching strategies category. The details in their feedback forms regarding the things they stated that they had learnt through the feedback sessions are displayed in Table 4.15 below.

Table 4.17 While-Teaching Strategies

2. While-Teaching Strategies
1. relating the warm-up with the lesson
2. not switching to the native language unless when really necessary
3. activating the students
4. motivating the students
5. using audio-visual aids appropriately
6. providing feedback after the students take turns
7. using open-ended questions to lead students to communication
8. making the aim of the lesson clear to the students
9. having students read passages silently to understand
10. leading students to brainstorming
11. making the activities more enjoyable
12. using the textbook more effectively
13. maintaining students' in the lesson
14. creating a competitive atmosphere in class with young learners

The mostly stated strategy regarding this category was starting the lesson with an adequately long, proper warm-up that really associated with what was going to be taught in the lesson (Sts. 3, 4, and 10). Similarly, making associations with the previously taught lesson was as frequently noted in the feedback forms (Sts. 8,6, and 10). In addition, some student-teachers remarked that making the aim of the activities to be done in the class clear to the students, and how to make these activities livelier and more interesting were among the things they learnt (Sts. 7, and 13). If we go in detail, they learnt that using audio-visual aids such as colourful pictures that were big enough to be seen from all of the angles of the classroom would generate the students' interests (Sts. 1 and 8). On the other hand, when the pictures were too small they learnt that they had to pass them to the students in order for all of them to

see them. Moreover, they stated that they learnt how to use different activities for different purposes in a lesson.

Some student- teachers made use of the native language in the class to explain things to the students during their teaching sessions (Sts. 12 and 14). In their feedback sessions, they were criticised in this respect and consequently, they included in their list of learnt items that they learnt that they should use the target language in the class as much as possible, especially in speaking classes. As they pointed out, communications in the target language was of great importance and in order to maintain the communication in the class asking open-ended questions might be considered as an effective means. Providing the students with positive feedback to encourage them to participate more in the lesson was another item these student-teachers included in the first section of the feedback forms.

Furthermore, some student-teachers had all the students read the passage aloud one by one in the reading lesson (Sts. 5 and 15). After the feedback sessions, these student-teachers who took their supervisors' criticism into account had the students read the passage silently. The student- teachers later wrote notes about the advantages of this strategy. As they indicated, it served both to saving time and a better understanding of the passage on behalf of the students in the class.

Creating discussions in the class to lead the students think critically was another item in the "I have learnt" section of the feedback form (St 5,13). As the student-teachers commented, asking the students thought provoking questions, such as for example, "why is this specific answer is correct" or "how

would the meaning change if we said this way" would prompt students to think and participate more in the class.

4.8.2.3 Post-Teaching Strategies

The fewest items were noted down in terms of post-teaching activities in the feedback forms as the learnt items. The details regarding post-teaching activities are displayed in Table 4.18 below.

Table 4.18 Post-Teaching activities

3. Post-Teaching Strategies
1. making a short summary of the lesson at the end of the session
2. giving assignments related with the taught lesson

Regarding post-teaching, we come up with only two strategies. These are making a short summary of the taught items, and assigning the students to do some work related with the session at home when ending the lesson (Sts 5 and 6). This may be due to the fact that, most of the time the student- teachers were not in a position to teach the forthcoming lessons themselves. As a result, they generally did not focus on the post-teaching activities.

Accordingly, they did not receive much related feedback in the sessions. If the teaching practice period had been longer, as both the student- teachers and the supervisors wished it to be, then these strategies would have gained more importance and would have been mentioned more often.

4.8.2.4 Classroom Management Strategies

Classroom management strategies were one of the mostly emphasised aspects during the feedback sessions. The student- teachers noted a considerable number of management strategies in the "what I have learnt" section of their feedback forms. The details regarding classroom management strategies are displayed in Table 4.19 below.

Table 4.19 Classroom Management Strategies

4. Classroom Management Strategies
1. using group/pair work arrangements
2. the nature of group/pair work activities
3. arranging group competitions
4. using the tone of voice effectively
5. using the black board more effectively
6. giving equal turns to students
7. not staying at the same place while teaching
8. not repeating students' answers to class
9. not approaching the students while they speak
10. checking students' work during group/pair work

The fourth category in the first section of the feedback forms where the student- teachers wrote about the things that they had learnt from the specific feedback session consisted of classroom management strategies.

The mostly stated two strategies were walking in the classroom while teaching and not worrying about the potential noise while making group/pair work arrangements (Sts 5,6,7 and 14). Some of the student- teachers who

maintained their position at their desks or in front of the board throughout their sessions received negative criticism from their supervisors. The student- teachers who considered their feedback in the following sessions later mentioned about the benefits of walking through the desks in the classroom. According to what they wrote, keeping their supervisors' advice enabled them to reach all the individual students in their classes and check the students' work more easily.

Some of the student- teachers were also very worried about the noise they had expected their students to make during group and pair work activities (St. 7 and 14). They were afraid that this would lead their supervisor teachers to poorly evaluate their performances. Their supervisors' feedback that a certain extent of noise was normally inevitable during such arrangements in language classes relieved them. They mentioned the issue in their feedback forms as one of the things they had learnt during their feedback sessions.

Wright's example pictures the student-teachers' worries regarding the issue in the reader's mind:

> Imagine we walk down the corridor of a school and hear much noise coming from a classroom. We might at first assume that it is the result of the teacher having lost control of the class (or some other plausible explanation). On arrival and entrance to the classroom, we find the students engaged in an activity which involves animated

> discussion, in groups, with the teacher participating as a monitor in the activity. (p.194)

In fact, we can not know what really is happening in a classroom without referring directly to the context in which the noise is coming from. In fact, we may speculate that the feedback the student- teachers received from their supervisors also prevented them from avoiding these arrangements in the future due to their fears.

Another problematic aspect in the student- teachers' practices was that they tended to approach the students who were talking. After the feedback sessions with their supervisors, the student-teachers noted that they had learnt not to stand close to the speaking student in order for the other students to hear what their friend was saying (Sts. 3,5,7). Similarly, they also stated that they had learnt how to use their tone of voice to let all the students in the class to hear them and not repeating the words of the students who answered questions to have the other students listen to their peer.

Moreover, they wrote about the use of group competitions with young learners to bring variety and fun to the class and involve the students in the lesson in a more voluntary way (Sts. 6,10 and 11). However, they indicated that they had learnt that rewarding the young students with candies may not always result in students' motivation. A similar situation was observed in the student-teachers' perceptions in Salisbury-Glennon and Strevens's (1999) study. They summarise the partial findings of the study that was still in progress at the time their article was published. They worked with 163

undergraduate education majors in an introductory educational psychology course at a United States research university. Participating undergraduate education majors believed prizes, stickers, candy or free time to be effective motivators as being extrinsic in nature, and deemed more intrinsic motivators such as choice, autonomy, and challenge not as powerful. In order to find out whether students could be prompted to change their views about motivation, the researchers used two texts, and pre and post-tests. One of the texts given to the students was a refutational text that discussed the ways to motivate students while the other text was non- refutational. Before the students were given the texts, they were required to do a test on how to increase student motivation. After the students examined the texts, they were all given one immediate, and one delayed post test to see to what extent they were influenced by what they read. The test results indicated that the refutational text led to a 32 % change in the students, while the students that read the non- refutational text showed an 18% change in their beliefs about what motivates students. The implications of this study may be that the consideration of student-teachers' preconceptions regarding teaching and learning is important to identify their weaknesses and strengths, among other benefits. In order to do that, we should be open to students' comments, try to understand and elicit their beliefs about the issues under discussion. In addition, we should make use of their beliefs to help them to become aware of their own weaknesses without imposing on them. Finally, among the things they learnt, they mentioned about the effective use of board and giving equal turns to all the students in their classes (Sts. 4 and 7).

Although the student- teachers perceived the above mentioned strategies as having been learnt during their feedback sessions, all they mentioned were in fact the things they were taught in methodology classes at the university. Most probably this is due to the fact that they had newly become aware of these strategies, as they actually had to use them in the teaching practice sessions for the first time. Considering this, we may conclude that the supervisors had helped the student- teachers to come to a real understanding of these strategies and contributed to the student-teachers' use of them. In this respect, the supervisor teachers of the department, in general, can be said to have provided effective feedback, and contributed to the prospective teachers' success both during the practicum and in their future practices.

4.8.3 The Reasons for the Ineffectiveness of the Feedback Sessions

The student- teachers regarded some of the feedback sessions as ineffective. Although the number of such criticism constituted a small part of the general views on the effectiveness of the sessions, these comments seem worth exploring in order to put more light on the perceptions of some student- teachers.

Two of the participating student- teachers claimed that their supervisors' feedback was not effective (Sts. 9 and 11). These two student-teachers appeared to be rather resistant to co-operation. The other participants stated that they benefited from the feedback sessions.

The first student- teacher who remarked that s/he did not find his/her supervisors' feedback ineffective stated the rationale behind his/her evaluation (St. 9). According to what s/he wrote in the feedback form, his/her supervisor and s/he was in complete disagreement on the ways to effectively conduct a lesson. S/he pointed out that his/her supervisor teacher had never taught at a high school and consequently was totally inexperienced in this respect. On the other hand, s/he found him/herself more experienced than his/her supervisor was as s/he had spent one semester at the practice school and s/he believed that s/he knew how things went at high schools. As s/he stated, his/her supervisor was directing the student- teachers to plan and conduct their lessons according to his/her personal theories. That is, the student- teacher claimed that communicative methods did not work at high schools and the teachers there used more traditional approaches. The focus and the emphasis put on the language lessons were mainly on the grammatical structures because the mentors were trying to catch up with the curriculum requirements and preparing the students for the university examination. What those students needed were not communication but grammar and structure of the target language. In contrast, the supervisor teacher expected the student- teachers to conduct more communicative lessons. In this student- teacher's view, what his/her supervisor teacher believed to be true was only unpractised theories and they did not work in real life situations. This student- teacher and the supervisor discussed the issue however; they were not able to come to a conclusion.

The second student- teacher found his/her supervisor's feedback session ineffective because s/he rather seemed to adapt his/her mentor's way of teaching (St.11). There was an observable disagreement between how the mentor conducted his/her lessons and what the supervisor teacher expected the student- teachers to do in the lessons. This student- teacher claimed that his/her supervisor's advise on how to plan and conduct the lessons would not lead more than to conducting too mechanical lessons (also see extract 12 in Section 4.4.4). This student- teacher deemed his/her supervisor as very old-fashioned and s/he wrote in the feedback form that s/he did not at all need any feedback to become more effective as s/he was already very effective as a teacher (also see extract 34 in Section 4.2.18).

4.8.4 The Most Effective Aspects of the Feedback Sessions

When we analysed the third section of the feedback forms where the student- teachers were to write down what they found most effective about the specific feedback sessions, we come up with remarks on two aspects.

First, they were highly influenced by the sincerity of their supervisors during the feedback sessions as well as throughout the teaching practice period. The student- teachers mostly pointed out that their supervisors really tried to establish rapport with their student- teachers and this was also evident during the sessions. As they noted, the supervisors were very willing to help and co-operate and this made the sessions effective.

Secondly, the student- teachers appeared to be very glad when approved and praised by their supervisors. They found the instances when their supervisors talked about the effective sides of their teaching sessions and provided positive criticism as the most effective aspects of the feedback sessions. More than half of the participating student- teachers wrote about how successful they were and how the supervisors positively commented on their performances.

The remarks made in this section of the feedback sessions imply that supportive attitudes highly motivate them. In accordance with the student-teachers' views on the issue, we detect that the student-teacher who had gone through most changes was student-teacher 12. This student-teacher appeared to be highly influenced by his/her supervisor's supportive manner during the feedback sessions, and s/he pointed out that his/her supervisor's attitude prompted him/her to think and change his/her views regarding effective teachers (see extract 39 in Section 4.2.19.1). Similarly, Chaudron (1988) emphasises the influence of reinforcement on the students' motivation and learning however, as he underlines:

> In a cognitive view of learning (one general alternative to behaviourist theories), the function of feedback is not only to provide reinforcement, but to provide information which learners can use actively in modifying their behaviours. (p. 134)

4.8.5 Contribution of Feedback to the Change in the Student- teachers' Practices

In the fourth and the fifth sections of the feedback forms the student-teachers were asked to write down what they would and would not do after that specific feedback session on. Out of 30 feedback forms only seven of them did not include anything in these parts and were left blank. The things the student-teachers wrote in these parts were in complete consistency with what their supervisors advised in the feedback sessions. For example one of the student-teachers who showed neither a positive nor a negative reaction to what the students said in the class was criticised by his/her supervisor. After the feedback session, this student- teacher wrote on the feedback form that from that session on, s/he would provide his/her students with feedback (St. 15). Another student- teacher who was negatively criticised in the feedback session as being an echo of the students in the class wrote that s/he would not repeat what their students said in the class in order to make it heard by all the students (St.5). Examples as such can be added to the ones mentioned above. However, maybe more important than that was what they wrote in the "what I have learnt section " of the feedback forms. This is important because they were consistent with what they stated they would or would not do after the sessions, which may be an indication that they really learnt. Furthermore, it is even more important to see whether or not they planned and conducted their following sessions taking the feedback provided into account. The answer to this question is given in detail in the observation notes (see 4.5).

4.8.6 Things that could have been done for More Effective Feedback Sessions

The sixth section of the feedback forms was devoted to the student-teachers' opinions on how to make the sessions more effective. In five of the feedback forms, we see that the student- teachers noted that they found the sessions effective stating reasons such as "I learnt my mistakes" or " it was just as I expected it to be".

One student- teacher wrote that s/he had no idea on what could have been done to make the sessions more effective (St 3). One other student- teacher claimed that the frequency of the sessions was not adequate and if they had had the chance to have more teaching and feedback sessions, then they would have come to a better understanding of each other's views with their supervisors (St. 9). Although not written on all the feedback forms, this view was supported by almost all of the student- teachers as well as the supervisors during the follow-up interviews.

One of the student- teacher complained about his/her supervisor's attitude and wrote "if my supervisor had told me that I used my voice effectively, and that I had eye contact with the students in my class, the feedback session would have been more effective" (st 15). In fact, the supervisor did not only concentrate on the negative aspects of the student-teacher's performance in that specific feedback session. The reason for such a breakdown in communication is emphasised in Abbott and Carter (1985),

> Two reasons for this communication breakdown seems to be (1) timing and (2) lack of specific written comments on the part of the co-operating and supervisor teachers. Logically, the time for comments to the student- teacher is immediately after the lesson. However, at that time, the student-teacher's mind is full of doubts, excitement and relief, and the co-operating teacher's comments do not really register. Also, in far too many instances, the co-operating teacher's comments are oral and vague –something like you are doing fine," or "you need to tighten up on discipline (p.25).

Abbott and Carter suggest that the comments should be given in the form of written data in order for the student- teacher to have a more concrete understanding of what has been told to him/her. They also devised a supervision contract chart based on a book entitled Clinical Supervision by Goldhammer, Anderson and Karajewski (1980) and adapted to the foreign language student- teacher process (see Appendix D for the form). Finally, in the rest of the feedback forms, we see that section six was left blank.

4.8.7 Student- teachers' Disagreements with their Supervisors

In the last section of the feedback forms, the student- teachers were expected to write about the things that they did not agree or contradict with

regarding the feedback they were provided with. In this part, we came across a few contradictions or disagreement.

One of the student- teachers pointed out that his/her supervisor advised that s/he write questions on the board before a speaking activity to give the students in the class an aim to listen to the passage. However, the student- teacher insistently claimed that this would not be like in real life and would also be too mechanical. The same disagreement was stated on the second feedback form (St. 11). When we examine the changes this student-teacher had gone through during the practice teaching period, we see that only one of his/her totally eight constructs had showed a change. Thus, we may suggest that this student-teacher appears to be resistant to change, over self-confident and not open to new ideas.

The second disagreement came from one of the student- teachers who did not believe in the use of feedback sessions. In his/her opinion, the time allocated for both the practices and the feedback sessions was too short and eventually the feedback would serve no purpose (St. 9).

The last contradiction was related with starting and ending a lesson with a smiling face. The student- teacher totally disagreed with his/her supervisor who advised him/her to do so (St. 5). According to what s/he believed a teacher with a smiling face would lead the students to get loose and they would not be able to concentrate on the lesson being taught. This student- teacher discussed the issue with his/her supervisor in the feedback session and in his/her following practice did not follow this piece of advice. The student-teacher seems to have fixed views about effective teaching and

similarly, the exchange analysis of this student-teacher's grids at the beginning and at the end of the study reveals no change (see Figure 4.22 in Section 4.2.12.2).

CHAPTER 5

CONCLUSION

5.1 Summary of the Study

In this study, a detailed framework of the happenings that take place during the teaching practice period was worked out. The matters within the limits of the study were looked into from two perspectives in general: the supervisor and the student- teacher. As the study conducted adopted a social constructivist approach, the interaction between the two related parties was followed. However, bearing in mind that the interaction and the possibility of an influence does not necessarily have to be limited to the interaction only between the supervisor and the student- teacher, mentors in addition to the peers and the school environment were also considered. Intense data obtained by means of repertory grids, interviews, observations, tape recordings of the feedback sessions, student- teachers' feedback forms and finally contact summary sheets were made use of in order to find answers to the following research questions:

1. How do supervisor teachers of the ELT Department of Çukurova University perceive effective supervision?

2. Are the supervisors' espoused theories consistent with their theories in action during their feedback sessions? If not, what are the influential factors?
3. What are the consequences of supervisory feedback on student-teachers' change regarding the way they perceive effective teaching?
4. In what ways, if any, the school types, mentors, and peers play a role in this period?
5. What are the problematic issues regarding the teaching practice period from both the supervisors' and the student-teachers' point of view? What possible solutions to these problems do they offer?

In the light of the data obtained, we reached the following conclusions.

5.2 Conclusion to Research Question 1 (Supervisors' Personal Theories)

One of the major inquiries of this study was to find out how the supervisor teachers of ELT Department perceived effective supervision. Repertory grids and interviews served this purpose. Analysis of the grids revealed inconsistent views the supervisors held regarding effective supervision. Almost no similarities in the supervisors' perceptions of the issue were observed after the analysis. Regarding this finding we may suggest that among the supervisors of the department, there is not a scientifically based culture established for the practices of supervisory duties in the department

(see Figure 4.7). In other words, the aspects each supervisor values and mainly focuses on during the teaching practice period and feedback sessions are different from each other. Thus, the way the student-teachers are supervised is dependent on how their supervisors personally perceive the issue.

For example in supervisor 1's grid, the constructs are mainly related with leading the student-teachers to reflection and awareness of their personal theories (constructs 2, 3, 4, 5,6,7,8,13,11 in Figure 4.1). S/he encourages reflection and in order for the student-teachers to involve in a reflection process, s/he informs them that the ones who discuss about their practices will be given higher evaluations (see extract 1 in Section 4.2.1). In addition, this supervisor views student teaching as a professional learning experience (C5). S/he emphasises the importance of collaboration between the supervisor and the student-teacher (C12) and elaborates on his/her view during the interview (see extract 2 in Section 4.2.1). Another example for the supervisors' different perceptions on effective supervision may be illustrated by supervisor 6's constructs (see Figure 4.6). S/he regards supervision as more related with helping the student-teachers (constructs 1,3,4,6,11,12,21,22 in Figure 4.6), and mainly concerned with clinical supervision (constructs 4,8,9,15, 21, 23,29, also see extract 23 in Section 4.2.6). Moreover, s/he points out that a supervisor should be consistent in what s/he says and what s/he does (see extract 22 in Section 4.2.6). On the other hand, supervisor 4's main concern regarding supervision, as his/her constructs reveal, appear to be showing, demonstrating, and teaching the student-teachers and correcting their mistakes (constructs 2, 3,6,7,8 in Figure 4.4, also see extracts 14,15,16 in Section 4.2.4). According to

this supervisor, an effective supervisor warns the student-teachers about their behaviours and clothes (constructs 10,11, also see extract 17 in Section 4.2.4).

The examples above reveal that there is not a commonly agreed upon, scientifically based framework for supervision in the department. In such a circumstance, it appears highly improbable to talk about the overall effectiveness of supervision of the student-teachers. A solution to such a situation is offered in Liberman and Miller (1990) where they emphasise the importance of collaboration of the colleagues to give way to professional development of both the teachers and the student teachers:

> Teachers, long isolated from each other, need to create and work in collaborative structures. The isolated teacher must give way to a genuine colleagueship as the insulated school must expand to include the whole community. This means that the workplace for both students and adults must change, for they are intimately connected with each other. We know that teacher development involves teachers in learning about how to work together – how to make collective decisions and structure continuous opportunities for their own growth. At the same time, teachers must be involved in continuous learning about students –their motivation, engagement, connection, and experience- through practising ways of teaching and providing new ways of student learning. These two strands represent

> distinct parts of teacher development, each requiring time, energy, and new knowledge. (p. 120)

Likewise, supervisor 1 discusses the same issue in the interview (see extracts 2 and 9 in Appendix F). According to him/her, supervisors, mentors, and student-teachers should work in collaboration and maintain the interaction within themselves. Such collaboration will eventually lead all the parties to professional development and continual learning.

In fact, consistency in all the teachers' practices in a certain school may not be easily achieved nor is the ideal. However, reflecting on personal experiences and discussing and sharing these experiences with colleagues may contribute not only to an awareness of teachers' personal theories and bring about change toward professional development but also contribute to the establishment of a school culture. Brousseau, Book, and Byers (1988) write about the issue:

> Teachers differ in age, experience, social and cultural background, gender, marital status, subject matter, wisdom and ability... however a clear description of the educational beliefs of a school's staff would be an important contribution in any effort to understand that school's teaching culture. (p.34)

- ***Implications***

As the findings of our research indicate, reaching a clear description of the educational beliefs of a school staff regarding supervision of student-teachers may be achieved by means of a series activities such as seminars, workshops and discussion meetings (see extract 18 in Section 4.2.5, also see extracts 3,4, and 5 in Appendix F). Prior to these activities, the repertory grid technique and recordings of the feedback sessions may be used as a tool for personal reflection. The supervisors may listen to their recorded sessions on the basis of their repertory grids in order to see the gap, if any, what they believe to be true, and what they actually do. Such a procedure may contribute to leading the supervisors to personal reflection, and thus, may be highly beneficial in terms of their awareness regarding their personal theories on supervision and self-evaluation. Moreover, listening to the recordings of their feedback sessions taking the repertory grids into account may also lead them to more critical thinking, and a deeper awareness of their personal strengths and weaknesses in supervision (see Section 4.2.5 for Supervisor 5's personal reflection). Our findings echo in Busher, Clarke and Taggart (1988) where they suggest that,

> ... devices such as video recordings can act like questioning mirrors to allow teachers to face their own practices and other people's

reactions to them through their own thought frameworks... Reflective minds need unclouded mirrors to encourage them to cope with the complexities of being active thinkers. (p.95)

5.3 Conclusion to the Consistency in Supervisors' Espoused Theories and Theories in Action (Research Question 2)

One of the other concerns of this study was to explore whether or not the supervisors' personal theories regarding effective supervision were consistent with their theories in action. Although the majority of the supervisors stated that they were able to put almost all their perceived effective strategies into practice during their feedback sessions, the analysis revealed that of totally 104 constructs, 75 were concretely observable during the study. Ten of these observable constructs were rank ordered as one of the five most important in their grids (see Tables 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6). The results thus, indicate that awareness raising activities that would lead the supervisors to rethink about their espoused and explicit theories may be quite beneficial.

Regarding the circumstances under which the supervisors are not able to put into practice their perceived effective supervisory strategies, as they indicated, we see that personalities and the attitudes of the student- teachers play an important role. According to the supervisors, student- teachers who are over self confident, resistant to feedback, who are not open to new ideas and

change, or very shy and/or uninterested students may become obstacles for the effective use of their supervisory strategies (see Section 4.6). The other obstacles that appeared to prevent the supervisors from successfully putting their espoused theories in action are the heavy workload and the time constraint. Besides, as the supervisors indicate, time constraint makes it difficult to evaluate the student-teachers' classroom performances on a more objective basis (see extracts 3 in Section 4.2.1, 13 in Section 4.2.3, 16 in Section 4.2.12.1 and section 4.2.5).

- ***Implications***

In order for the supervisors to fully meet the requirements of their duties as supervisors, during the second semester the teachers who also work as supervisors should be loaded with less class hours (see extracts 11 and 13 in Appendix F). Parallel to this view, Hanes and Mitchell, (1985) suggest that mentors who play a critical role in the staff development process, may be released from their duties one half day or so each month to work with new teachers. Likewise, a similar solution can be proposed for the supervisors since our study findings also reveal that both the supervisors and the student-teachers complain about the inadequacy of time for more frequent observations and feedback sessions (see extracts 13 in Section 4.2.3, 16 in Section 4.2.12.1, 23 in Section 4.2.14, 29 in Section 4.2.16.2, 37 in Section 4.2.18.2, and 51 in Section 4.2.22.1).

Another solution to this problem may be requiring the supervisors to work with fewer student-teachers. Such an organisation may enable the supervisors to observe their student-teachers as many times as they feel is adequate (see Section 4.2.5, also see extracts 1 and 5 in Appendix F). We also suggest that the more the student-teachers are observed and the more feedback they are provided with on their performances, the more they will benefit from the teaching period. In other words, in this study we reached the conclusion that more observations and more related feedback sessions bring about more changes in the student-teachers' thinking. When we examine the changes the participating student-teachers had gone through during this study, we see that the most considerable, even radical changes were observed in two of the student-teachers' constructs (Sts. 3 and 13). That is, six of totally seven common constructs showed significant structural changes in student-teacher 3's exchange grid. Moreover, student-teacher 13's exchange analysis revealed that seven of his/her eight common constructs were significantly changed. The supervisors of these two student-teachers made appointments with them in advance, held both pre and post feedback sessions, and the sessions were held in the supervisors' offices. In addition, these student-teachers were observed more than twice at their practice schools. On the other hand, when we look at the student-teachers whose constructs showed no significant changes (Sts. 4,7,10 and 15), we see that two of these student-teachers were working with the same supervisor (Sts. 4 and 10). S/he took brief notes during the sessions and giving these notes to the student-teachers after the lessons. No feedback

sessions were held with these student-teachers and they were observed only twice.

Another problematic issue mentioned during the practice teaching period is that the supervisors are not satisfactorily paid for this duty. However, they should somehow be rewarded by extra payments because they have to visit schools in different parts of the city, which means sparing time, energy and commuting costs. They are paid so little amount of money for the supervision of student-teachers that, inevitably, some of them may deem the job as an extra burden or workload for themselves. The department should explore probable sources or funds to make the job more voluntarily desired (see extracts 1 and 10 in Appendix F).

As rating is an inevitable part of supervision, it should also be given a thought to. In order for a supervisor to make objective, unbiased evaluations, s/he should clearly divorce himself from the role of a rater unless he and the teacher commonly believe that such a role would be productive for both. A supervisor should avoid deeming himself as a teacher without, above, or beyond evaluation. Furthermore, s/he should keep in mind that only if the feedback s/he provides is based on sound and convincing data; the teacher student relationship will be strengthened. Finally the supervisor should try to establish a relationship that will help to reduce the student- teachers' anxieties of evaluation, and a relationship that is characterised with mutual trust, confidentiality, and confidence should be built (Cogan, 1973). Likewise, our study findings reveal that in order for a commonly agreed upon and concrete evaluation, the supervisors should keep the records of their observation of the

student-teachers' classes (see extracts 21 in Section 4.2.5 and 24 in Section 4.2.6). Feedback should be provided and evaluations should be made without bias on the basis of these records ((see extracts 23 in 4.2.6 and 21 in Section 4.2.5). Our implication echoes in Harrar VandeCreek, and Knapp (1990) where they suggest that if supervisors clarify the goals of training and supervision in writing, and complete written evaluations of trainees on a regular basis, they can cope with problems of providing sound and convincing feedback. When the supervisor adapts such a policy, poor ratings will not come as surprises to the trainees. When a trainee practices at an unsatisfactory level but is not given any remediation plan, and consequently poorly evaluated, then the trainee has the right to complain about the way s/he is supervised. A supervisor may find it much easier to evaluate and rate on a given student-teacher's performance if s/he keeps a record of how the trainee has performed. The date and session number of the supervision, identification of the cases discussed, the trainee's progress and problems, suggestions for further treatment can be noted down, redemption plans for the supervisee can be added to the record. They exemplify the necessity of keeping such a record with a principle courts follow: what has not been written has not been done (see Appendix D for a sample observation record form). However, these records should be regarded as a base for discussions with and evaluations of the student-teachers. If they are handed to the student-teachers without reflecting upon the notes taken on their performances, these notes may not serve any purpose (see Sts. 4 and 10's cases above).

5.4 Conclusion to Research Question 3 (Consequences of Feedback on the Student- teachers' Personal Theories regarding Effective Teaching)

Another aspect that was investigated in this study was how the student-teachers perceived effective teaching at the beginning and at the end of the teaching practice period. In order to obtain concrete data on their perceptions, repertory grids were administered to the student- teachers at the beginning and at the end of the study. The exchange analysis of the two grids revealed the change between the student-teachers' perceptions regarding effective teaching, if any (see Sections through 4.2.8 – 4.2.23). At the end of the study, in nine of the student- teachers' perceptions of effective teaching significant structural changes were observed (see Table 4.11). In line with Sendan (1995) and Yumru's (2000) findings, the changes observed in this study were both thematic and hierarchical. Of the 15 participants, seven student-teachers changed their high priority constructs (see Table 4.9). In addition, 17 new constructs were added to the grids (see Table 4. 8). In order to identify the factors behind the changes, during the interviews the student-teachers' opinions regarding the causes of these changes were elicited. Naturally, not all the student- teachers were able to explicitly state the reason for the changes in their personal theories. However, the interview accounts validated that our decision not to exclude any of the factors that may possibly have an influence on the student-teachers during the teaching practice period was plausible, and the related reasons are discussed below.

- ***Implications***

The participating student-teachers had gone through a process of questioning their personal theories regarding effectiveness in teaching due to the nature of our study (see extracts 5 in Section 4.2.9.1 and 12 in Section 4.2.11.1). In a way, this procedure prompted them to rethink and reconstruct their theories. By means of repertory grids, and the follow up interviews where their preconceptions were discussed, they had the opportunity to reflect upon both their personal theories and experiences as teachers during the practice period. Thus, they became more aware of their theories, the discussions led them to think about the meanings they attached to their constructs, and the methodology used for the study provided them with grounds for self-evaluation on a more concrete and critical basis. The majority of the student-teachers were able to explicitly state the rationale behind the changes they experienced in practice period (see Sections from 4.2 to 4.3.21.3). This may be considered as an indication of awareness.

Likewise, we may suggest that

- student-teachers should be provided with opportunities for reflection on their classroom performances by means of pre-organised group discussions with supervisors and peers (see extract 3 in Section 4.2.1, extracts 7 and 8 in Appendix F) ,
- they should be given weekly assignments for which they would be required to observe one peer, and prepare an

evaluation report on his/her specific classroom performance (see extract 6 in Appendix D)

- these evaluation reports should be discussed on with peers and mentors and/or supervisors at a group meeting (see extract 6 in Appendix F)

5.5 Conclusion to Research Question 4 (The Role of School Types, Mentors and Peers)

The answers received during the interviews revealed that there were various factors that triggered the change in the student-teachers' perceptions on effective teaching during the study. These are the classroom observations (see extract 13 in Section 4.2.11.1), discussions that took place during the feedback sessions (see extracts 31 in Section 4.2.17, 40 in Section 4.2.19.1), their supervisors (see extracts 15 in Section 4.2.12.1, 35 in Section 4.2.18, and 39 in Section 4.2.19.1), their mentors (see extracts 16 in Section 4.2.12.1, 17 in Section 4.2.12.2, and 34 in Section 4.2.18), peers (see extract 25 in Section 4.2.16) and finally personal experiences as teachers (i.e. extracts 5 and 6 in Section 4.2.9.1, 12 in Section 4.2.11.1, 18 in Section 4.2.13.1, 26 in Section 4.2.16) played an important role on the student- teachers' change.

The probable effects of the school environment on the student-teachers was considered and thus, all three school types (a super high school, a private high school and an Anatolian high school) they are assigned for practice teaching was included in the study. However, almost no different reactions

were observed in the study regarding the issue. The physical conditions of the schools, and the difficulties in using the audio-visual aids, and the attitudes of the school principals were the common problems mentioned by most student-teachers (see Section 4.7). In addition, it should be noted here that mentors, although our study findings suggest that they had a role on the student-teachers' change, did not always have positive contribution to the student-teachers' development. We come across positive remarks about only one of the mentors involved at the time of the study (see extracts 34 in Section 4.2.18, and 2 in Section 4.4.1). In some of the interview accounts, we see the student-teachers' negative comments on the mentors' ways of teaching their classes (see extracts 5 and 6 in Section 4.2.9.1, extract 16 in Section 4.2.12.1, extract 42 in Section 4.2.20.1). Consequently, we may point out that in some cases mentors can be included in the problem list related to the practice schools.

When we go in detail to see whether the most important factor that led the student- teachers to change was the supervisors or not, we see that personal experience appears to come before supervisors (see extracts 9, 13, 15, 18,21,22,23,25 in Chapter 4). Still, we consider all the contributing factors as a whole as they are undeniably parts of a specific procedure like the pieces of a crossword puzzle that form the whole picture.

Our findings also reveal parallel results with Ulla et al.'s (2000) study. That is, the practice teaching period provides student- teachers with opportunities for new experiences. In addition, the interaction between the involving parties effects how they go about during the practice period.

- ***Implications***

In the light of the findings of our study, we come to the conclusion that the supervisor teachers and the mentors positively or negatively- in addition to the peers- play an influential role on the student- teachers' practices during the practicum. The keyword here is "interaction". In order for the interaction between the student-teachers, supervisors, mentors, and the peers to be fruitful, it has to be supportive. The dialogue between the parties needs to be open, and the views need to be divergent. This may be achieved by increasing the number of the contacts between the involving parties. More interactions will eventually lead to an understanding of each other's views, and beliefs regarding the issues under discussion (see Section 5.3 and extract 39 in Section 4.2.19.2). These suggestions are in line with the findings of Sendan's (1995) study where he suggests that when given the opportunity and provided with a supportive environment, the student- teachers are able to reflect on their personal theories and training experiences (see extract 15 in Section 4.2.12.1).

On the other hand, in order for the student-teachers to benefit more from their mentors, we suggest that the mentors should be included in a learning cycle together with the supervisors as is proposed by Kane and Campbell (1993)

> Collaborative work between teachers themselves, between teachers and other educationalists such as tutors in Higher

> Education or students in training, ... is beneficial to all participants, not only in reducing the isolation of teachers but in developing knowledge about professional practice and thinking. A conclusion is that without professional development, a mentor will be less effective (p.27).

In fact, in order to reach higher levels of student-teacher development, in teacher education programmes the distinction between training and development should be considered. Training deals with building specific teaching skills, such as sequencing lessons or teaching a dialogue. On the other hand, development is mainly related with individual teacher, on the progress of reflection, examination, and changing. All these serve for doing the job better and to personal and professional growth (Freeman, 1982). Practice teaching or in other words, practicum should be organised and practised in such a way that it should lead both the student-teachers and the supervisors to professional development. Furthermore,

> If the focus of in-service work is progressively expanded from immediate needs which can be met by training to longer term concerns, the issue of teacher development will be addressed. (Freeman, 1990)

5.6 Implications and Suggestions for Further Research

In this study, the aim was to draw a general picture of the events during the practice teaching period of the student-teachers in the ELT Department of Çukurova University. The conclusions reached at this study evolved from the situations the student-teachers and the supervisors teachers of the department were experiencing. The identified problems and probable solutions to them may be unique to this department. Replications of the study in the ELT departments of different universities in Türkiye may contribute to an overall picture of supervision in our country. On the basis of the knowledge gained through a chain of these studies, the problems and the weak and strong sides of practice teaching period would be identified, which in turn will help to give way to new regulations to stimulate the empowerment of teacher development programmes.

We further suggest that case studies on the research topic may also help even to a better understanding of the happenings that take place during this period. Thus, a deeper and a more detailed framework of how the student-teachers are influenced by the phases and aspects of practice period can be reached. On the other hand, a replication of this study conducted by a group of researchers may enable us to deal with a larger sample from the population to make the results more generalisable.

As our study findings reveal that more frequent observation and feedback sessions contribute to bringing about more changes in the student-

teachers, we further suggest that studies designed to test this hypothesis will contribute to the field of student-teaching.

In addition, supervisors' language use in their feedback sessions may also be explored and a relationship between their choice of words and the consequences of certain patterns on the student-teachers' change may be observed. Finally, we would also like note that further research on teacher thinking regarding various issues will obviously have a stimulating effect on teacher development, and the reconstruction of the programmes.

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APPENDIX A

FEEDBACK FORM

Name: **Date:**

Feedback no:

Supervisor:

. Through this feedback session I have learnt:

a.

b.

.

.

. I have not learnt anything new in this feedback session because:

. What I found most effective about this specific session was:

. From this feedback session on, I will do:

. From this feedback session on, I will not do:

In my opinion, this feedback session would have been more effective if:

Taking this specific feedback session into account, I do not agree/ contradict with:

APP. B

Participant: Class: Date: Category: No.:

Construct No	Triads	Emergent Constructs (Similarities)	Elements / Rating Scale 1 ← 2 3 → 4 5	E1	E2	E3	T1	T2	T3	I1	I2	I3	Self	Ideal	Elements	Implicit Constructs (Contrasts)
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																

Rank Order: 1. 2. 3. 4. 5.

APPENDIX C

CONTACT SUMMARY SHEET

Date:

Contact with:

Contact Number: **Context:**

. **In this contact, what struck me most:**

. **The information I got through this contact:**

. **Remaining questions for the next contact:**

. **New questions for the next context:**

Notes /Other Ideas:

APPENDIX D

OBSERVATION RECORD FORM

Student-teacher:

Number of Observation:

Date of Observation:

Date of Feedback session:

Opening of Lesson				
Closing of Lesson				
Presentation of New Material				
Review of Old Material				
Stimulation of conversation in TL				
Reinforcement Activities				
Appropriate use of TL				
Use of Language Lab or Audio-visual Aids				

Supervisor's Comments:

* adapted from Abbott and Carter (1985)

APPE

Ç.Ü. Eğitim Fakültesi
İngiliz Dili Eğitimi Anabilim Dalı
2002-2003 Eğitim-Öğretim Yılı Ders Programı

GÜZ Yarıyılı				**BAHAR Yarıyılı**			
HAZIRLIK	**T**	**U**	**K**		**T**	**U**	**K**
HIN-101 Gramer	6	0	6	HIN-102 Gramer	6	0	6
HIN-103 Okuma	6	0	6	HIN-104 Okuma	6	0	6
HIN-105 Dinleme/Konuşma	6	0	6	HIN-106 Dinleme / Konuşma	6	0	6
HIN-107 Yazma	6	0	6	HIN-108 Yazma	6	0	6
I.YIL							
YI-111 İngilizce Dilbilgisi I	4	0	4	YI-112 İngilizce Dilbilgisi II	4	0	4
YI-113 Konuşma Becerileri I	6	0	6	YI-114 Konuşma Becerileri II	6	0	6
YI-117 Yazma Becerileri I	4	0	4	YI-118 Yazma Becerileri II	4	0	4
YI-115 Okuma ve Çalışma Beceri.I	4	0	4	YI-116 Okuma ve Çalışma Beceri.I	4	0	4
TD-105 Türkçe I: Yazılı Anlatım	2	0	2	TD-106 Türkçe II: Sözlü Anlatım	2	0	2
AI-101 Atatürk İlkeleri İnk.Tarihi I.	2	0	2	AI-102 Atatürk İlkeleri İnk.TarihiII.	2	0	2
YI-109 Öğretmenlik Mes.Giriş	3	0	3	YIS-104 Seçmeli I: Dil Öğrenme Stratejileri	2	0	2
ENF-101 Tem.Bilgis.Tek.Kul.	2	2	3	E-112 Gelişim ve Öğrenme	3	0	3
				ENF-102 Bilgis.Sistem.Giriş	2	2	3
II.YIL							
YI-211 İleri Düz.Okuma Becerileri	3	0	3	YI-212 İleri Düz.Yazma Becerileri	3	0	3
YI-213 İngiliz Edebiyatına Giriş I	3	0	3	YI-214 İngiliz Edebiyatına Giriş II.	3	0	3
YI-231 Dilbilimine Giriş I	3	0	3	YI-210 İngilizce Öğretiminde Yak..	3	0	3
				YI-232 Dil Edinimi	3	0	3
TD-215 Türkçe Ses ve Biçim Bilgisi	3	0	3	TD-216 Türkçe Tümce Bilgisi/ Anl.	3	0	3
YI-219 Okul Deneyimi I	1	4	3	E-212Öğretimde Planlama /Değer.	3	2	4
YIA/YIF-201 2.Yab. Dil (Alm/Frn)	4	0	4	YIA-YIF-202 2.Yab. Dil (Alm/Frn)	4	0	4
III.YIL							
YI-331 Dilbilimine Giriş II	3	0	3	YI –332 Araştırma Becerileri	3	0	3
YI-333 Kısa Öykü İnc.ve Öğretimi.	3	0	3	YI-340 Çocuklara Yabancı Dil Öğrt.	3	0	3
YI-335 İngilizce-Türkçe Çeviri	3	0	3	YI-334 Roman İnc. Ve Öğretimi	3	0	3
YI-337 Özel Öğretim Yöntemleri	2	2	3	YI-342 Sınıf Yönetimi	2	2	3
YI-341 Öğretim Tek.ve Mat.Gelişt.	2	2	3	YI-338 Özel Öğretim Yönt. II	2	2	3
YIS-339 Seçmeli II: Children's Lit.	3	0	3	YIS-336 Seçmeli IV:Psycholing.	3	0	3
YIS-343 Seçmeli III:Culture	2	0	2				
YIA/YIF-301 2.Yab. Dil (Alm/Frn)	4	0	4	YIA-YIF-302 2.Yab. Dil (Alm/Frn)	4	0	4
IV.YIL							
YI-401 İng.Sınav Hazır.ve Değ.	3	0	3	YI-402 Türkçe-İngilizce Çeviri	3	0	3
YI-403 Drama (oyun) İnc.Öğrt.	3	0	3	YI-406 Şiir İncelemesi ve Öğrt.	3	0	3
YI-405 Materyal Değ.ve Uyarl.	3	0	3	E-402 Rehberlik	3	0	3
YI-407 Konu Alanı Ders Kit.İnc.	2	2	3	YI-410 Öğretmenlik Uygulaması	2	6	5
YI-409 Okul Deneyimi II	1	4	3	YIA-YIF-402 2.Yab. Dil (Alm/Frn)	4	0	4
YIS-411 Seçmeli V: Research	3	0	3				
YIA-YIF-401 2.Yab. Dil (Alm/Frn)	4	0	4				

APPENDIX F

Additional findings that emerged during the interviews

Extract 1.

Sup.6 The money paid to the supervisors during practice teaching is very little. The supervisors have to commute from the university to schools in different parts of the city. Some of the schools are not very far but some are not. The supervisors do not financially benefit from this period. On the contrary they have to pay for the commuting expenses. Consequently, they view this period of time as an extra burden for themselves. The department should try to solve this problem by sparing extra funds for the teachers who are assigned at practice schools.

Extract 2.

Sup.1 In most cases, we experience breakdowns in our contacts with the mentors and the practice schools. The university teachers and the mentors at practice schools as well as the principals should try to maintain at least to a certain extent of collaboration.

Extract 3.

Sup. 6 Supervisors, mentors, and even the school principals should go through an orientation programme.

xtract 4.

ıp 5. In order to reduce the gap between what the mentors and the supervisors expect from e student-teachers, both sides should come to a better understanding of practice teaching ɛriod. Instead of random assignments for these duties, mentors and supervisors should be ven training on the issue.

xtract 5.

ıp. 4 Before we start the teaching practice period, we should hold meetings. Not only the entors and the supervisors but also for the student-teachers and the school principals should tend these meetings.

xtract 6.

up.1 Each week, student-teachers should observe one of their peers' sessions and they ıould evaluate his/her performance and discuss on the issue. This may be given as a weekly ssignment and it may be highly beneficial for their own practices too. If you have your udent-teachers reflect on these observations and their evaluations they will benefit even ıore.

xtract 7.

up.5 I realised that when you provide feedback on your student-teacher's classroom erformance in a group setting rather than individually it appears to be livelier. The student-

:acher receives his/her peers' comments and thinks about them as well as the supervisor's
)mments. At the same time, the other student-teachers reflect upon their peer's
erformances and they also learn from the supervisor's comments. The do not repeat their
eer's mistakes, if any, and also they plan their lesson with more awareness.

xtract 8.

up. 6 Some student-teachers prefer one to one sessions. However, if you can provide
:edback as a group discussion all the student-teachers benefit from this discussion.

xtract 9.

up. 4 The student-teachers face problems regarding putting teaching theories into practice.
upervisors should work in collaboration with the mentors to ease the student-teachers'
roblems in this respect. We teach the student-teachers theories in methodology classes but
ıe mentors require them to teach in the way they do in the classes. The mentors and the
ıpervisors should come together and discuss on the objectives of the practice teaching
eriod.

xtract 10.

up. 1 The supervisors should be paid better because the money they receive for this job is
)t worth taking the responsibility and the burdens of the job.

ıtract 11.

ıp. 6 The supervisors should have less class hours during this period of time. If they have ·wer classes, then they will be able to visit the student-teachers at the practice school more ften.

xtract 12.

up. 5 The supervisors must work with fewer student-teachers to be more effective. Then ıey can observe them as many times as they feel is adequate, and this way, more frequent ·edback sessions may be held.

Extract 13.

up.1 For example last year, I had classes on Thursdays. I observed my students only on ridays. If I had been free on Thursdays too, I certainly would have more observations and ıore discussion meetings with my students.

CURRICULUM VITAE

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ACADEMIC

Degree	Date	Department	Institution
Ph.D.	January, 2003	ELT	Çukurova University Adana, Turkey
M.A.	October, 1998	ELT	Çukurova University Adana, Turkey
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M.A. Research Topic : The Role of Beliefs on Second Language Learning

Ph.D. Research Topic : A Model for Effective Supervision from the Supervisor and The Student Teacher's Perspective : A Social Constructivist Approach

EMPLOYMENT AND POSTS

Date	Institution	Duty
1999 - Present	English Language Teaching Department Faculty of Education, Çukurova University, Adana -Turkey	Instructor
1994 - 1999	Foreign Languages Center, Çukurova University, Adana - Turkey	Instructor
1996 - 1997	Foreign Languages Center, Çukurova University, Adana - Turkey	Syllabus Coordinator and Administrative Board Member
1995 - 1996	Foreign Languages Center, Çukurova University, Adana - Turkey	Syllabus Coordinator (Grammar - Study Skills)
1986 -1994	İlke School of English Adana - Turkey	Founder and Manager
1982 -1986	GEM School of English Adana - Turkey	Assistant Manager
1982	BAL School of English Adana - Turkey	Instructor
1981	The School of Higher Education for Languages Adana - Turkey	Instructor