

การสังเกตการสอนในชั้นเรียน: การศึกษาด้วยตนเองของนักการครุศึกษาด้านภาษาในการนิเทศนิสิตฝึกประสบการณ์วิชาชีพ

Classroom Observation: A Self-study of a Language Teacher Educator Supervising Pre-service Teachers

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งานวิจัยนี้มีวัตถุประสงค์เพื่อสำรวจハウวิธีการและขั้นตอนที่นักการครุศึกษาด้านภาษาในฐานะอาจารย์นิเทศคณบดีครุศาสตร์ใช้ในการสอนภาษาอังกฤษในโรงเรียน รูปแบบการวิจัยที่ใช้คือการศึกษาด้วยตนเองเพื่อตอบข้อสงสัยของผู้วิจัยที่เกี่ยวข้องกับการปฏิบัติงานด้านการนิเทศการสอนที่มีได้มีการบันทึกไว้อย่างชัดเจนให้เป็นรูปธรรมหรือมองเห็นเชิงประจักษ์มากขึ้น งานวิจัยนี้มีการเก็บข้อมูลที่หลากหลายแบบสามเลี้ยงในการวิเคราะห์การปฏิบัติงานผลงานวิจัยพบว่าการสื่อสารอย่างเป็นระบบด้วยการสะท้อนคิดสามารถใช้เป็นกรอบแนวทางในการให้คำปรึกษาในการนิเทศนิสิตฝึกประสบการณ์วิชาชีพ โดยอาจารย์นิเทศมีบทบาทเป็นตัวกลางหรือสื่อในการเชื่อมโยงทฤษฎีและแนวปฏิบัติเพื่อให้นิสิตฝึกประสบการณ์วิชาชีพเรียนรู้การสอนได้ดีขึ้น

คำสำคัญ: การสังเกตการสอนในชั้นเรียน/การนิเทศนิสิตฝึกประสบการณ์วิชาชีพ/การสะท้อนคิด/นักการครุศึกษาด้านภาษา

Abstract

The purpose of this study was to explore the techniques used by a language teacher educator working as a university supervisor to monitor and assist a group of English pre-service teachers learning how to teach during each stage of their practice teaching. Self-study was employed in this study to investigate the researcher's inquiry--to make the implicit pedagogical practice of her supervision of pre-service teachers explicit or visible. Various data sources from her own practice were obtained and triangulated to analyze her own practices. The findings revealed that reflective practice can be used as a frame of reference for the university supervisor, acting as a mediator, to connect theory and practice for pre-service teachers to improve their quality of teaching.

KEYWORDS: CLASSROOM OBSERVATION/PRE-SERVICE TEACHERS' SUPERVISION/
REFLECTIVE PRACTICE/LANGUAGE TEACHER EDUCATOR

Introduction

This study takes a stance of what Cochran-Smith and Lytle (1993: 63) mention that classrooms and schools are “research sites and sources of knowledge that are most effectively accessed when teachers collaborate, interrogate and enrich their theories of practice”. Supervision in the form of classroom observation and post-observation conference and the communication of constructive feedback in supervisory conference is essential to teachers’ professional development and needs research (Tang & Show, 2007).

Pre-service teachers’ practice teaching at school

Most pre-service teachers express their concerns with overwhelming, daunting, and survival teaching experiences for their first

time teaching at school (Chinokul, 2012). Darling-Hammond (2006: 34) explained that this difficulty may be associated with the perspective of learning to teach which is quite demanding for the pre-service teachers as the novice as it requires them to 1) “understand teaching in ways quite different from their own experience as students (the problem of the apprenticeship of observation)”; 2) “learn to think like teachers and act like teachers (the problem of enactment, Kennedy, 1999)”; 3) “understand and respond to the dense and multifaceted nature of the classroom (the problem of complexity, Jackson, 1974).” In addition, pre-service teachers must adjust themselves into their new environment, which they sometimes need to review their new identity and required skills in their socializing (Chinokul, 2012).

Pre-service teacher supervision

For the pre-service teachers who are in their teaching practicum, supervisors' feedback and interaction is crucial for their career as beginning teachers. This is because the process of supervising forces the pre-service teachers to integrate their theoretical knowledge and pedagogical beliefs into their teaching practice by researching and reflecting upon classroom teaching. The knowledge of teaching and professional content knowledge is claimed to acquire solely by active engagement in teaching. In a school context, the supervision triad--the university supervisor, cooperative teachers at school, and the pre-service teachers--are a learning team working together to help and support pre-service teachers to develop their ability to teach as new understanding is anticipated from the process of reflective inquiry, and learning how to teach requires the pre-service teachers to be active and engage in problem identification and problem solving through continuous reflection and professional inquiry into one's practice. Both supervisors are the most highly valued support and resource for the pre-service teachers.

Reflective practice and pre-service teacher supervision

The feedback given by the supervisors at different stages of practice teaching: before class observation as lesson preparation,

during observation and post-observation sessions should promote reflective practice by providing support and opportunities for the pre-service teachers to think out loud and create reflective space for them (Lazarus, 2000). The supervisors' role is to act as a 'mediator' (Vygotsky, 1978) allowing for 'deliberate pause' (Yüksel, 2011) for the pre-service teachers to describe and analyze an experience on the basis of the gathered data, to ask relevant questions based upon the data, to formulate hypotheses from the data and test them through experimentation, to generate explanations, to examine beliefs, goals and practices, and to reflect upon their own decision making. Reflective feedback promotes 'a meaning-making process' (Rodgers, 2002) and when conducted with a learning group, it encourages the pre-service teachers to reconstruct their beliefs to connect with their practices and suggestions in order to gain deeper understanding or deeper analysis of the existing teaching practices for more effective teaching practices.

In addition, the supervisor should be able to create functional learning and teaching environments to allow pre-service teachers to relate relevant educational theory to actual practice so that pre-service teachers are prepared for the complexities of teaching. To attain this, supervisors should discuss teaching practices and dilemmas with pre-service teachers in meaningful and

non-threatening ways. The communication of constructive feedback in supervisory conferences at any stage should be descriptive rather than judgmental to promote dialogue and involve the supervisors and the pre-service teacher in observing, thinking, reporting and responding. Fernandez and Erbilgin (2009) suggest five patterns of supervision communication strategies the supervisor may use: questioning, describing, suggesting, assessing, and explicating. Slick (1998) posits that trust should be established between both supervisors and pre-service teachers so that they feel comfortable to seek advice when needed.

Self-study method and pre-service teacher research

Through countless times serving as a university supervisor for her institution, it is the researcher's own inquiry into how she can make the implicit practical experience explicit for herself regarding how she supervises the pre-service teachers to improve their teaching performance in their teaching practicum. To reveal knowledge about teaching practice from self-inquiry in order to develop and better articulate knowledge of practice, self-study is commonly used in the teacher education field to reveal and articulate tacit knowledge. The issue of teacher learning is complicated and multifaceted, drawing on a complex array of internal and external resources which

may be contextualized, unpredictable, and often idiosyncratic (Darling-Hammond, 2006; Kennedy, 1999). The pre-service teacher supervision process is even more complicated to research from the perspective of practitioners. To help understand the complicated supervision process, self-study was used to allow teacher educators to engage in a systematic collection of evidence about what they do. Through reflection, teacher educators are able to rethink and to reinterpret their actions and the underlying rationale and create new approaches to support students' learning (Loughran & Northfield, 1998). Dinkleman (2003) referred to self-study practice as an intentional and systematic analysis into one own practice. The researcher started this study with her personal inquiry aiming at exploring the implicit pedagogical practice of herself as a language teacher educator on her duty as the supervisor of pre-service teachers learning how to teach. LaBoskey (2004: 860) clarifies that there are four methodological features of self-study: 1) evidence of reframing and transformation of the researcher's practice in pre-service supervision; 2) evidence of interactions with colleagues, students, educational literature (and the researcher's previous work) to continually question developing understandings in order to "interrogate assumptions and values"; 3) use of multiple methods to provide opportunities to gain different, and thus more comprehensive, perspectives on

the educational processes under investigation; and 4) formalize this self-study by publishing so that it is available to the professional community for deliberation, further testing and judgment.

Stages in pre-service teacher supervision

Observing pre-service teachers teaching in the actual classroom is one of the main components of teaching practicum. Supervisions of pre-service teachers teaching in actual classes can be discussed in stages as follows:

Pre lesson observation

This is a stage which involves some dialogue between the pre-service teacher and the supervisor in order to establish rapport. This stage is also for the supervisor to find out what the pre-service teacher intends to teach and how well prepared and ready s/he is for the actual teaching.

Observing pre-service teacher's teaching

This is the stage when the supervisors observe the pre-service teachers teach an actual class. The class observation provides information on the teaching potential of the trainees, and how the objectives of teaching practice are being achieved. It is an important stage of data gathering to be used in the post observation conference meeting and to evaluate their actual teaching performance. During the observation, the supervisor should

collect non-judgmental, descriptive information. Acheson and Gall (1997) suggest script-taping, anecdotal notes and video-and audio-recording, selective verbatim note-taking and seating chart observational recording. The evaluation of the pre-service teacher's teaching performance is also conducted.

Post lesson conference meeting

This is the stage when the supervisor and the pre-service teacher meet face-to-face to discuss strengths and weaknesses of the lesson observed with an intention to suggest strategies for improvement. This stage also allows the pre-service teacher to explain further about their planned actions, teaching decisions, and changes made. Impressions and clarifications of the pre-service teacher concerning specific events may be elicited and discussed. The supervisor and the pre-service teacher discuss the obtained data from the field notes and the pre-service teacher's reflection. Then, an analysis and interpretation of the data are conducted. Finally, teaching decisions made by the pre-service teachers are reviewed.

Research methods

The research method employed in this paper was self-study. LaBoskey's (2004: 860) four methodological features of self-study were employed as a framework for this study: 1) the researcher reframed her own practice

of by using supervising communication strategies to provide feedback to improve her pre-service teachers' learning to teach; 2) the researcher consulted literature to continually develop understanding of the assumptions and values of the reflective practice being used as a reference for her role as a supervisor; 3) the researcher used multiple methods to triangulate data for more comprehensive perspectives on the supervision processes under investigation; and 4) the researcher formalized this self-study by publishing to make it available to the professional community for deliberation, further testing and judgment.

Purposes of the study

This study was aimed at exploring how the researcher approaches the pre-service teacher supervision process. Specifically, what kind of content feedback was utilized in each stage of supervision, and how the feedback was communicated with the pre-service teachers.

Data sources and setting:

Six pre-service teachers enrolling the course 2700506, Practice in Teaching Profession I, in the first semester of the academic years 2014 and 2015 were purposively selected to be research participants as they practiced teaching at the same school. This same school context prevented any bias in the research. The course was

selected as the university supervisors normally observe the class more often than the second practice teaching course. The other reason was that the pre-service teachers had no prior background in teaching and no experience in receiving comments from their supervisor. This school was selected as it had a policy enforced by the School Director that cooperative teachers must observe the pre-service teachers in every period. The pre-service teachers taught in an all-female school offering classes for grades seven to twelve. There were three advanced English pre-service teachers and three dual major pre-service teachers. For the dual major English with another subject matter, the researcher visited the class four times, and for the English only major eight class visits were conducted. The cooperative teachers visited the classes every period taught by the pre-service teacher. The data sources included lesson plans, observation evaluation forms, field notes taken during the observation, written records after conferencing with pre-service teachers and conversations with cooperative teachers.

Data collection and analysis

The pre-service teachers were asked to submit their lesson plans online based on agreed schedules. The lesson plans were returned to the pre-service teacher at least one week before the class visits. The details of comments and suggestions were kept in

the form of word files. The feedback given to the pre-service teachers was analyzed for patterns of supervision communication strategies. The analysis was done following five patterns of supervising communication strategies found in Fernandez & Erbilgin (2009): questioning, describing, suggesting, assessing, and explicating. The class visits were arranged, and data from field notes and the comments given in the evaluation form were categorized and coded using content analysis. Post-observation conference meetings were organized immediately after the actual class teaching sessions, or if time did not permit, appointments were set up for later meetings. The data from the post observation conference meetings were recorded in writings and were used to triangulate with the other data sources to complete the intended explorations for this study.

Findings:

The findings of how the researcher approaches the pre-service teacher supervision process: what kind of the content feedback was focused and how the

feedback was communicated with the pre-service teachers are reported in each supervision stage as follows:

Pre-observation:

Before class observation, the researcher as the university supervisor, asked her pre-service teachers to submit their lesson plans to her online and she made comments and sent them back. The feedback tended to cover four pedagogical aspects: feedback on the formation of the lesson plan, feedback on implementation of the lesson plans, feedback on how closely will the lesson plan be followed, and the goals and objectives of the lessons. At this stage, the university supervisor seemed to act as a mediator in the pre-service teachers' learning to teach process by using various supervising communication strategies to give feedback to them. It should be noted that explicating, suggesting and assessing are the core strategies used to help the pre-service teachers in the lesson plan preparation stage; other strategies may be applied to force the pre-service teachers to clarify what they plan to do in the lesson plans.

Feedback on the formation of the lesson plan

Excerpt 1: Explicating and questioning were used as supervising communication strategies strategies for feedback on the goals and objectives of the lessons.

I think you focus on the reading comprehension through the production of writing; i.e., the students need to read and make sense of the information given to them and then use the information to write a brochure (*explicating*). How will you then formulate your terminal objective with this issue in mind? (*questioning*)

(Lesson plan comment for S1)

Excerpt 2: Assessing and questioning were used as supervising communication strategies for feedback on how closely the activity and the objective of the lesson matched.

The activity you proposed in the last stage may not be relevant to what you planned as your learning objectives (*assessing*). Where can I examine how you evaluate your learning objective in each stage (see the form for items 3.1, 3.2 and 3.3.)? (*questioning*) I can match 3.2 and 3.3 but cannot find any activity to match 3.1. (*questioning*)

(Lesson plan comment for S5)

Excerpt 3: Questioning and suggesting were used as supervising communication strategies for feedback on the measurable behavior learning objective of the proposed lesson.

How and what you expect the students to be able to do? (*questioning*) You can try to write a sentence by using measurable behavior learning objective with information on condition and degree. See sample of how to write in the following website (*suggesting*)

http://edtech2.tennessee.edu/projects/bobannon/writing_objectives.html

(Lesson plan comment for S6)

Feedback on the implementation of the lesson plans

Excerpt 4: Describing, suggesting and questioning were used as supervising communication strategies for feedback on the design and management of the activity.

Your Cabbage game is another way you can demonstrate the detail covering the main idea. (*describing*) But you must put questions about the details till finally the students will get to know the main idea which is in the innermost of the cabbage. (*suggesting*) But how these two stages link? What you need to do during the game is to form mind mapping of the answers the students got from peeling each level of the cabbage. How can students do this without practicing? (*questioning*)

If you teach this by linking the details and the main idea from the mind mapping. Then it will be easier for the students to do it. (*questioning*)

(Lesson plan comment for S2)

Excerpt 5: Explicating was used as a supervising communication strategy for feedback on how to evaluate the student projects and to share the work.

If time permits, you ask the students to vote for the animal that they like the most and state why? If you don't have time this can be posted in the class Facebook or Blog and they should be able to vote and share their comments. (*explicating*)

(Lesson plan comment for S5)

Excerpt 6: Explicating was used as a supervising communication strategy for feedback on a more meaningful situation to teach the target language use.

How about asking the student to write an advertisement of things they lost using as many as possessive adjective and possessive pronoun as many as they can. You may have to give them a model. Take an example below:

Did anyone see my dog?

I have lost my dog for three days now. She is a poodle. Her hair is white. Her legs are quite small with a little black dot in her left back leg. What may be noticeable is her eyes. Hers are blue. If you find my dogs, please contact me at XXXXXXX and 2,000 baht reward can be yours. (You may make adjustment as appropriate.) (*explicating*)

(Lesson plan comment for S5)

Feedback on how closely will the lesson plan be followed, the goals and objectives of the lessons were raised.

Excerpt 7: Assessing and suggesting were used as supervising communication strategies for feedback on instructional process of the lesson.

It seems that you give more weight to understanding details? (*assessing*) Another way to avoid this is to mention that within understanding details you assess the reading at different levels: literal comprehension, interpretative comprehension and evaluative. But again this needs to match the purpose of your lesson plan. (*suggesting*)

(Lesson plan comment for S4)

Excerpt 8: Assessing, suggesting and questioning were used as supervising communication strategies for feedback on instructional process of the lesson

Overall your plan looks very systematic and reflects your understanding of reading instruction quite well. (*assessing*) In order for me to help you it would be nice if you can send more detail information about the exercises. And state where the lesson is divided into two sessions. (*suggesting*) What are the learning outcomes for the first session and the second session? How the link can be made from the first and the second session. How the evaluation is conducted for each session. (*questioning*)

(Lesson plan comment for S4)

Excerpt 9: Assessing and suggesting were used as supervising communication strategies for feedback on instructional process of the lesson.

This looks good with a well thought lesson plan. (*assessing*) However, you separate the readinginstruction which normally will put together in one session for the pre, while, and post reading. And so the individual lesson if not looked for the whole unit will be treated as PPP (presentation, practice and production). It will be nice to see how you can run a 50 minute-lesson with pre, while, and post reading instruction. (*suggesting*)

(Lesson plan comment S4)

The above excerpts are evidence that the researcher, in the role of university supervisor, communicated with her pre-service teachers in the pre-observation stage. It should be noted that her supervision communication strategies were comprised of questioning, describing, suggesting, assessing and explicating. The comments were carefully done in a respectful manner. The evidence of the researcher in reframing and transformation of her supervisory techniques to improve her pre-service teachers was found in her notes:

“I need to hold the feedback that I just finished for a while. I may need to reconsider the way that I gave feedback before returning it to the pre-service teacher. I may need to find a softer way to interact with this case.”

In addition, the researcher tried to scaffold her pre-service teachers by providing resources, modeling the way the target language can be used in a more meaningful context, questioning the teaching steps and assessing the ideas the pre-service teachers had put in the lesson plans.

During observation:

At this stage, the purpose of the university supervisor was to gather data of the pre-service teachers teaching English in an actual classroom. The observations were conducted in the classroom, where the university supervisor was seated near the

cooperative teacher. The pre-service teacher prepared one copy of his/her lesson plan for each supervisor.

Conversations between the university supervisor and cooperative teachers

While observing the pre-service teachers teaching, the university supervisor and the cooperative teacher took field notes and completed the evaluation form. Sometimes conversations between the two supervisors occurred when the situation permitted. The topics often discussed were about the appropriate ideas that were included in the lesson, the pre-service teacher's behaviors, their teaching performance, and how the pre-service teachers seek advice and feedback from the cooperative teachers. From the conversations, the university supervisor gained some evidence of how the cooperative teachers support the pre-service teachers, and how trust was established between them. Also, it shows that the triad—the university supervisor, the cooperative teacher and the pre-service teachers--were a learning community supporting each other so as to help the pre-service teacher's learning to teach.

Evidence of the topics from the field notes taken by the university supervisor

During the observation of the six pre-service teachers teaching with the total of forty class visits, the researcher jotted

down the topics she felt important for later discussion. The field notes were read, and the points were tallied and converted to percentage to reveal the interesting pedagogical aspects found during the class observations as displayed in Table 1:

Table 1 displays that about half of the total issues (58.33%) that the researcher noted was in the area of Teaching strategies and teaching alternatives, followed by Students' use of language and evidence of learning (22.08%), Lesson structure and Classroom management strategies representing 17.92% and 1.67%, respectively.

Taking the subcategories of the pedagogical aspect found during the observation of the pre-service teachers

teaching displayed in Table 2, the top three subcategories are: Use of effective feedback techniques (14.17%), Using clear instruction and explanation (13.33%), and Appropriate use of materials and resources (11.25%). These subcategories are from the section Teaching strategies and teaching alternatives. The data reflected that the university supervisor paid particular attention to the teaching strategies and teaching alternatives.

To communicate with the pre-service teachers, the supervisor evaluated the pre-service teachers' performance in the evaluation form and wrote comments on the form and gave the comments to the pre-service teachers. At this stage, the researcher encountered difficulty about how

Table 1

Issues found in the field notes of the university supervisor

Issues raised	Frequencies
Teaching strategies and teaching alternatives	140 (58.33%)
Students' use of language and evidence of learning	53 (22.08%)
Lesson structure	43 (17.92%)
Classroom management strategies	4 (1.67%)
Total	240 (100%)

Table 2

Detail information of the topics listed in Table 1

Issues found in the field notes	Frequencies
Teaching strategies and teaching alternatives (58.33%)	
Use of effective feedback techniques	34(14.17%)
Use clear instruction and explanation	32(13.33%)
Appropriate use of materials and resources	27(11.25%)
Appropriate teacher use of language	24(10.00%)
Use of effective questioning techniques	17(7.08%)
Others (Ability to analyze the lesson, Strategies and procedures to set up activities and organize activities, Ability to present tasks)	6(2.50%)
Evidence of students' learning	19(7.92%)
Appropriate use of L1 and L2 use	11(4.58%)
Quality of the learned language being produced.	10(4.16%)
Quality of students' interaction	7(2.92%)
Time on task	5(2.08%)
Monitoring of positive and expected students' learning behaviors	1(0.42%)
Lesson structure (17.92%)	
Congruence of goals and objectives, learning outcomes as well as standards and indicators of the lesson and assessment and evaluation	25(10.42%)
Effective use of an opening for the lesson, the link and transition between one activity to the next, and closing of the lesson	18(7.5%)
Classroom management strategies (1.67%)	
How a positive classroom atmosphere for learning was created.	3(1.25%)
Others (Setting up groups and group management, Actions taken by the teacher to establish order, engage students or elicit their cooperation)	1(0.42%)

to balance the roles of supervisor and evaluator. The comments on the evaluation form may need to be carefully categorized: one as immediate feedback to the pre-service teachers if the post-conference meeting could not be arranged right after class and the other the points for the delayed discussion. From the researcher's own notes, she wrote: "maybe I should record the teaching events in separate notes, not directly put in the evaluation form like what the cooperative teacher did."

Post observation conference meeting:

In the post observation, conferences with the pre-service teachers were conducted to discuss the issues found in the field notes which were recorded in an objective and nonjudgmental manner. The complete evaluation forms were given to the

pre-service teachers after they were asked to evaluate themselves. Then, the pre-service teachers and the university supervisors identified the strengths and weaknesses of the teaching. The post observation conference meetings were conducted face-to-face in one-on-one sessions with the university supervisor, and some in a group meeting.

Data from Table 3 shows that the pre-service teachers were interested in the area of Teaching strategies and teaching alternatives (44.45%). They selected the significant moments in the areas of Lesson structure and Students' use of language and evidence of learning equally (22.22%) and lastly 11.11% was distributed to Classroom management strategies. Samples of the responses from the pre-service teachers to this prompt are listed below:

Post observation questions

Prompt 1: Choose the three most significant moments of your lesson and explain why you have chosen them.

Table 3

Issues of the three most significant moments which the pre-service teachers chose from their lessons

Issues raised	Frequencies
Teaching strategies and teaching alternatives	8 (44.45%)
Lesson structure	4 (22.22%)
Students' use of language and evidence of learning	4 (22.22%)
Classroom management strategies	2 (11.11%)
Total	18 (100%)

- The game flowed well in class because I had rehearsed many times.
- I think of the logic of the reading process and worked from the way it should be presented. I tried to be precise and concise in the English explanation so that the students would remember better.
- In my reading and writing classes, my cooperative teacher gave me freedom to design the lesson I wanted as long as I can explain how worthwhile the learning outcomes were.
- I took my university supervisor's suggestion and I found that the class enjoyed the lesson very much as it was a meaningful lesson for them.
- I have consulted many activities on the websites and finally found this one that was adequate for the class and timing.
- I used pictures a lot as they were the best sources for the students to understand the meaning of vocabulary and a great

source to monitor their reading comprehension.

- Among us, we sometimes talked about how to run the activities so that we would not have any problem with class management.
- Finally I can explain in English about the grammar usage.

Prompt 2: Evaluate the effectiveness of your activities and strategies adopted by the pre-service teacher on a five point scales (in which 1 = not at all effective and 5 = very effective and explain the reason for rating)

Most of the pre-service teachers rated themselves at the average score of 3 at the first and second time the university supervisor visited their classes. However, after getting better feedback they rated themselves higher, at the level of 4. The reason given was that there were still many teaching aspects that they needed to work on. But as time passed,

Prompt 3: What would you do differently or kept among these activities and/or strategies?

Table 4

Issues of activities and strategies they would do differently

Issues raised	Frequencies
Teaching strategies and teaching alternatives	3 (50.02%)
Students' use of language and evidence of learning	1 (16.66%)
Lesson structure	1 (16.66%)
Classroom management strategies	1 (16.66%)
Total	6 (100%)

they were more confident. Their reactions in class become more naturalistic, and they seemed to enjoy their teaching more.

Based on the data from Table 4, the pre-service teachers again listed Teaching strategies and teaching alternatives as the top most (50.02%), followed by others which equally shared 16.66% of their selection. Some samples of activities and strategies the pre-service teachers suggested are:

Using techniques to scaffold students

- I would find way to scaffold the students more. I like the suggestion given by the university supervisor that we can scaffold students by first modeling it (I did it). Then I will do it with the whole class (We do it together). Next, I will ask the students to form smaller groups to do it together (You do it together). Finally, each student will have a chance to do it by themselves (You do it alone).

Be patient with wait time

- Sometimes I felt that there were a lot of contents to cover and so I started not to wait for the answer from the students and so my teacher talk was way beyond.

Learn how to elicit information from students

- I need to learn how to elicit information from the students more effectively.

Conduct action research to solve problem

- I found that a few of my students were left behind as they could not read and spell the words in English and this would be my topic for action research.

Using only English in class to explain

- I needed to change the way I explained the grammar concepts by using 100% English. It is challenging but I will try.

Learning from my university supervisor and peer

- I like the websites that we learned and shared when we studied English Assessment and Evaluation Design Course. I can use the ideas from those websites.

Additionally, in one of the post-observation conference meetings, we (four pre-service teachers of the academic year 2015 and the researcher) discussed how the pre-service teachers could share the ideas if they teach the same level. The discussion went on as displayed in excerpt 10.

The fun part for the pre-service teacher supervision arises when they have a chance to interact in a learning group. Many key words signifying positive moments were found again in the university supervisor's notes. Take for example, one of her notes read: "I felt like my mission completed, having a nice ending for the job." One thought in the university supervisor's notes that was worth mentioning was: "It is hard

Excerpt 10: Peer sharing session (US = University supervisor, S4 = pre-service teacher 4)

US: I enjoyed your lesson on finding the topic and main idea very much. Would you like to tell your friends what you did in class?

S4: I first asked the students to find the most repeated word in the paragraph and then we looked at the answers from each group together. It was fun as the groups tried to complete each other. Finally we found one word with the most frequent repeated use. Then I asked the students to find out what the paragraph tells them about this topic. I let the students play around with the sentence stripes. They then said many details from the sentence stripes. Finally, I asked them to just pick up one sentence which is the core or heart of every detail that they just said. We then summarize what the main idea is.

Excerpt 11: How to prepare a lesson

In one post-observation conferencing meeting, a discussion on how to prepare the lesson was raised. Many techniques that were used by the pre-service teachers were shared. However, the most agreed principle was backward design.

Pre-service teachers who happened to teach the same topic had a chance to share and compare how their lessons were designed differently and what were their beliefs and rationales behind their instruction.

to hold myself to just listen to what my pre-service teachers have to say. The wait time for them is important as it is the deliberate pause for them to reflect the rationale of why she chose to do it that way." Another one, the university supervisor commented that the post conference meeting was more like conducting stimulated recall research.

Discussion

It was evident from the results of the pre-lesson observation stage that the university supervisor must be able to use various supervising communication strategies: questioning, describing, suggesting, assessing, and explicating to guide the pre-service teachers to plan their lessons. Little and Nelson (1990 : 4) elaborated that supervising

pre-service teachers is more than just passing “a bag of tricks,” but the supervisors must be able to “describe and demonstrate underlying principles of teaching and learning and learn how to talk clearly and straightforwardly about teaching without offending the teacher.” Many scholars (cited in Muongmee, 2014) also contend that supervisors must be qualified, as they are expected to be skillful in managing supervision such as using observation techniques and conferencing strategies related to teaching tasks (Stahlhut, Hawkes and Fratianni, 1988), positively critiquing pre-service teacher behavior (Enz and Cooks, 1991), model reflective thinking processes (Cromwell, 1991), and listen actively with empathy, sensitive to the views of others and able to offer model recommended teaching techniques for pre-service teachers. Acting in the role of mediator helps the pre-service teachers to reflect on, examine their beliefs and the theory to make decisions on what they need to teach. The lesson planning stage is very important to build the pre-service teachers’ confidence in a later phase of their teaching. One of the pre-service teachers admitted that she had to spend a few days after receiving the feedback to redesign her activities and materials.

The findings from the observation stage, results from tables 1 and 2 reveal that teaching strategies and teaching alternatives were the top rank, accounting for 58.33% of

the total pedagogical aspects found in the field notes of the university supervisor, seeming to suggest that effective teaching is often associated with the ability to use theoretical, conceptual and pedagogical knowledge (i.e. strategies and methods), and subject-matter knowledge to structure teaching-learning situations, solve difficult instructional problems, and reason soundly about teaching so as to promote student learning. The issue of balancing the evaluative and supportive supervision was also found in many research studies (Valencia et al., 2009).

The post observation conference meetings created a chance for the pre-service teachers to talk about their teaching in a more critical but relaxing atmosphere as the university supervisor tried to use the open questions; e.g. What did you learn about your students from teaching this lesson today? Did your students have any difficulties that you did or did not anticipate? Do you think the technique was effective? Why? What did you want your students to understand in this lesson? How would you handle a similar situation in the future? Through these open questions the pre-service teachers can reflect what happened and explain their teaching decision. The big part in the explanation is that the pre-service teachers were learning how to give reasons to back up their choice of actions. There is no single correct way to teach that will always lead to

desirable outcomes, but it is more interesting to see the evidence of how alternative lessons could be designed and taught to reach each teacher's teaching an effective class (Cochran-Smith 2006 : 2). Thus as a teacher educator or supervisor, the researcher's job is to elicit pre-service teachers' pedagogical decisions when they plan to teach English by encouraging them to describe the underlined principles of their teaching and learning activities they designed. When the researcher needs to comment or talk about their teaching, she can clearly discuss them without offending the pre-service teachers. Observing pre-service teachers teach, and raising challenging issues in the conference after teaching are sources of interesting data in this study. The role of supervisor as a mediator in a learning community to help scaffold the problematic issues in teaching and learning and take part in dialogic conversations to elicit the pre-service teachers to reflect what happened, what was the difficulty, and how the problem should be solved was evident in this study. The study has reflected that self-study can be used as a frame of reference in disclosing what the researcher has been practicing and make it visible in each stage of her supervision task.

Teaching implications

1. This study mirrored classroom as a good research site for pre-service

teacher supervision. Rich observation of the pre-service teachers teaching can be created and analyzed from classroom observation. The supervisors require skillful supervision techniques. They need to identify the strategies and methods the pre-service teachers used and try to help them examine the underlying principles of the procedures they may use as well as let them become aware of how this could affect the classroom teaching and learning (Peterson & Comeaux, 1987).

2. The study of pre-service teacher supervision process is quite dynamic as it involves supervisors and the pre-service teachers to be active participants in the process. The supervisors should be sensitive to the content of the feedback they give to the pre-service teachers and how it should be communicated to their pre-service teachers so as to achieve a better outcome in helping them learn how to teach.

3. There are still many pedagogical aspects about pre-service teacher supervision that can be conducted, and research upon from the classroom base to fill the gaps remaining unanswered about this issue. Apart from reflective practice and self-study, it is interesting to see how different research tools and research design can bring about the results which help support the practitioners to do their jobs with a solid theoretical ground.

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