ÇUKUROVA UNIVERSITY
The Institute of Social Sciences

CLINICAL SUPERVISION: EFFECTS AND IMPLICATIONS FOR TEACHER DEVELOPMENT AND STUDENT ACHIEVEMENT IN PREPARATORY ENGLISH CLASSES AT ÇUKUROVA UNIVERSITY

A Ph.D. Dissertation
in the subject of
ENGLISH LANGUAGE TEACHING

Submitted by
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Abstract

The purpose of the present study is to explore the effectiveness of clinical supervision in teacher development and student achievement at university level. The study attempts to find answers to the following basic questions: Will the clinical supervision process, in any way, affect the teachers' instruction in the classroom? If so, to what extent? Is the change in the instructional behaviors of teachers performance-based or competence-based? Will the amount of change in instruction of experienced teachers differ from that of the novice? Will the positive change in the teaching behaviors of the teachers in the experimental group be reflected on the success rate of the students? If so, how significant will be the success?

The study adopts a descriptive and quasi-experimental approach, and the research design integrates longitudinal and cross-sectional samples. The data were obtained from the classroom observations of the samples and their students' achievement tests. These data were analyzed by using the distribution of means and standard deviations, and unpaired t-test (2 tail).

The overall conclusion of the present study is that clinical supervision has been very effective in improving teachers' instruction in various ways: (a) teachers have become more analytical towards their own instructions in the classroom, (b) It has provided ground on which teachers can discuss the issues related to their instruction with a clinical supervisor and easily get outside assistance whenever they need. (c) Clinical supervision has created self-responsibility and self-confidence in teachers in terms of the preparation, implementation and evaluation of their lessons, and (d) it has also created awareness in teachers towards all the teaching activities taking place in the classroom, after which the teachers have learned to ask themselves the purpose of each activity they are to instruct. (e) It has helped the teachers revise their strategies in teaching four language skills and use educational equipment such as tape-recorder, video, and overhead projector (OHP) efficiently, and (f) also their classroom management strategies, and their roles as a teacher.

The other notable finding is that the improvement in the instructions of teachers have been reflected positively on the success ratio of their students to a significant extent.

Özet

Bu çalışma Bireysel Yönlendirme (Clinical Supervision) yönteminin üniversitelerde hazırlık okullarında çalışan okutmanların mesleki gelişimine etkisini ve böyle bir çalışmanın öğrenci başarısına olan dolaylı katkısını ortaya çıkarmayı amaçlamaktadır. Bu amaçla, bu çalışmada aşağıdaki sorulara cevap bulunmaya çalışılmıştır. (1) Bireysel yönlendirme yöntemi herhangibir şekilde öğretmenin sınıf içindeki öğretimine katkıda bulunacak mıdır? Eğer katkısı olacaksa, bu ne derecede olacaktır? (2) Bu çalışmada yer alan deneklerin öğretim yöntem ve faaliyetlerinde oluşacak değişiklikler kalıcı mı olacak yoksa gözlem sırasında ortaya konan geçici değişiklikler mi olacak? (3) Deneklerin mesleki performanslarında oluşacak olumlu gelişmelerin düzeyi mesleğe yeni başlayanlarla meslekte deneyimli olanlar arasında farklı olacak mıdır? (4) Deneysel gruptaki deneklerin öğretim performansları ile ilgili olarak elde ettikleri olumlu gelişmeler bu deneklerin ders verdikleri öğrencilerinin başarı düzeyine yansıyacak mıdır? Eğer böyle bir sonuç elde edilirse, bu başarının boyutu ne olacaktır?

Bu çalışma amacına ulaşabilmek için betimsel ve yarı deneysel araştırma yöntemlerini kullanmıştır. Araştırma verileri, bu nedenle, bir yıla yayılan gözlemlere ve öğrencilerin bir yıl boyunca başarı sınavlarından aldıkları notlara dayanmaktadır. Bu verilerden bir kısmı, gözlem sonuçlarının aritmetik ortalama ve standart sapmalarının dağılımları gözönüne alınarak, bir kısmı da eşleştirilmemiş t-test sonuçlarına göre analiz edilmiştir.

Bu çalışmadan, genel olarak elde edilen sonuç Bireysel Yönlendirme yöntemi bu çalışmada yer alan deneklerin mesleki gelişimlerinde birçok yönden oldukça etkili olduğudur: (a) Böyle bir çalışma içersinde bulunan denekler kendi yöntem ve sınıf içi faaliyetlerine karşı daha analitik bakmayı öğrenmişler ve sınıfta kullandıkları öğretim yöntemleri ile ilgili olarak bilinç kazanmışlardır. (b) Bu yöntem deneklerin ders öğretimleri ile ilgili olarak her türlü konuyu bir bireysel danışmanla (clinical supervisor) açıkca ve rahatca konuşup tartışabildiği ve ihtiyaç duyduklarında herhangibir konuda yardım ve görüş alabildikleri bir ortam sağlamıştır. (c) Bireysel Yönlendirme yöntemi, gerek ders öncesi hazırlık yapmada, gerek dersin uygulamasında veya ders sonrası değerlendirme yapmada deneklerin kendine güven, bireysel sorumluluk ve karar alma gibi davranışlarını geliştirdikleri bir ortam sağlamıştır. (d) Bu yöntem ayrıca deneklerin sınıfta uyguladıkları her türlü yöntem, teknik ve faaliyetlere karşı bilinç kazanmalarını sağlamıştır. (e) Bireysel Yönlendirme yöntemi sayesinde denekler İngilizce öğretiminde kullandıkları ders verme

stratejilerini gözden geçirmişler ve ayrıca İngilizce öğretiminde kullanılan teyp, video, tepegöz vb gibi araç gereçleri etkin birşekilde kullanmayı öğrenmişlerdir. (f) Bu yöntem deneklere modern yöntemlerle dil öğretiminde öğretmen olarak kendi rollerini belirleme konularında bilinç kazanmalarını sağlamıştır.

Bu çalışmanın diğer bir bulgusu da, bu çalışmada yer alan deneklerin öğrencilerinin başarısı kontrol grubundaki öğrencilerin başarısından anlamlı bir düzeyde farklı olmasıdır. Böyle bir başarının en önemli nedeninin ders veren öğretmenin kullandığı yöntem ve tekniklerinde Bireysel Yönlendirme yöntemi sayesinde oluşan iyileşmenin öğrenci başarısına yansıması olduğu düşünülmektedir.

This thesis is dedicated to
my wife Salika,
and
my son Ozan

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CHAPTER 1

INTRODUCTION

1.1. Background to the Study

In recent years, English has become a dominant language in the field of science in Türkiye to cope with the new developments in science and technology in the world. As a result of this, some universities such as Hacettepe, Bilkent, Çukurova, Marmara and Erciyes have adopted a policy of educating English speaking graduates. For that reason, they have opened preparatory schools so as to use English as a medium of instruction in tertiary education. However, these preparatory schools had some problems at initial stages related to their organization, syllabus, materials, and most important, the quality of teachers, since teachers were not qualified enough to teach English at the tertiary level.

Among various problems, we have focused on teachers because they are the key elements in education. For that reason, when we analyze the way teachers are educated in Türkiye, we find out that teachers of English have their education in various departments of universities such as English Language Teaching (ELT), Linguistics, and Language and Literature. Among them, only ELT departments have goals to educate students as teachers for secondary education. Here it should be noted that only students at ELT departments have methodology classes in their syllabi, and they practice as pre-service teachers at secondary schools. In spite of this fact, graduates of other related departments mentioned above, can get

positions as teachers of English at secondary schools, state or private ones, and even at universities.

When a graduate student begins to work as a teacher of English in a school, s/he comes across various problems such as using classroom management strategies; teaching four language skills: reading, writing, listening and speaking, using necessary equipment related to language teaching like text-books, tape-recorder, video and overhead projector (OHP). Those who have ELT background should normally be more knowledgeable and skillful than others, who had their university education in Linguistics or Language and Literature Departments. As this is the case, inexperienced teachers should have in-service teacher development activities soon after they begin teaching in a school. In fact, no matter how experienced or inexperienced they may be, teachers come across varying problems in teaching English, as new methods and techniques are created, and new materials are required for implementation of such methods. Since these teachers do not work on their own, but work for an institution, they are bound to follow certain regulations, curriculum, syllabi and the materials they have never been exposed to. It should be accepted that teachers may often have problems in adapting themselves to new situations. In this case, they need assistance and guidance for adjustment. For that reason, teacher trainers claim that teachers need to develop their teaching skills and instruction by means of in-service training courses, supervision, seminars, symposia, written sources and so on (Freeman 1989; Fanselow 1988; Larsen-Freeman 1983; Taymaz 1982).

The key issues of "developing the teaching skills and instruction," mentioned above, can be found in the definition and purpose of teacher development. Teacher development is defined by Freeman (1989:40) as "a strategy of influence and indirect intervention that works on complex,

integrated aspects of teaching; these aspects are idiosyncratic and individual." He (1989:40) also states that the purpose of teacher development is: "to generate change through increasing or shifting awareness." In that case, our key elements are "influence, indirect intervention, and generating change through awareness" (Freeman 1989:40). We believe that these key elements can be accomplished well by means of clinical supervision which aims at contributing to teachers' development on individual basis through its ongoing process. The main reason is that clinical supervision is "an alternative model of supervision that is interactive rather than directive, democratic rather than authoritarian, teacher-centered rather than supervisor-centered (Acheson and Gall 1980:8). Since clinical supervision aims at professional development of teachers, it can help teachers improve their instructional performance by means of creating awareness in their teaching, by intervening some instructional issues indirectly and by providing alternative ideas or strategies in line with new developments in the field. Through clinical supervision, a supervisor can easily give better guidance to teachers, because it is interactive, democratic and teacher-centered.

Here "clinical" is meant to "suggest a face-to-face relationship between teacher and supervisor and a focus on the teacher's actual behavior in the classroom" (Acheson and Gall 1980:8). As each teacher will have different problems, it is more efficient to handle these problems of the individuals on daily basis within the framework of clinical supervision. In fact it is the humanistic and one to one treatment of supervision that assigns the term "clinical" to the process.

Concisely, we believe that it is a great opportunity for teachers, novice or in-service, to be able to have somebody to get feedback from, related to their teaching in the classroom, and discuss their strengths and

weaknesses. These efforts hopefully will/may lead to some improvements both in their instruction in classrooms and eventually in professional development in their career.

1.2. The Aim of the Study

The main purpose of this study is to investigate the effectiveness of clinical supervision for teachers in foreign language (English) teaching at the Foreign Languages Center and Preparatory School (YADIM) of Çukurova University, Adana. The second purpose of the study is to find out whether there are some effects of clinical supervision on students success.

To attain these two aims, 20 core-language teachers who work at YADIM have been chosen depending on (1) their work experience, (2) educational background, and (3) the instruction level that they teach in the 1991-1992 academic year. Then, the 20 teachers have been paired as experimental and control groups, each pair of whom teach at the same level, have almost the same year of teaching experience and similar educational background, and are male or female. Thus, 10 pairs among the teachers have been formed.

To attain our first purpose, the teachers in the experimental group, among the pairs, have gone through the clinical supervision process throughout the 1991-1992 academic year. No treatment has been given to those in the control group, i.e. they have continued teaching English in the way they have been used to. In order to attain our first purpose, data have been collected from:

(1) the classroom observation of teachers in the experimental group,

(2) the teachers' reflections on clinical supervision as a result of the process in the experimental group.

To examine the second purpose of the study, data have been collected from the core-language achievement test grades of the students who have been taught English by the teachers in both experimental and control group. Achievement tests have been administered six times in the academic year, and each achievement test has been prepared by the Testing Office of YADIM, and given to all students in the same period of time and on the same day. Following the data collection, unpaired t-test have been applied in order to determine the possible effects of clinical supervision on students' success. It should be noted that the students are not directly involved in the study, and no treatment has been given to them during the study. The focus of the research is solely on the instruction of the teachers in the experimental group; the reason is obviously looking for any direct or indirect relationship between good teaching instruction and success of the students and/or vice-versa.

1.3. Hypothesis

The hypothesis of the study is that teachers who undergo clinical supervision, which focuses on the teacher's actual classroom performance and includes the teacher as an active participant in the supervisory process during an academic year, will improve their instructional skills; and their students in return will benefit greatly from this treatment, obtaining better achievement scores compared to others whose teachers fall in the control group.

The research questions to which answers have been sought throughout the study are as follows:

1. Will the clinical supervision process in any way affect the teacher's instruction in the classroom? If so, to what extent?
2. Is the change performance-based or competence-based?
3. Will the amount of change in instruction of experienced teachers differ from that of the novice ones?
4. Will the positive change in the teaching behaviors of the teachers in the experimental group be reflected on the success rate of the students? If so, how significant will the success be?

In line with our first and second research questions, our independent variable is clinical supervision, and dependent variable is the teachers' instruction. Furthermore, in terms of our third research question, our independent variable is the experience of the teacher such as novice or experienced, and our dependent variable is the amount of change in the instruction of the teachers. In addition, regarding the fourth research question, our independent variable is positive change in the instruction of the teachers in the study, and our dependent variable is the students' test grades.

1.4. Assumptions and Limitations

The first assumption is that the stratified sampling of teachers supports the assumption that the subjects represent the population of both experienced and novice teachers at YADIM.

The second assumption is that since all the students of teachers in both experimental and control groups have passed the university entrance examination, they have sufficient intellectual capacity and educational background to pursue courses at university level.

The third assumption is that as all the students at YADIM have taken a placement test to be placed in a convenient level at the beginning of the academic year, they have been placed, more or less, in the same level in a classroom.

The final assumption is that the students are affected more by a core-language teacher than by other teachers such as skill teachers. The main reason why the study is based on the core-language teachers is that a core-language teacher, who teaches the usage of English, spends most of the time of the weekly schedule (15 hours of a 23 hour weekly schedule) with the students in a class. However, we also assume that there are/may be other variables that may have affected the students' learning such as skill teachers, other teachers in the school, students' individual efforts outside the school, for example, reading books, newspapers, magazines, listening to the radio programs or watching television.

As for the limitations, we believe that the data gathered by means of classroom observations may reflect the researcher bias to some extent since all the data have been collected only by the researcher himself.

Another limitation is that during the 1991-1992 academic year, one teacher in the experimental group and three teachers in the control group have dropped out of the study. The reason is that three of these teachers began to teach completely new students at different levels, and the first one quitted her job within that academic year.

1.5. Operational Definitions

For the specific purposes of our study, the following key terms should be considered in terms of the meanings defined below:

YADIM is the foreign Languages Center and Preparatory School of Çukurova University.

Core-language teacher is the teacher who teaches the usage of English at YADIM by spending 15 hours of a 23-hour-weekly schedule with the students in the class.

Skill teacher is the teacher who teaches at least one of the four main foreign language skills such as listening, speaking, reading or writing for two or four hours a week in the same class.

Placement test is "a test which is designed to place students at an appropriate level in a program or course" (Richards et al. 1985:221). At YADIM, it is administered at the beginning of each academic year in order to place students with similar linguistic competence into the same level such as beginner, pre-threshold lower, pre-threshold upper, threshold or beyond-threshold.

Achievement test: "One which measures how much of a body of language material taught has actually been learned by the student" (Finocchiaro 1974:181). At YADIM, all the achievement tests are prepared by the Testing Office and administered six times in an academic year.

Beginner's level is the level in which students with either zero or very little linguistic competence are placed according to their placement test scores.

Pre-threshold lower is the level in which students with some linguistic competence depending on previous educational background from high school are placed according to their placement test scores.

Pre-threshold upper is the level in which students with basic linguistic competence are placed according to their placement test scores.

Threshold level is the level in which students with lower advanced linguistic competence and lower intermediate four language skills are placed according to their placement test scores.

Beyond threshold is the level in which students with advanced linguistic competence and intermediate four language skills are placed according to their placement test scores.

Competence-based change: "Competence" is defined by Finocchiaro (1974:183) as "the achieved ability of the speaker or listener to understand and produce language utterances," and "Communicative competence" as "the ability to recognize and to produce authentic and appropriate language correctly and fluently in any social situation." Similarly, we believe that competence-based change is the change that enables a teacher to be aware of his/her weakness, and accordingly s/he decides to substitute a particular behavior with a new one in teaching, and eventually, continues to use it appropriately and consistently in his/her instruction.

Performance-based change: "Performance" is defined by Finocchiaro (1974:190) as " an instance of a speaker's competence." In terms of this definition, we suggest that performance-based change is the change that takes place when a teacher realizes his/her weaknesses in teaching, and seems to acquire a new behavior; but since s/he cannot see the value of using the new behavior or cannot understand the theoretical background, s/he performs it once or twice appropriately during classroom observation. However, this behavior cannot consistently be observed in later observations of the same teacher.

1.6. The Organization of Chapters

This dissertation consists of five chapters. In Chapter 1, we present a brief background to the study; the purpose, hypothesis, assumptions and limitations, and operational definitions are also included here.

In Chapter 2, we review the relevant literature in terms of two components: (1) teacher development from a general perspective and (2) clinical supervision in terms of definition, purpose, stages of the process, and the role of the clinical supervisor.

In Chapter 3, we provide the research design, detailed description of the subjects, the field procedures, the treatment we have given in terms of the clinical supervision process. In addition, the stages of clinical supervision have been reviewed as: (a) pre-observation conference, (b) observation, (c) data analysis, and (d) post-observation conference. Furthermore, the methods of data collection and data analysis of the study have been briefly presented.

In Chapter 4, the findings of our study are presented in terms of: (1) the observations of the teachers, (2) teachers' reflections about clinical supervision, and (3) students' test grades.

Finally, in Chapter 5, we present the conclusion and implications of our findings for the research itself and for in-service teacher development in general. Here we also present the implications of our study for future research.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Presentation

This chapter focuses on two main areas: (1) teacher development in general, and (2) clinical supervision. In the first section, an attempt has been made to state the difference between teacher training and teacher development along with the issues on who the teacher is and why s/he needs professional development. Later on, the process of change in human behavior has been briefly dealt with. Finally, a variety of teacher development approaches have been reviewed. In the second section of this chapter, clinical supervision has been defined, the purpose and the stages of application have been discussed in detail.

2.2. Teacher Development: A Variety of Approaches

2.2.1. Distinction between teacher training and teacher development

In this section, first of all, the distinction between teacher training and teacher development will be explained since the research is based on teacher development. Although experts in the field of teacher education do not see any harm in using the terms **teacher training** and **teacher development** interchangeably, we feel the need to make a distinction between the two. First, teacher training takes place prior to the teaching

post and this period may be called pre-service training. On the other hand, teacher development takes place after an individual is assigned a teaching post; and this may be called in-service teacher development.

The second difference is that teacher training deals with specific teaching skills of university students aiming to become teachers while teacher development is concerned with the actual classroom teachers and their individual problems. Among these skills, the following can be cited; how to go about a lesson procedure, how to teach a grammatical pattern, and how to teach vocabulary. In teacher development, the aim is to create awareness in teachers towards their teaching instruction. Such awareness is believed to lead them to make some modifications in their classroom instruction.

Freeman, giving specific examples, very well illustrates this distinction between teacher training and teacher development:

> Training assumes that teaching is a finite skill, one which can be acquired and mastered. The teacher then learns to teach in much the same way s/he learned to tie shoes or to ride a bicycle. Development assumes that teaching is a constantly evolving process of growth and change. It is an expansion of skills and understanding, one in which the teacher is responsible for the process in much the same way students are for learning a language.
>
> (Freeman 1982:21)

We can also refer to Reznich's ideas about the distinction between teacher training and development. Reznich (1985:14) states that " training issues are aspects of teaching that can be mastered through prescribed courses of action, while development issues are aspects of teaching which mature through the constant attention, critique, and involvement of the teacher in her/his teaching."

In addition to these ideas stated above, Davies and Plumb (1988:40) have compared and contrasted the distinction between teacher development and teacher training by listing the differences from various aspects such as the role of the teacher, environment, payment, syllabus applied, meetings, needs, experience, job satisfaction and attitude. When each item in Column A is compared successively with its corresponding counterpart in Column B (Table 2.1), the difference between teacher training and teacher development can be seen better.

Table 2.1 Distinction between teacher development and teacher training suggested by Davies and Plumb (1988:40)

Teacher Development (A)	Teacher Training (B)
- Peer group	- Leader and experts
- Equal contributions by all participants	- Expert
- Own time better	- Paid time better
- Flexible agenda	- Fixed agenda
- Agenda set by group	- Agenda set by workplace or syllabus
- Impromptu agenda	- Pre-planned agenda
- Confidentiality/confidence	- Assessment
- Career development	- Qualifications
- Voluntary	- Pressure
- Regular meetings	- Short term needs
- Personal needs	- Needs of workplace
- Participation of Administrative staff	- Sectional
- Different levels of experience	- Set requirements
- Heresy/subversion possible	- Job security
- Failure OK	- Failure not OK for leader or participant
- Innovation	- Standardisation
- Fun	- Fun

Taking into consideration the ideas, mentioned above, one can see that this study is teacher development oriented rather than teacher training.

2.2.2. The rationale behind teacher development

2.2.2.1. Teacher as a professional

Teaching is defined by means of several strategies of teaching process mainly such as (1) an integrated professional activity, (2) a decision making process, (3) facilitating learning, (4) a well-planned activity, and (5) a dynamic interaction of teachers and learners (McGarve and Swallow 1986; Freeman 1989; Orlich et al. 1985). All these strategies -more could be added- describe the roles of a teacher in the instruction process. The core roles of the professional teacher can be interpreted separately if each strategy in the definition is analyzed. The first strategy, teaching as an integrated, professional activity, involves "making decisions about when to use the various teaching abilities and how to integrate them together into the teaching act" (McGarve and Swallow 1986:161-162). The second strategy, decision making process, "based on four constituents: knowledge, skills, attitude and awareness" (Freeman 1989:31), involves each stage of teaching from preparation to application such as what to teach, when to teach and how to teach. The third strategy, facilitating learning, provides necessary conditions to ease the learning process, make it attractive and comprehensible. The fourth strategy, well-planned activity, refers to well-thought and well-prepared activities in line with the objectives rather than the impromptu ones. Finally, the last strategy in the definition, a dynamic

interaction of teachers and learners, involves the interactions as "teachers and teachers, teachers and learners, and learners and learners" (Orlich et al. 1985:3).

When all these roles are taken into consideration, a teacher has to be equipped with sufficient knowledge, skill, attitude and awareness in order to carry out her/his job professionally. Here the term "professional" implies "improved status and improved skills" (Hoyle 1985:44). Of course, novice teachers are not expected to have a professional status as soon as they begin to work. However, they are expected to learn and perform the skills that a professional has.

2.2.2.2. The need for change

Since we live in a dynamic world, lots of things are subject to change due to the fact that the expectations and needs of people are changing day by day. The main reason for that is that developments in science and technology have been enormous. As a result of this, we have been forming new ideas, a new way of life and new habits.

In line with these developments, it is inevitable to consider some changes in education, and more specifically, in teaching as a profession. Myers emphasizes continuous educational change by stating that:

> once in practice, the individual needs to be involved in continuing education in order to be able to maintain and improve their level of competence and ensure continuing job satisfaction. Through this, and in a world which may change rapidly and frequently in terms of the demands made on them, they will be able to stay up-to-date with new ideas, practice and information, and with the changing requirements of local and national legislation.
>
> (Myers 1993:11)

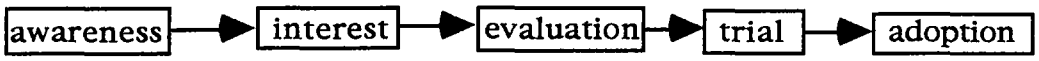
More specifically, if we look at the situation from teacher development point of view, there are a number of reasons why teachers should be in an on-going change process. First of all, initial teacher education, no matter how thorough and systematic, cannot prepare the individuals comprehensively for all various demands that are to be encountered throughout a full teaching career (Kirk 1988:45). Secondly, teachers will need to adopt new roles as long as new methods and approaches are in use (Dubin and Olshtain 1986:20). Thirdly, the teacher and the administrator have to be regular students of education trying to be fully aware of academic substance, and the emerging trends and events of the social world of the nation and planet (Joyce and Showers 1988:162). Finally, when teachers feel that change is vitally important for their professional development, they will seek for opportunities to enrich their career, to develop their skills and acquire new ones, to revitalize the practice of their craft and to keep abreast of developments in pedagogy and knowledge (Kirk, ibid.).

2.2.2.3. How does change take place?

It is unrealistic to expect all teachers to be interested in change or to participate in the same way if they are interested (Fullan 1982:128). Since teachers are already doing their job, i.e., they are in the service, they may have a tendency that they know enough about teaching, and that they are experienced enough to carry out their job. Some of them may, even, conceive that change is a threat for them if they are required to adopt new methods and techniques. Diamond (1991:49) states that "if there is only anxiety and threat out there, no change is likely to eventuate." In such a

situation, teachers will simply switch off and will ignore any kind of change(s).

We should accept that change is a process, and should also keep in mind that it takes time to adopt a new behavior. People, therefore, need time to get used to new ideas, methods and techniques. Elton (1987:167) quotes Rogers (1967) as to how change takes place step by step:



According to this model, the first step is awareness of the status quo. This can easily take place when we compare and contrast ourselves with others. For example, when we attend a seminar or listen to a lecture or read an article, or observe a person or other people while involved in an activity, we are usually in a continuos dialogue with the speaker or author. We cannot help telling ourselves that s/he performs that activity in a different way or s/he is different. Reznich (1985:33) claims that there are two factors that influence the learning process: "**attitudes**, which is the affective--emotional--position of the individual toward oneself, one's activity, others, and their activity, and **awareness**, which is the outcome of attention, the recognition of essentials."

Thus we reach the second stage towards change, i.e. interest. At this stage, an individual tries to get more information about an idea s/he particularly likes. That's why, s/he reads, exchanges ideas about it with her/his friends or colleagues in order to integrate it. This stage may also be called an input stage because the individual tries to get as much input as possible in order to form new ideas or behavior.

The next stage is evaluation. At this stage, the individual evaluates the input s/he has from various sources. In line with it, s/he adapts her/his

previous idea(s) and develops a mixture of new idea(s) composed of old and new ones or s/he may totally reject the old one and adopt the new one. Rudduck (1991:322) defines this idea by stating that "a capacity for critical reflection or consciousness, alongside a commitment to supporting the development of competent and confident practice, provides a basis for sustained professional enquiry, which in turn enhances professional excitement and motivation as well as professional competence."

After this stage, the individual is ready to implement her/his idea, which is called the trial stage. Here the individual tests the new hypothesis s/he has formed by simply implementing it and discovers both strength and weaknesses. S/he compares and contrasts the results with her/his previous ideas and then comes to the last stage of the process, that is adoption. In this final stage, the individual either accepts the new idea or rejects it. Adoption or rejection mainly depends on the outcome the idea yields.

When the stages of change are implemented in teacher development, we can come up with the following model:

Stage I. Teachers in an institution are exposed to a new method, technique or material by means of a workshop, a seminar or a video recorded presentation in which some awareness could be created by prompting various questions. According to Freeman (1989:40), "by asking questions, by making observations in a detached way, by sharing personal teaching experience, the supervisor endeavors to start the teacher on a process of reflection, critique, and refinement of the teachers' classroom practice."

Stage II. Depending on the interest of the teacher, the supervisor engages in the process, the aim of which is to generate some kind of change in the teacher. In order to do that, the supervisor talks with the teacher

individually and tries to diagnose the degree of interest and awareness, because the purpose is to generate change in some aspects of the teacher's decision making based on knowledge, skills, attitude and awareness (Freeman 1989:40).

Stage III. The teacher now goes through the new ideas and compares/ contrasts with her/his previous ones. Then s/he forms some hypotheses to be tested and prepares her/his lesson plan in line with the new hypothesis. Meanwhile s/he is in contact with the supervisor in order to get feedback whenever s/he needs.

Stage IV. Both the teacher and the supervisor plan an observation scheme together and the teacher implements the new method in the classroom. The supervisor observes her/his instruction in the classroom and collects data.

Stage V. In this last stage, the teacher and the supervisor come together and review what has happened in the classroom. They evaluate the data critically. According to Richardson et. al. (1991:579), genuine changes will come about when teachers think differently about what is going on in their classrooms, and are provided with the practices to match the different ways of thinking. At this stage, the teacher decides whether to continue to use the new method or quit it.

2.2.2.4. Various approaches in teacher development

Teacher Development is handled by experts from various approaches under various titles such as teacher training, teacher empowerment, teacher enrichment, supervision, clinical supervision, action research coaching of teachers. As a matter of fact, all these approaches aim at improving teachers' teaching skills as professionals. However, each approach looks at the issue from its own point of view with great or slight differences. In order to form a common basis, the main outstanding characteristics of teacher development activities suggested by the experts in the field could be reviewed as follows:

1. Teacher development activities are developmental (Williams 1989:47), and primarily a version of personal development (Ur 1992:71).
2. The course should be non-prescriptive (Williams 1989:47). The content and methodology of workshops should be perceived as being personally relevant to participants (Nunan 1989:112).
3. There is emphasis on reflecting and theorizing (Williams 1989:47), and self-awareness is an essential prerequisite for development (Ur 1992:71).
4. The trainee teachers' experience and views are valuable (Williams 1989:47), that's why, they should be involved in the structuring of the professional development program (Nunan 1989:112).
5. The needs of the different teaching situations of the trainees must be considered (Williams 1989:47). Teachers should be encouraged to observe, analyze and evaluate their own teaching (Nunan 1989:112).
6. No matter what approach is used, it should be bottom-up rather than top-down (Nunan 1989:112).

2.3. Clinical Supervision

2.3.1. Definition

Clinical supervision is defined by various experts as follows:

The rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of the data and the relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teacher's classroom behavior.

(Cogan 1973:9)

A special case of teaching in which at least two persons are concerned with the improvement of teaching and at least one of the individuals is a teacher whose performance is to be studied ..... It seeks to stimulate some change in teaching to show that a change did, in fact, take place, and to compare the old and new patterns of instruction in ways that will give a teacher useful insights into the instructional process.

(Flanders 1976:47-48)

Clinical supervision refers to face-to-face encounters with teachers about teaching, usually in classrooms, with the double-barreled intent of professional development and improvement of instruction.

(Sergiovanni and Starratt 1979:305)

An alternative model of supervision that is interactive rather than directive, democratic rather than authoritarian, teacher-centered rather than supervisor-centered.

(Acheson and Gall 1980:8)

Clinical supervision is an educational service for the teacher, not an institutional mandate for inspection and quality control by administrators.

(Garman 1986:28)

The researcher defines clinical supervision as follows: It is the collaborative effort made by both teacher and supervisor, from the first step to the last, for the purpose of creating awareness (if possible) towards any deficiencies or inconvenience which will most likely lead to some kind of change in teaching behavior, and towards any strong teaching behavior which can be reinforced and continued as part of good teaching practice.

In all definitions, there are several elements in common. First, clinical supervision is a process which is made up of several stages, it is not a one-shot deal. Second, clinical supervision draws its data from actual teaching events. Third, it is an individual face to face interaction in which the teacher and the supervisor analyze the teaching behavior for the purpose of improvement in instruction. All in all, the idea is that the teacher, the key person in teaching, will be equipped with professional teaching skills gradually by the help of the supervisor.

2.3.2. The characteristics and assumptions of clinical supervision

The focus of clinical supervision is stated by Cogan as follows:

> Clinical supervision is focused upon the improvement of the teacher's classroom instruction. The principal data of clinical supervision include records of classroom events: what the teacher and students do in the classroom during the teaching/learning processes. These data are supplemented by information about the teacher's and students' perceptions, beliefs, attitudes, and knowledge relevant to the instruction. Such information may relate to states and events occurring prior to, during, and following any segment of instruction to be analyzed.
>
> (Cogan 1973:9)

When we look at the issue from the point of application, we can refer to Garman's (1986:22) "the clinical spirit." He defines this term as "philosophic dimensions that have to do with a deep concern for the developing practitioner (supervisor and teacher), with the greatest of respect for their potential." According to him (1986:22), clinical supervision can serve for the balance between the "authority based upon institutional needs" and "the autonomy and rights of the individuals." Smyth (1986:73) supports the same idea that clinical supervision provides a way of endorsing a quite deliberate set of values that regard teachers as autonomous and knowledgeable, and capable of working collaboratively to expose their own dilemmas and their own sense of inconsistencies in their teaching, as well as tackling the incompleteness with which they regard their own assumptions, beliefs and values of the wider process of schooling. In addition, according to Anderson (1986:17), clinical supervision represents a powerful convergence of concern for quality education, concern for the dignity and well-being of the teacher, concern for intellectuality and ethically defensible approaches to educational progress. Finally, Kilbourn (1986:116) states that there are three defining attributes to the spirit of clinical supervision, which is, in a way, a summary of all above:

1. respect for the teacher's autonomy;
2. respect for evidence in terms of the particulars of a given teaching act;
3. respect for the historical and contextual continuity of the entire process.

The aim of clinical supervision is not the teacher as a person but her/his teaching behavior in the classroom. Therefore, one does not have to yield one's privacy nor yet invade the privacy of others in order to participate in the clinical supervision (Cogan 1973:71). From this point of

view, the professional relationship in clinical supervision should not be viewed as cold, distant or neutral. The close and continued interaction in the cycle of clinical supervision, combined with the importance the work has for both participants, usually generates an intense interaction (Cogan 1973:71). Garman (1986:26-27) defines this "professional relationship" as "collegiality, collaboration, skilled service, and ethical conduct." According to him, "collegiality" refers to "the posture of the persons who become involved in supervision; their state of being, their prevailing tendencies, or the mental baggage they bring with them as they work together." "Collaboration" refers to "the nature of their involvement during the supervisory alliance." "Skilled service" refers to "the facility the supervisor is able to offer in terms of competent accommodation and activities as a result of prolonged and specialized training and practice. "Ethical conduct" refers to "the constant discretion and judgment implicit in one's actions. In addition to these, we can refer to Cogan clearly describing the relationship between the supervisor and the teacher as follows:

> In order to facilitate change in the teacher's classroom behavior the clinical supervisor seeks to establish a working relationship and supervisory processes that will enable the teacher to share equal responsibility for the design of the changes to be made. The goals of this partnership are not achieved until the teacher also (1) knows why he is changing his behavior, (2) wants to change it, (3) derives professional satisfactions from doing so.
>
> (Cogan 1973:58)

Finally, the essential characteristics and assumptions of clinical supervision have been laid out by Weller (1971:19-20), quoted from Acheson and Gall (1980:11-12):

1. The improvement of instruction requires that teachers learn specific intellectual and behavioral skills.
2. The primary function of the supervisor is to teach these skills to the teacher:
    a. Skills of complex analytic perception of the instructional process;
    b. Skills of rational analysis of the instructional process based on explicit observational evidence;
    c. Skills of curriculum innovation, implementation, and experimentation;
    d. Skills of teaching performance.
3. The supervisory focus is on what and how teachers teach; its main objective is to improve instruction, not change the teacher's personality.
4. The supervisory focus in planning and analysis is best anchored in the making and testing of instructional hypotheses based on observational evidence.
5. The supervisory focus is on instructional issues that are small in number, educationally vital, intellectually accessible to the teacher, and amenable to change.
6. The supervisory focus is on constructive analysis and the reinforcement of successful patterns.
7. The supervisory focus is based on observational evidence, not on unsubstantiated value judgment.
8. The cycle of planning, teaching, and analysis is a continuing one that builds upon past experience.
9. Supervision is a dynamic process of give-and-take in which supervisors and interns are colleagues in search of mutual educational understanding.
10. The supervisory process is primarily one of verbal interaction centered on the analysis of instruction.
11. The individual teacher has both the freedom and the responsibility to initiate issues, analyze and improve his own teaching, and develop a personal teaching style.
12. Supervision is itself patterned and amenable to comparable processes of complex perception, rational analysis, and improvement.
13. The supervisor has both the freedom and the responsibility to analyze and evaluate his own supervision in a manner similar to a teacher's analysis and evaluation of his instruction.

(Weller 1971:19-20)

2.3.3. The goals of clinical supervision

The general goal of clinical supervision is simply stated as to improve teachers' instructional skills in the classroom (Hall 1983; Goldhammer et al. 1980; Acheson and Gall 1980; Cogan 1973). According to Cogan (1973:12), the main objective of the entire clinical process is the development of the professionally responsible teacher who is analytical of her/his own performance, open to outside assistance, and with all self-directing. Sergiovanni also clarifies the goals of clinical supervision as follows:

> It is intended to help teachers and supervisors to understand better and to learn more about their science and art and to help them become more reflective and accomplished in their practice. These goals are justified by returns to teachers which enhance their self-images and satisfaction as persons and returns to students in the form of improved teaching and learning.
>
> (Sergiovanni 1986:52)

Furthermore, the general aim of clinical supervision is converted into more specific goals by Acheson and Gall:

> - to provide teachers with objective feedback on the current state of their instruction;
> - to diagnose and solve instructional problems;
> - to help teachers develop skill in using instructional strategies;
> - to evaluate teachers for promotion, tenure, or other decisions;
> - to help teachers develop a positive attitude about continuous professional development.
>
> (Acheson and Gall 1980:12-13)

2.3.4. The stages of clinical supervision

According to Goldhammer et al. (1980), the stages of clinical supervision are handled in four stages: (1) pre-observation conference, (2) observation (i.e. data collection), (3) data analysis and strategic planning for the post-observation conference, and (4) post-observation conference. In the following section, each stage will be discussed in depth.

2.3.4.1. Pre-observation conference

Pre-observation conference, which is the first stage of the clinical supervision cycle, is the centerpiece of the whole process. This stage provides the teacher and the supervisor with an opportunity to identify teacher's concerns and translate them into observable behaviors (Acheson and Gall 1980:42). While diagnosing a concern of the teacher, the discussion between the teacher and the supervisor needs to focus on: (a) the intentions and goals of the teacher for that particular lesson to be observed, (b) the teaching strategies to be employed, (c) the nature of data to be collected in class, and (d) the method of data collection to be applied (Smyth 1986:4). Acheson and Gall point out the implementation of seven techniques in the pre-observation conference:

1- Identify the teacher's concerns about instruction.
2- Translate the teacher's concerns into observable behaviors.
3- Identify procedures for improving the teacher's instruction.
4- Assist the teacher in setting self-improvement goals.
5- Arrange a time for classroom observation.
6- Select an observation instrument and behaviors to be recorded.

7- Clarify the instructional context in which data will be recorded.

(Acheson and Gall 1980:44-54)

2.3.4.2. Observation

Having gone through all the stages in the pre-observation conference, the supervisor observes the teacher in the classroom at the agreed date and hour by using the agreed observation instrument(s). During the observation, the teacher and the supervisor carry out their pre-formulated plan with the awareness of the objective of the particular lesson together with the means and materials to be used in classroom activities (Smyth 1986:4). According to Wajnryb (1992:13), EFL classroom is the primary source of information out of which teachers develop their own personal philosophy of what makes effective teaching and learning. For that reason, the purpose of the observation is to collect data as to how the pre-formulated plan works out. It could be a smooth mirror to reflect what is going on in the classroom.

During the observation, the supervisor tries to be unintrusive and tactful not to distort the lesson. Besides, s/he is neutral to the events taking place in the classroom, and tries to focus on the data collection in line with the observation.

Various observation instruments may be used for data collection. Among them, the most common ones are video recordings, audio-tape recordings, and checklists. In addition to these, using seating arrangement charts of the students in the classroom and taking notes would be very useful in collecting precise data in context. When used together with audio tape recording or a checklist, seating arrangement charts and brief notes are

very practical, and provide extra information that the researcher would not see on a checklist or audio tape.

Depending on the concern of the teacher, the supervisor and the teacher choose one of the instruments mentioned above. It should be taken into account that each instrument has its pros and cons. For instance, video recording is advantageous because it provides visual feedback and it could be watched again and again. Besides, it provides feedback related not only to verbal actions but also to non-verbal actions. On the other hand, it has some limitations due to the selective nature of lens and screen, i.e., when you focus on certain aspects of events taking place in the classroom. For example, you will miss the activities of the students when you focus the camera on the teacher or vice-versa.

Another observation instrument is audio-tape recording. It has some advantages especially if the intention of the supervisor is to collect data related to the discourse of the activities. It provides all verbal speech as well as background noise which gives some idea about the context, such as communications going on among students during the group work. Nevertheless, it cannot provide any visual feedback, so the supervisor and the teacher have to visualize in their minds as to what had happened in the classroom while analyzing the data and while reviewing the data at the post-observation conference.

The other observation instrument is using the checklist (see Appendix 1). It is very useful to use a checklist if the aim of the supervisor is to collect data about some repeated actions such as the degree of reliance on the mother tongue, the frequency of the teacher's positive or negative feedback to the students whenever they take part in an activity. However, the drawback of using a checklist is that it could provide prejudiced ideas about the teacher's instruction. For example, the supervisor may miss some

of the strategies used by the teacher during the observation since they are not among the items in the checklist prepared in advance. In this case, the checklist may lead the supervisor to evaluate the teacher's instruction in terms of the items in the checklist although the intention of the supervisor is to describe the type of instruction in the classroom. In other words, a checklist is a kind of prescribed data. You just tick an item whether it takes place or not; whereas, the aim of having an observation in a classroom is to describe what is happening in the classroom rather than to prescribe what has to happen. This problem may be solved to some extent by taking notes and using a seating chart of the classroom to be observed or audio recording in addition to a checklist. This is very practical and necessary because having good notes or recorded data related to the particular lesson provides a contextual data in addition to utilizing a checklist.

After the observation, the supervisor and the teacher decide on a specific time to discuss results of the collected data. Meanwhile, both the supervisor and the teacher separately review what has happened during the observation.

2.3.4.3. Data analysis and strategic planning for the post-observation conference

At this stage, after the data collection, the teacher and the supervisor engage themselves individually in the analysis of the collected information to investigate "what it means, what it reveals" and "what sense they can make of it" (Smyth 1986:21). In other words, it is a preparation stage for the post-observation conference. Therefore, the supervisor tries to find from the collected data some patterns of strategies used during the instruction

and categorizes them as strong and weak points in order to discuss with the teacher in the post-observation conference. On the other hand, Garman (1986:21) emphasizes on the necessity that the supervisor should remind the teacher to make an analysis of the data and prepare a plan for the post-observation conference prior to the meeting because it is difficult for the supervisor to put the data in usable form and to do a meaningful analysis without having to get the teacher to do the same thing.

Wallace and Wooler have provided a brief guideline in four stages for data analysis and strategies for the post-observation conference:

Stage 1. Establishing the facts;
what happened?
a) what did the teacher do?
b) what did the pupils do?

Stage 2. Objectives and achievements;
what were the objectives?
a) what was achieved?
b) what did the pupils learn? (How do you know?)

Stage 3. Generating alternatives;
what else could have been done?
Positive and negative effects.

Stage 4. Self-evaluation;
what have you learned?

(Wallace and Wooler 1991:322)

For the analysis of the data collected in the classroom, Sergiovanni (1982:74-75) looks at the issue from two dimensions as picturing, i.e., the proper description of the classroom events, and disclosure, i.e., the interpretation of the described events. According to him, meaningful disclosure requires accurate picturing. Therefore, he suggests us some

guidelines to follow depending on the type of dimension we adopt for data analysis (Table 2.2). The following table illustrates his views:

Table 2.2 Data analysis guidelines (Sergiovanni 1982:74-75)

Picturing	Disclosure
Intents	
To describe the teaching phenomenon under study as exactly as possible. To develop a replica, photo image, or a carbon copy of reality. Agendas and issues are intents embedded in the data.	To interpret the teaching phenomenon under study. To illuminate issues, disclose meanings, and raise hypotheses and issues are intents that emerge from the data.
Analogies	
Legal transcript, videotape, photo-replica, interaction-analysis, electronic portrait, music or dance score, play script, historical chronology.	Impressionistic painting, collage, book review interpretative photo, music, dance or play performance, story.
Key Questions	
What exactly happened in this classroom? How can I describe events objectively?	What issues emerge from the study of this class? How can I represent or illuminate these issues in a meaningful way?
Validity Check	
Are events described accurately?	What actual events are observed? Do they reasonably lead to the inferences and interpretations?

2.3.4.4. Post-observation conference

The supervisor and the teacher meet in a post-observation conference to share each of their interpretations of the evidence and to discuss the changes to be made for future applications. First of all, the supervisor and the teacher go over the data and try to reach an agreement on what has happened in the classroom. This is what Sergiovanni (ibid.) calls "picturing." Then, they interpret the data to find out the strengths and the weaknesses, i.e "disclosure" in Sergiovanni's (1982:74-75) term. Here, the supervisor tries to elicit the teacher's reactions to the data (inferences, opinions, feelings) and consider possible causes and consequences (Acheson and Gall 1980:57). At this point, the supervisor does not evaluate the teacher's performance as good or bad, or successful or unsuccessful because the aim of post-observation conference is not to judge the teacher in terms of being good or bad. On the contrary, the aim of the post-observation conference is (a) to go over what has happened in the classroom, (b) to interpret the data and draw some conclusions either positive or negative, and (c) to reach some decisions with the teacher about the future actions such as alternative teaching strategies, modification of the teacher's self-improvement goals, different objectives for students, and material modification. Furthermore, the strong points related to the teacher's performance are reinforced so that the teacher retain such behavior. However, the weak points are handled together with the teacher. In fact, they are the issues of the whole clinical supervision process. In order to diagnose and also improve the weak points of the teacher, the teacher and the supervisor work hand in hand until they are both satisfied.

Although this stage seems to be the end point of the process, it is rather the first stage of the second cycle i.e the pre-observation conference

because clinical supervision is a cyclical process. The supervisor and the teacher may decide to continue the process and want to see the effects of their decisions in future actions. In this case, they may decide to have another observation which leads to another cycle.

To sum up, we refer to Acheson and Gall who suggest some techniques for the post-observation conference:

- Provide the teacher with feedback using objective observational data.
- Encourage the teacher to consider alternative lesson objectives, methods, reasons.
- Provide the teacher with opportunities for practice and comparison.
- Listen more, talk less.
- Acknowledge, paraphrase, and use what the teacher is saying.
- Ask clarifying questions.
- Give specific praise for teacher performance and growth.
- Avoid giving direct advice.
- Provide verbal support.
- Acknowledge and use what the person is feeling.

(Acheson and Gall 1980:57-65)

2.3.5. Roles of the clinical supervisor

Since the supervisor is the key person in the clinical supervision process, it is a necessity to see how the role of the supervisor is defined by the experts. Reznich (1985:39) defines the roles of a supervisor as "training teachers with different needs, fostering teacher independence and responsibility, making personnel decisions, modeling good teaching, evaluating principles and assumptions, managing time, and balancing friendship and work roles." According to Garman (1982:35), the supervisor should be competent, compassionate and professional. Goldhammer et al.

(1980:6) suggest that the supervisor, compared to teachers, must have more expertise in the analysis of teaching while applying principles of learning. Milne quotes *The British Psychological Society Document* related to the roles of the supervisor:

> (a) Supervisor ... 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 affect the trainee's work.
> (b) Supervisors may have personal feelings, positive and negative, about trainees. These guidelines suggest that these should be set aside in making evaluations.
>
> (Milne 1989:354)

Finally, Ur (1992:78) describes the supervisor as a "facilitator" and she believes that "those who facilitate the development of others need to be able to develop their own facilitating skills in order to create the psychological climate of trust, security, and acceptance that can catalyze person-centered change." According to Ur (1992:78), the facilitator's job is to be receptive and responsive not only to the tasks and procedures of the group, but also to the personal and interpersonal processes going on all the time in the group. This requires a non-judgmental sensitivity to the subjective realities of those in the group, to their aspirations, fears, hopes, resistance, and so on.

After having defined the roles of a supervisor, we would like to refer to Garman (1982:52) looking at the issue as to how a person becomes a clinical supervisor. According to Garman, a person becomes a clinical supervisor:

a) when s/he begins to think and act as if the cycle of supervision were a metaphor as well as a method;

b) when observation and analysis are not only procedural phases for actions in the classrooms, but also represent the empirical approach inherent in a skilled service;

c) when the notion of conference not only means two people meeting before and after classroom visits, but also suggests dynamic forms of collaboration in educational alliances;

d) when the image of cycle not only guarantees repeated performance, but also refers to high levels of involvement and commitment that press participants toward the connectedness of collegiality;

e) when the teacher-supervisor relationship stands for ethical conduct as it is lived out in important choices.

(Garman 1982:52)

In addition, we can refer to Valverde suggesting four learning activities that the supervisor, devoted to self-growth, can undergo. These are reflection, exploration, stimulation, and experience, each of which is defined and elaborated on below:

> **Reflection:** The supervisor must examine his or her situation, behavior, practices, effectiveness, and accomplishment. Reflection means asking questions of oneself: what am I doing, and why? Reflection is an individual's needs assessment and continued self-monitoring of satisfaction with effectiveness. As with any type of evaluation, reflection should be formative, that is periodic, constructive, and deliberate.
>
> **Exploration:** Exploration is a means of collecting information through reading, observing, and listening. Exploration as a learning activity includes identifying locating, gathering, selecting, and marshaling resources. It is a way of augmenting existing knowledge, to validate or dispel faulty self-perceptions. Supervisors can engage in exploration by browsing through a professional library, reading current journals, or visiting with experts.
>
> **Stimulation:** Stimulation is an activity performed to revitalize interests in one's job or to remotivate performance stimulation, since it relates to the affective domain, is best accomplished by seeing and hearing. As in

the arts, supervisors can be energized to recommit themselves to doing more or doing better by seeing another supervisor perform gracefully or by hearing an instructional leader eloquently speak about his or her experiences. The more pleasure associated with an experience, the more likelihood of remembrance, rethinking to identify useful elements, and attempting to incorporate such elements in one's own behavior.

Experience: Application of thought or abstract learning is acquired by doing. Putting thought to practice, structuring one's behavior to conform to collected and organized knowledge is experience. Experience places the learner in an active role and places him or her in control of the activity. Learning by performing the job, attacking the task in new ways, produces experienced growth.

(Valverde 1982:86-87)

2.4. Conclusion

As it is stated by the experts, teacher development is different from teacher training (Freeman 1982; Reznich 1985; Davies and Plumb 1988). Therefore, we believe that clinical supervision will serve sufficiently to improve the instruction of teachers in the service because the very basic approach of clinical supervision in teacher development is that teachers can improve their instruction as long as they cooperate and collaborate with a clinical supervisor. In order to achieve any improvement in the instruction of teachers, clinical supervision approach perceives the teacher as an individual, and deals with the teaching activities of the teacher on individual basis rather than in general. For that very reason, clinical supervision is implemented in four stages; 1) the teacher and the supervisor come together in the pre-observation conference to diagnose the strengths and weaknesses of the teacher, 2) the supervisor observes the teacher's performance in the classroom on the agreed date and time, 3) both the

supervisor and the teacher individually go through an analysis of what has happened in the classroom, and 4) in the post-observation conference, the teacher and the supervisor come together to see what the teacher has planned prior to the lesson, and what has happened in the classroom. Thus the supervisor spend great effort to create some awareness in the teacher towards his/her teaching.

In the next chapter, we are going to present detailed information about the method of data collection and analysis.

CHAPTER 3

METHOD OF DATA COLLECTION AND ANALYSIS

3.1. Presentation

This chapter is composed of six sections in which research design, subjects, field procedures, treatment, and data collection and data analysis have been explained in detail. In the research design section, type of study and its procedures have been discussed. In the subjects section, selection of subjects and their qualifications have been dealt with. In the field procedures section, the orientation of the subjects to the study, the observation criteria, and the instrument of the study have been illustrated in detail. In the treatment section, way of treatment has been explained. In the data collection section, data collection procedures have been presented. Finally, in the analysis of data section, type of computation has been explained.

3.2. Research Design

The purpose of the study is to find out whether (1) the clinical supervision process will affect teachers' instruction in the classroom, and if so, to what extent, (2) whether the change is performance-based or competence-based, (3) whether the amount of change in instruction of experienced teachers will differ from that of the novice ones, and (4) whether the positive change in the teaching behaviors of the teachers in

the experimental group will be reflected on the success rate of the students. If so, how significant the success will be. In order to reach our purpose we have designed our study as a combination of descriptive and quasi-experimental approaches. It is descriptive in the sense that some of the data are based on (1) the classroom observations throughout the 1991-1992 academic year, because clinical supervision is a cyclical process and the outcomes of such a study could be observed in the long run, (2) the questionnaire given to teachers involved in this study since the ideas of such teachers are crucial in order to triangulate our data in relation with classroom observations and the achievement of the students.

In addition, our study is also quasi-experimental since some of the data are based on the students' test scores in the experimental and control groups. The purpose of matching the teachers as experimental and control groups is to be able to compare and contrast the overall success of the students instructed by these teachers. Statistical measures help to find out whether clinical supervision affect students' success directly or indirectly. For that reason, the students of the teachers in both experimental and control groups have become passive subjects of this study. Joyce and Showers support our idea by stating that:

> We believe it is possible, with present knowledge and technology, to study growth in education's "bottom line" -student learning- and we believe that no serious evaluation should fail to include student learning as a dependent variable. Generally, long-term implementations of curriculums and models of teaching have greater effects than shorter ones, partly because the initial gains enable the students to respond more effectively to the curricular and instructional strategies. Also, well implemented curriculums and technologies bring energy to the learning environment that may have effects broader than the designed ones.
>
> (Joyce and Showers, 1988:116)

In order to attain our aims, 20 core-language teachers who work at YADIM have been chosen on the basis of their work experience, educational background and the level that they teach in 1991-1992 academic year. Among these 20 core-language teachers, 10 pairs have been formed as experimental and control groups. In pairing, effort has been made to match the teachers on the criteria that (1) each in the pair is assigned classes of the same level, (2) they are both male or female, (3) they almost have the same year of teaching experience, (4) they have almost the same educational background.

Unfortunately, during the time of the study, four pairs dropped out for various reasons. Therefore, the study ended with six pairs. Yet, three of the drop-outs were in the control group and one in the experimental group. Since the focus of the study was on the teachers in the experimental group, the treatment continued with the three teachers whose pairs dropped out of the control group. Consequently, nine teachers in the experimental group went through the process of clinical supervision throughout the 1991-1992 academic year. On the other hand, no treatment was given to the teachers in the control group.

The data were collected from:

- the classroom observation of teachers in the experimental group,

- the teachers' reflections on clinical supervision as a result of the process in the experimental group, and

- the achievement test grades of the students who were taught English by the teachers in both experimental and control groups.

After the data collection, statistical procedures were applied in order to determine the possible effects of clinical supervision on teachers' instructions and students' success.

3.3. Subjects

In this study, the subjects are 20 core-language teachers who teach at the Foreign Languages Center and Preparatory School of Çukurova University (YADIM). The subjects have been selected by stratified sampling technique because they represent the following subgroups: (1) they have almost the same educational background and the same year of teaching experience, (2) they teach students at the same level in each group such as beginner, pre-threshold lower, pre-threshold upper, threshold and beyond threshold level (3) they belong to different gender. In addition, the students of the teachers in both experimental and control groups have become subordinate participants in this study. These students have been placed randomly in an appropriate level according to their success in the placement test given at YADIM at the beginning of the academic year .

The description of the subjects (see Table 3.1), at the time of the study, has been given from the point of:

(a) groups in which the teachers were placed such as E1 (Experimental 1), E2, E3, E4, E5, E6, E7, E8 and E9 or C1 (Control 1), C2, C3, C4, C5, C6, C7, C8 and C9.

(b) the level taught such as Undergraduate Beginner (UB), Graduate Beginner (GB), Undergraduate Pre-threshold Lower (UPTL), Graduate Pre-Threshold Upper (GPTU), Graduate Threshold (GT), and Undergraduate Beyond Threshold (UBT),

(c) the sex of the teachers such as female or male,

(d) work experience,

(e) educational background.

Table 3.1 Description of the subjects in this study

Pairs	Groups	Level Taught	Sex	Work Experience	Educational Background
1	E1	UB	Male	6 years	MA Student
	C1			4 years	MA Student
2	E2	UB	Female	5 years	MA Degree
	C2			2 years	MA Student
3	E3	GB	Female	12 years	BA Degree
	C3			12 years	BA Degree
4	E4	UPTL	Female	1 year	BA Degree
	C4			1 year	BA Degree
5	E5	GPTU	Female	6 years	MA Degree
	C5			5 years	BA Degree
6	E6	UBT	Female	3 years	MA Student
	C6			5 years	MA Degree
7	E7	GPTL	Female	6 years	MA Student
	C7			Dropped out	—
8	E8	GT	Female	8 years	BA Degree
	C8			Dropped out	--
9	E9	GB	Male	8 years	BA Degree
	C9			Dropped out	—

The subjects in Pair 1 taught at undergraduate beginner level (UB), E1 was a male teacher with six years of teaching experience. He was also an MA student. In the same pair, C1 was a male teacher with four years of teaching experience and also an MA student.

The subjects in Pair 2 taught at undergraduate beginner level (UB). They were both female teachers. E2 had been teaching English for five years and had an MA degree. C2 had been teaching English for two years and was attending an MA program.

E3 and C3, the third pair, taught at graduate beginner level (GB). They were both female and had been teaching English for 12 years. They both had BA Degrees.

E4 and C4, the fourth pair, taught at undergraduate pre-threshold lower level (UPTL). They were both female and novice teachers. Both of them had their BA Degrees and had only one year of teaching experience.

The fifth pair taught at graduate pre-threshold upper level (GPTL). They were both female. E5 had been teaching for six years and had an MA degree. C5 had been teaching English for five years with a BA Degree.

The sixth pair taught at undergraduate beyond threshold level (UBT). They were both female. E6 had been teaching English for three years and was also attending an MA program. C6 had been teaching for five years and had an MA Degree.

Besides, there were three more teachers whose pairs in the control group dropped out of the study for various reasons. In spite of the drop outs, the clinical supervision process was carried out with those in the experimental group because one purpose of this study is to see how effective clinical supervision is for teacher development. For the purpose of the study, they will be mentioned as E7, E8, and E9.

E7 taught at graduate pre-threshold lower level (GPTL). She had been teaching English for six years and was an MA student.

E8 taught at graduate threshold level (GT). She had a BA Degree. She had been teaching for eight years.

E9 taught at graduate beginner level (GB). He was a teacher with eight years of teaching experience. He had a BA Degree.

3.4. Field Procedures

The subjects in this study work as EFL teachers at the Foreign Languages Center and Preparatory School of Çukurova University (YADIM), Adana, Türkiye. YADIM is a preparatory school at tertiary level serving for about 1000 graduate and undergraduate students of various departments at Çukurova University. There are about 70 teachers teaching at various levels: beginner, pre-threshold lower, pre-threshold upper, threshold and beyond threshold levels. At YADIM, each class has a core-language teacher and two skill teachers at each level. A core-language teacher teaches the usage of English and offers 15 hours of a 23 hour weekly schedule in a class that s/he teaches. On the other hand, a skill teacher, who teaches one of the integrated skills such as listening/speaking or reading/writing, teaches four or six hours a week in the same class.

After having formed the pairs, the teachers in the experimental group were interviewed one by one to see whether they would take part in such a research. They were informed about the type and nature of the research to be conducted. They were also given some information about clinical supervision and its procedures such as pre-observation conference, observation, data collection techniques and post-observation conference (see Chapter 2:2.3.4). Later on, they all agreed and volunteered to take part in this type of research. Volunteering to take part in a teacher development activity is very important since development is individual and self-esteemed. On the other hand, the teachers in the control group have been observed

once to decide whether it is instruction-wide appropriate to match them with their counterparts in the experimental group. It should be noted that these observations have helped us a lot to match the teachers.

Since data collection procedures were discussed and agreed on in the pre-observation conference as part of the process of clinical supervision, the subjects knew that the data collection would be done at a certain class hour by using certain instrument(s). Thus the data were collected in the classroom by means of video recording or audio recording, or a checklist plus brief notes. During the classroom observations, the researcher tried to be unintrusive as much as possible . The researcher usually sat at the back in a corner, off the sight of the students, in the classroom. When a tape recorder was used, it was usually put on the teacher's desk because students often got used to seeing it on the desk during the class hours since teachers usually leave this device on the desk when they use it for listening activities. In the use of a video camera, students and the teachers were, at first, affected during the recording. Later, they all got used to being recorded by the video camera.

In all of the observations, in addition to other instruments, a checklist (See Appendix 1) modified from Phels (1981) and Nunan (1990) was utilized particularly because we needed to have a consistent measurement instrument to observe any improvement on the part of the teacher from the beginning to the end of the treatment period. During the modification we thought that the items in the checklist would serve our purpose adequately, and thus we classified them under six sections:

A. The beginning

B. The strategy

C. Questions and feedback

D. Classroom management

E. Evaluation

F. The end

The statements in each section of the checklist are stated in the form expected from an ideal teaching situation. Each section which comprises items geared towards the behaviors expected from the teacher aims at evaluating the teacher's performance in a particular class hour from one particular perspective as suggested by the title of that section (Appendix 1). During the observation, the supervisor records the degree of application of these behaviors by the teacher.

In the checklist, each item has been scaled as none, poor, fair, good or excellent. In brief, "None (N)" indicates that that particular item has never been observed during the observation. "Poor (P)" indicates, from the observer's point of view, that the teacher has tried but weakly performed the strategy required by that particular item. "Fair (F)" indicates that the teacher is aware of the strategy, yet has performed it unsatisfactorily. "Good (G)" indicates that the performance of the teacher, regarding that item, is satisfactory. At least it worked out and was observable. Finally, "Excellent (E)" indicates that the teacher is fully aware of what s/he is doing, and performs the strategy perfectly.

Evaluating a teacher's performance with such a broad scale could be subjective because it depends on the skill of the observer to fit the performance of the right slot on the scale. In this study, however, the researcher himself has observed all the teachers and tried to be as objective as possible.

The behaviors stated in the checklist can be converted into a question form during the observation to record easily whether the teacher

has performed that particular behavior or not. These behaviors have been explained one by one in terms of what is expected from the teacher and they are grouped in six categories (from A to F) as indicated below:

A. The beginning: In this part of the checklist, the focus is on the procedure utilized by the teacher at the beginning of the lesson (Table 3.2):

Table 3.2 The Beginning Section of the checklist

A. The Beginning	N	P	F	G	E	Comment
1. There is set induction; seating arrangement, board, materials, equipment, etc.						
2. The lesson objectives are made clear and stated in performance terms						
3. The lesson procedure is explained						

1) Does the teacher to be observed come to the class with a prepared lesson plan, and bring necessary materials such as pictures, cards, charts, etc. and equipment such as cassette player and tapes? Depending on the type of activity and objectives of the lesson, the teacher is supposed to do the students' seating arrangement and prepare necessary materials before she begins the lesson.

2) Are the objectives of the lesson made clear and stated in performance terms? Stating the objectives of the lesson or activity is an important point because it makes the students feel that they are going to learn something new, and this is not an ordinary activity to be found on any page in their text book. When the purpose is set, it creates responsibility in the students

to learn. Therefore, the teacher is supposed to state the objectives of the lesson in performance terms at the initial stage lesson.

3) Is the lesson procedure explained? When the teacher informs the students about what they are going to learn in that particular lesson, it invokes some expectations towards the lesson, and also creates an image that this particular lesson is not the same as the previous one(s). For that reason, the teacher is expected to explain the lesson procedure at the beginning of each lesson.

B. The strategy: In this section of the checklist, the focus is on various types of learning/teaching strategies expected from the teacher during her/his teaching (Table 3.3).

1) Is the warm up activity effective? In the beginning of the lesson, the teacher is expected to do some kind of warm up activity which leads to the main activity of the lesson. This helps the students focus on the main activity better.

Table 3.3 The strategy Section of the checklist

B. The Strategy	N	P	F	G	E	Comment
1. Warm up activity is effective						
2. Essential points stand out						
3. Students' time is maximized on task						
4. Teacher uses multiple teaching/ learning styles						
5. Materials are organized in terms of objectives						

2) Do the essential points of the lesson stand out? The teacher is expected to state the essential points of the lesson in context which can be done either orally or in writing. The main reason for this is that the students can keep the information that they have just learned in their long-term memory if the attention of the students is drawn to these points.

3) Is the students' time maximized on task? The teacher is expected to involve the students in the classroom activity, and give them enough time to carry out this activity so that they can feel what they have achieved.

4) Does the teacher use multiple teaching/ learning style? The teacher is supposed to make use of various teaching/learning styles rather than monotonous, dull lecturing. The teacher is expected to try to create interaction in the classroom depending on the objective of the lesson and try to help students create a link with their previous knowledge. In addition, s/he is expected to make use of activities in which students will be getting input and producing this input as output after having digested it.

5) Are the materials organized in terms of the objectives? The teacher is expected to plan her/his lesson and prepare the necessary materials in advance, and use them in a priority order during the instruction.

C. Questions and feedback: This section of the checklist deals with the various types of question techniques and feedback strategies adopted by the teacher (Table 3.4).

1) Are the questions congruent with the objectives of the lesson and the level of students? The teacher sometimes asks so many display questions for the sake of exercises that students eventually get bored or cannot transfer that kind of activity to a real life situation. For that reason, the

teacher is expected to ask questions that will help the students master the newly taught item.

Table 3.4 The Questions and Feedback Section of the checklist

C. Questions and Feedback	N	P	F	G	E	Comment
1. Questions are congruent with obj. and level of students						
2. Converging questions are used appropriately						
3. Diverging questions are used appropriately						
4. Time is allowed for Ss response						
5. Teacher redirects questions when needed						
6. Ss accountability is maintained						
7. All Ss take part in activity, questions are well distributed.						

2) Are converging questions used appropriately? The teacher is expected to have the students dwell on the activity by posing as many questions as possible, and acquire its main points.

3) Are diverging questions used appropriately? The teacher is supposed to extend the topic and lead the students to use the new information in their environment.

4) Is enough time allowed for students response? If the students are given enough time to think about the question, they can come up with better answers. Therefore, the teacher is supposed to wait for a while after posing the question to a student and should not expect a quick response. The reason is that the student first hears the question; understands it; forms a

response in her/his brain, and finally, utters it. Since this process takes some time, the teacher is expected to be prepared for delay in response.

5) Does the teacher redirect the question posed previously whenever s/he feels that a student has not understood it? There are some cases in which the teacher gets impatient with the students because the student cannot answer the question posed to her/him. The reason could be that the student may either be not listening to the teacher because s/he is busy with something else or s/he may not really understand the question due to its difficulty level. In fact, it is a kind of support by the teacher to have the student respond a question simply by repeating it. Thus the teacher should involve such students in classroom activities rather than punish them by sheer negligence. For that reason the teacher is expected to redirect questions previously asked whenever necessary.

6) Is the students' accountability maintained? The student's accountability can be maintained by the teacher by either writing a student's answer on the board as a good example for the question or by giving a positive feedback orally such as "well done" or "this is a very good answer." etc. In order to motivate the students for the activity and give value to their thoughts or proposals, the teacher is supposed to maintain the students' accountability.

7) Do all students take part in the activity and are the questions well distributed? The teacher is expected to encourage all students to take part in exchange of information and be careful for the distribution of the questions. S/he is expected to be aware of extrovert and introvert students so that s/he can balance the frequency of directing questions to each student. Besides, s/he is expected to create an environment in which students can interact with each other freely in pairs or in groups.

D. Classroom management: This section of the checklist focuses on various strategies regarding classroom management (Table 3.5).

Table 3.5 The Classroom Management Section of the checklist

D. Classroom Management	N	P	F	G	E	Comment
1. Instructions are clearly given						
2. Positive reinforcement used effectively (verbally, non-verbally)						
3. Teacher is in control, and monitors the activities						
4. Interaction appropriates the obj.						
5. Classroom management is handled non-verbally						
6. Teacher knows Ss' names						
7. Teacher uses peer patterns						
8. Intrusions are minimized						
9. Ss are encouraged to take part in the activity						
10. Teaching aids have been used effectively;board, visuals, audio/video cassettes						
11. Timing is appropriate						

1) Are the instructions given clearly? The teacher is supposed to give clear instructions because it is very crucial to carry out an activity effectively. The teacher is also supposed to check whether all students are aware of what they are going to perform indirectly. S/he is expected to tolerate individuals' misunderstanding of the instructions. In addition, it should be kept in mind that giving clear instructions saves time and helps students be aware of what they are expected to carry out.

2) Are positive reinforcement used effectively? The teacher is expected to make use of positive reinforcement verbally and non-verbally. It is important for students to get rewarded from psychological point of view when they perform a task successfully. The task could be a simple or complicated one. When the teacher utters "well done" or "this is very good" or shows her/his content with the performance by a smile or a nod, it encourages the students to take part in the activities. This also creates self-esteem in students.

3) Is the teacher in control, and does s/he monitor the activities? The teacher is supposed to be in control and monitor the activities that s/he has assigned in the classroom. The reason is that the teacher plays the role of a consultant by visiting individuals, pairs or groups and gives them feedback or helps them carry out the activity.

4) Are the interactions appropriate to the lesson objectives? The teacher is expected to make use of activities such as role plays, simulations or games in which some interactions take place among students in line with the objectives of the lesson. These activities could be pair work or groupwork activities or class discussions.

5) Is the classroom management handled non-verbally? The teacher is expected to manage the class non-verbally without using any intrusive behaviors, that is, the teacher is supposed to handle with specific problems such as noise, attention gathering signs or prompts given by the students during the groupwork activities.

6) Does the teacher know her/his students' names? The teacher is supposed to learn the names of the students in the class that s/he teaches because it creates a friendly atmosphere and it also breaks the ice between the teacher and the students. From psychological point of view, the students feel that they are important because they are called by their names and the teacher

knows them. In addition, the teacher gets to know their students individually, and s/he can be aware of their individual problems. Consequently, it leads to better recognition of the students in the classroom.

7) Does the teacher use peer patterns? The teacher is expected to use peer patterns to practice some language learning tasks so that the students can learn how to communicate with each other in the target language. In such cases, the students learn from each other as well as from the teacher and from the materials they use.

8) Are intrusions minimized? The teacher is expected to be careful about any intrusive behaviors of students which might endanger the activity or task in progress. S/he is expected to be skillful in maintaining students' attention focused on the lesson from the beginning to the end.

9) Are students encouraged to take part in the activity? The teacher is supposed to encourage the students to take part in all activities going on in the classroom. S/he is expected to try to convince them that that particular activity is important and is worth doing.

10) Have teaching aids such as board, visuals, audio or video cassettes been used effectively? The teacher is expected to use teaching aids such as pictures, board, cassette player, or video effectively in making the lesson more meaningful and contextual, because effective learning takes place when the language items are contextualized.

11) Is timing appropriate for the activity? The teacher is expected to be aware of the time from the beginning to the end of the lesson. S/he is supposed to plan the activities by taking the time factor into consideration in order to have a carefully-designed, well-instructed and successfully-completed lesson.

E. Evaluation: This section of the checklist focuses on lesson evaluation (Table 3.6).

Table 3.6 The Evaluation Section of the checklist

E. Evaluation	N	P	F	G	E	Comment
1. Assignments are based on obj.						
2. The lesson is evaluated						
3. Each objective is evaluated						

1) Are the assignments based on the objectives of the lesson? The teacher is expected to give some assignments as text-related activities so that the students can practice the studied item(s) outside the classroom by themselves.

2) Is the lesson evaluated at the end of the lesson? The teacher is supposed to evaluate what s/he has taught at the end of the lesson so that this may be a kind of reinforcement for students. S/he can do the evaluation by eliciting some feedback from the students or s/he can go through the main points of the lesson together with the students.

3) Is each objective of the lesson evaluated? The teacher is expected to go through each lesson objective at the end of the lesson so that students will be aware of what they have already studied and what they can do.

F. The End: This section of the checklist focuses on the revision of the lesson by the teacher (Table 3.7).

1) Is each objective achieved? The teacher is expected to analyze her/his teaching as to what extent s/he has achieved the particular teaching activity

by going through each objective of the lesson. It is a kind of self-analysis to be aware of strength and weaknesses of the instruction.

Table 3.7 The End Section of the checklist

F. The End	N	P	F	G	E	Comment
1. Each objective is achieved						
2. Ss leave the classroom with a sense of accomplishment						

2) Do the students leave the classroom with a sense of accomplishment? The teacher always observes her/his students whether they are leaving the classroom with a sense of accomplishment. In fact, the teacher is expected to try to evaluate the students attitudes towards the lesson whether they have positive or negative attitude, and the students possible underlying reasons in adopting such attitude.

3.5. Treatment

In this study, we have used the clinical supervision model, suggested by Goldhammer et al. (1980), consisting of four stages: (1) pre-observation conference, (2) observation (i.e. data collection), (3) data analysis and strategic planning for the post-observation conference, and (4) post-observation conference. The application of each has been explained in detail in the following subsections.

3.5.1. Pre-observation conference

After the subjects in the experimental group had agreed to take part in the study, the supervisor had a meeting with the subjects individually for the purpose of pre-observation conference, which is the first stage of the clinical supervision cycle and the centerpiece of the whole process. This stage provides the teacher and the supervisor with an opportunity to identify teacher's concerns and translate them into observable behaviors (Acheson and Gall 1980:42). While diagnosing a concern of the teacher, the discussion between the teacher and the supervisor focused on (a) the intentions and goals of the teacher for that particular lesson to be observed, (b) the teaching strategies to be employed, (c) the nature of data to be collected in class, and (d) the method of data collection to be applied (Smyth 1986:4). We also made use of seven techniques suggested by Acheson and Gall in the pre-observation conference. The seven techniques are:

1- Identify the teacher's concerns about instruction.
2- Translate the teacher's concerns into observable behaviors.
3- Identify procedures for improving the teacher's instruction.
4- Assist the teacher in setting self-improvement goals.
5- Arrange a time for classroom observation.
6- Select an observation instrument and behaviors to be recorded.
7- Clarify the instructional context in which data will be recorded.

(Acheson and Gall 1980:44-54)

We believe that there is a need to clarify these techniques in line with our experiences in the clinical supervision process. Therefore, each technique has been discussed below in order to clarify the strategies to be implemented in the pre-observation conference.

Technique 1: Identify the teacher's concerns about instruction

Since this is going to be the first time the supervisor and the teacher come together for the purpose of pre-observation conference, the atmosphere of the meeting should be friendly. While identifying the teacher's concerns, the supervisor should be delicate not to hinder the feelings of the teacher and attempt to ask clear questions. Some teachers can verbalize their concerns easily; others may have some difficulty in doing so. Under these circumstances, the supervisor should ask the right questions to make her/him aware of her/his general or specific concerns. For example, to elicit the concerns of general nature, the supervisor could make inquiries by means of the following questions: "Do you find yourself to be successful in teaching reading/listening/writing/speaking/grammar (four language skills)?" " Do you think you teach one area more successfully than the other?" "Do you have any problems in using the textbook?" "How do you like using video in your classes?" Aside from asking general questions of this sort, the supervisor may pose more specific questions about the lesson that the teacher is going to teach. For example, "Could you tell me what your objective is for the lesson?" "What kind of activities are you going to use to reach your objectives?" "Do you think the material is suitable to the level of your students?" and so on.

The supervisor should be careful not to intimidate the teacher while asking questions of this kind because the tone of voice, stress, gestures, mimes and also seating distance play a crucial role during this conversation. Questions like "What do you want me to do for you?" or "What would you like me to look for?" may also frustrate the teacher since s/he may not have been ready to verbalize her/his concerns yet.

Technique 2: Translate the teacher's concerns into observable behaviors

It is a difficult task for the supervisor to translate the teacher's concerns into observable behaviors. The reason for this is that in most cases both the supervisor and the teacher may not apply the same decoding strategy in assigning meaning to words. In such cases, the supervisor should rephrase the teacher's concern in her/his own words to receive confirmation from the teacher. To apply this technique, the supervisor is required to have the skill to interpret the message given by the teacher. For example, the teacher may complain about the students as: "My students are too lazy to do homework." In this case, the problem may be either because the students are not well instructed regarding the content of the homework, or they may be exhausted of doing excessive homework, which they believe does not contribute much to their language development. Another reason could be that the homework they have been doing is not assessed in a way to reflect their overall achievement grade. A talented supervisor can easily think of these behaviors as the source of the problem and reflect them back to the teacher in a question form for confirmation. To give another example for translating the teacher's concerns into observable behaviors, the teacher may not be satisfied with the involvement of the students in the listening activities. In this case, the supervisor could try to clarify the teacher's concern by posing more detailed diagnostic questions regarding the ways of handling the listening activities, the type of the utilized materials, the level of the students, the number of students in the class and so on.

To sum up, the supervisor needs to pay attention to the teacher's words or phrases that are/may be abstract, ambiguous or stated at a high level of generality in order to translate them into observable behaviors

(Acheson and Gall 1980:46). This is because the teacher uses these abstract, ambiguous and general statements due to her/his unawareness of the concerns. When the supervisor is successful in interpreting these ambiguous or general statements, s/he would elicit more concrete information about the teacher's concerns. When both the supervisor and the teacher are aware of these concerns, they can focus on these aspects during the observation.

Technique 3: Identify procedures for improving the teacher's instruction

Once the problem of the teacher is discovered, it has to be improved by a method that suits best. At this stage, the supervisor suggests some new approaches towards the solution of the problem and the teacher usually agrees to put them into practice. On the other hand, there may be some cases in which the supervisor does not impose new procedures, but pose questions which will lead the teacher to find new procedures related to the diagnosed problem. For example, let us imagine a case where the teacher reports the supervisor that some groups have not produced anything at the end of a groupwork activity. In this case, the supervisor may focus on giving clear instructions or monitoring the students during the groupwork activity. S/he may draw the teacher's attention to the instruction procedure to find out why students have not responded appropriately to the given instructions. In addition, the supervisor may try to find out if the teacher visits all the groups during the activity and provides feedback whenever they need. On the other hand, if the intention of the supervisor is not to impose new procedures but help the teacher find her/his own way, s/he may pose questions like "What do you think is the reason for the students' incapability of handling the groupwork?" "Can we say that the cause the

problem has to do with the way the instruction has been phrased?" "Have you monitored the students during the groupwork activity?," and so on. As it could be understood from the examples, the aim of this technique is to identify best methods or procedures for the purpose of application by letting the teacher become aware of the source of the problem.

Technique 4: Assist the teacher in setting self-improvement goals

In fact, this technique is stating the identified procedures in "Technique 3" in terms of a goal before the observation. In a way, this is a goal formulation stage in the process. The purpose is that both the supervisor and the teacher have the same understanding and expectation of the goal. For this purpose, the supervisor may review what they have focused on in previous stages. After that, the teacher is asked what her/his goal is in tackling the problem. The goal to be adopted needs to be uttered verbally by the teacher because the supervisor wants to see whether they both have aimed at a consensus towards the solution of the problem. Meanwhile, the supervisor and the teacher may exchange some ideas related to goal formation whenever necessary. This interchange between the supervisor and the teacher, if done naturally and genuinely, gives structure and focus to the pre-observation conference (Acheson and Gall 1980:52).

Technique 5: Arrange a time for classroom observation

After having gone through all the stages above, both the supervisor and the teacher can work on the observation plan. The aim of planning the observation is to arrange a time mutually convenient both for the supervisor and the teacher. The main point in clinical supervision is to observe the

teacher while performing her/his best in teaching. Furthermore, the aim is to test how far the suggestions for the purpose of improvement work, and also to find out what could the main sources of the problem be. For that reason, the aim of clinical supervision is neither to pop in a classroom without giving any information in advance, nor to try to catch the teacher only with her/his weak points and to give a headache.

Arranging a mutually convenient time for classroom observation makes the teacher feel that the supervisor respects her/him as a professional and as a person with first-line responsibility for the classroom (Acheson and Gall 1980:53). It helps the teacher reveal from stress and keep away the harassing idea whether the supervisor will visit him/her unexpectedly, if so, when, and so on. It also helps the teacher prepare a detailed lesson plan and a careful organization of the activities in the classroom. The assumption is that when the teacher is notified, her performance in the classroom would be the best one that s/he could do.

Technique 6: Select an observation instrument and behaviors to be recorded

This is an important stage in the pre-observational conference because choosing an appropriate type of observation instrument is very crucial from the point of collecting relevant data. For this purpose, there are various types of data collection instruments; a checklist, a tape recorder, or a video recorder are the most common ones.

At this stage, the supervisor and the teacher together decide on the kind of instrument that may be suitable in collecting efficient data. For example, if the teacher's concern is her/his non-verbal behaviors, video recording will be a convenient instrument. If the concern is related to the distribution of questions to the individuals in the classroom, a seating chart

of the students in the classroom will be very suitable. If the teacher's concern is about giving instructions, a tape recording will be an appropriate instrument for observation.

Whichever instrument is chosen, the aim of observation is to collect objective and efficient data so that these could be used both by the supervisor and the teacher in order to draw some outcomes for the purpose of improvement. These instruments are supposed to be nonevaluative because the aim of data collection is to describe well what is going on in the classroom. Furthermore, the teacher should be able to review them in the post observation conference so that s/he can form her/his own judgment about the effectiveness of her/his teaching.

Technique 7: Clarify the instructional context in which data will be recorded

Instructional behaviors do not occur in a vacuum. They occur in a context to be understood if the target behaviors are interpreted properly (Acheson and Gall 1980:54). Therefore, the supervisor usually poses the teacher a few questions about the instructional context of the behaviors to be recorded to have a general understanding of the context of the class. Questions on the following topics could be appropriate: (a) the lesson to be taught, (b) the objective of the lesson, (c) the strategies to be used, (d) the level of the students, or (e) any peculiar situations with which the supervisor is supposed to be familiar. Questions of this kind help the supervisor understand the teacher's world from the teacher's point of view. Thus, sharing some information about the class to be observed creates feeling of collaboration in the teacher towards achieving better instruction in the profession.

3.5.2. Observation

Having gone through all the stages in the pre-observation conference, the supervisor observed the teacher in the classroom at the agreed date and time by using the agreed observation instrument(s). Various observation instruments were used for data collection. Among them, the most common ones were video recordings, audio-tape recordings, and checklists. In addition to these, seating arrangement charts of students in the classroom accompanied by notes were used to collect precise data in context. When used together with audio tape recording or a checklist, seating arrangement charts and brief notes are very practical and provide extra information that a researcher would not see on a checklist or audio tape. During the observation, the teacher and the supervisor carried out their pre-formulated plan (Smyth 1986:4) with the awareness of the objective of the particular lesson together with the means and materials to be used in classroom activities. The supervisor tried to be unintrusive and tactful not to distort the lesson. Besides, he was neutral to the events taking place in the classroom, and tried to focus on the data collection in line with the observation.

3.5.3. Data analysis and strategic planning for the post-observation conference

After the observation, the supervisor and the teacher made an appointment to discuss the results of the collected data. Meanwhile, both the supervisor and the teacher reviewed what had happened during the observation separately. On one hand, the supervisor tried to find some

patterns of strategies used during the instruction and categorized them as strong and weak points in order to discuss them with the teacher in the post-observation conference. On the other hand, the teacher did an analysis of the data and prepared a plan for the post-observation conference prior to the meeting because "it is difficult for the supervisor to put the data in usable form and to do a meaningful analysis without having to get the teacher to do the same thing" (Garman 1986:21).

For the analysis of the collected data, the supervisor went through all the raw data; reviewed his notes, transcribed the tapes; video or audio and studied all of them in detail in terms of the teacher's concerns agreed in the pre-observation conference. After having found certain patterns out of the data, either positive or negative, the supervisor tried to find the underlying reasons as to why the instruction process in the classroom took place in that direction. Afterwards, he planned his strategies as to how to talk or discuss the issue(s) with the teacher in the post-observation conference.

3.5.4. Post-observation conference

The supervisor and the teacher met in a post-observation conference to share each of their interpretations of the evidence and to discuss the changes to be made for future applications. One of the main purposes of this conference is to "provide the teacher with feedback using objective observational data" (Acheson and Gall 1980:57-65). For this purpose, first of all, the supervisor and the teacher went over the data and tried to reach an agreement about what had happened in the classroom, i.e. they did "picturing" in Sergiovanni's (1982:74-75) term. Then, they interpreted the

data to find out the strengths and the weaknesses; such process is called "disclosure" by Sergiovanni's (1982:74-75) term. The meetings usually took place in a friendly manner and both parties tried to be constructive and helpful to each other. Here, the supervisor tried to elicit the teacher's reactions to the data (inferences, opinions, feelings) and tried to find out possible causes for and consequences of such reactions (Acheson and Gall 1980:57). At this point, the supervisor did not evaluate the teacher's performance as good or bad, or successful or unsuccessful because the aim of post-observation conference is not to judge the teacher in terms of being good or bad. On the contrary the purpose is to encourage the teacher to consider alternative lesson objectives, methods, reasons and to provide the teacher with opportunities for practice and comparison (Acheson and Gall 1980:57). In order to reach this purpose, the supervisor listens more and talks less.

Strong behaviors were handled first, in line with the proverb "tell the good news first!" We believe that the positive feedback will not only construct confidence in the teachers but also create a warm atmosphere for a start. The positive feedback will also reinforce the teacher's strong teaching behaviors. Acheson and Gall (1980:57) support our belief by stating that the supervisor should give specific praise for teacher performance and growth. For that reason, the strong points related to the teacher's performance were reinforced so that the teacher would retain such behaviors.

However, the weak points were handled together with the teacher hand in hand until both parties were satisfied. While dealing with the weak performance(s) of the teacher, the supervisor asked some clarifying questions, and paraphrased what he understood from what the teacher had said. In addition, the supervisor was very tactful in not humiliating the

teacher and not giving direct advice. For that reason, various strategies, from time to time, were reviewed from various articles and books to create consciousness towards the weak performances and provide alternative strategies, techniques, or methods. Furthermore, the teacher and the supervisor agreed to implement some new strategies or techniques for the teacher in the future applications.

3.6. Data Collection

The data collection is composed of three types of data; (1) the classroom observation of teachers in the experimental group, (2) the reflections of the teachers in the experimental group on clinical supervision as a result of the process, and (3) the achievement test grades of the students taught by the teachers in both experimental and control groups.

The classroom observation, the first type of data collected for the purpose of the study, is the crucial point of clinical supervision. For that reason, all the teachers in the experimental group were observed seven times during 1991-1992 academic year (see Table 3.8). In each observation a checklist was used in order to record any improvement on the part of each teacher. Besides, note-taking in addition to the checklist was always done so that the items in the checklist (see Appendix 1) could be analyzed in context. Although some other data collection techniques such as video or audio recording from time to time have been used for the purpose of clinical supervision, the checklist is particularly used to measure the possible improvement as a result of clinical supervision process. After the data have been collected, they have been described by comparing means and

standard deviations of each set of observations to see whether there is a significant improvement in the teachers' instruction.

Table 3.8 The frequency of observations on the time line in the 1991-1992 academic year

Months:	Nov.	Dec.	Jan.	Feb.	March	April	May
Observations:	1	2	3	4	5	6	7

The second type of data collected were the reflections of the teachers in the experimental group about clinical supervision. In order to collect data from the teachers, a questionnaire (see Appendix 2) was designed. This questionnaire consists of three sections: (1) their positive ideas about clinical supervision, (2) their negative ideas about clinical supervision, (3) their suggestions for future applications. In the first and second section of the questionnaire, we asked open-ended questions because we did not want to limit their ideas in terms of certain number of multiple choice or similar types of questions. We believed that the teachers would reflect their ideas freely in terms of their experience related to clinical supervision. In the third section, we asked close-type question because we wanted to get the teachers' ideas about the implication of clinical supervision for further applications in terms of certain frequency. All of the teachers returned the questionnaire. Afterwards, the data were analyzed and some conclusions were drawn.

The third type of data collection was on the achievement test grades of the students who were taught by the teachers in both experimental and

control groups. For this purpose, the test grades of the students were obtained from the Testing Office of YADIM. Students took six core-language achievement tests during the 1991-1992 academic year (see Chart 3.9), each having been prepared by the Testing Office of YADIM; and was administered at the same time. The examination paper of each student was double checked while grading according to the regulations of YADIM. After obtaining the students test grades, unpaired t-test procedure was applied in order to see if there is any significant difference between each pair of classes.

Table 3.9 The frequency of tests administered in the 1991-1992 academic year

Months:	Nov.	Dec.	Jan.	March	April	May
Tests:	1	2	3	4	5	6

3.7. Analysis of Data

For the analysis of the first type of data, related to the classroom observations by means of a checklist, we used distribution of means (X) and standard deviations (Sd) instead of ANNOVA test because we did not have enough subjects (nine in all) to apply ANNOVA. For that reason, we believe that the distribution of means and standard deviations will help us describe our data efficiently in order to find out whether there is improvement in the instructions of the teachers in terms of observations.

On the other hand, for the second type of data, the questionnaire

given to the teachers in the experimental group, was analyzed in terms of frequency distribution. We wanted to know the frequency of the teachers who give the same type of feed back related to the sections of the questionnaire.

Finally, for our third type of data, related to the achievement grades of the students in both experimental and control groups, we used an unpaired t-test (2 tail) procedure because we believe that this type of analysis will help us find out whether the difference between achievement of the groups in the pairs is significant or not.

3.8. Conclusion

Our research design is based on two types of research; a) it is descriptive because we have collected data from classrooms by observations to describe how the teachers teach and besides, to find out whether there is any improvement in the instruction of teachers in the study. b) It is also quasi-experimental because we have based some of our data on the students' grades to see whether there is a significant difference between the students in the experimental and control groups. In order to attain our aims, 20 core-language teachers who work at YADIM have been chosen on the basis of their work experience, educational background, and the level that they teach. Afterwards, clinical supervision has been implemented as treatment in the experimental group in the 1991-1992 academic year. We believe that by means of the research design we have chosen, we will be able to collect sufficient data, and analyze them by using the appropriate statistical procedure. We assume that all these efforts will lead us to our purpose.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

4.1. Presentation

This chapter aims at presenting the results of the data analysis and the discussion. For this purpose, the collected data have been presented and discussed in three categories: (1) the analysis of the classroom observations of the teachers in the experimental group, (2) the analysis of the questionnaire given to the teachers in the experimental group, and (3) the analysis of the achievement test grades of the students in both experimental and control group.

4.2. The Analysis of the Classroom Observation of the Teachers in the Experimental Group

After the teachers involved in this study had been paired as experimental and control groups, the classroom observation started with the experimental group. Each teacher in this group has been observed in terms of clinical supervision minimum seven times during the 1991-1992 academic year. During the observation sessions, a checklist modified from Phels (1981) and Nunan (1990) has been utilized due to the fact that there was a need to maintain consistent measurement in detecting the improvement on the part of the teacher from the beginning to the end of the treatment

period. After the data have been collected, they have been analyzed by comparing the means and standard deviations of each set of observations.

The checklist consists of six sections: (1) the beginning, (2) the strategy, (3) questions and feedback, (4) classroom management, (5) evaluation, and (6) the end. In the checklist, each item has been scaled as none, poor, fair, good or excellent. In brief, "None (N)" indicates that that particular item has never been observed during the observation. "Poor (P)" indicates, from the observer's point of view, that the teacher has tried but weakly performed the strategy required by that particular item. "Fair (F)" indicates that the teacher is aware of the strategy but s/he has performed it unsatisfactorily. "Good (G)" indicates that the performance of the teacher, regarding that item, is satisfactory or at least it worked out well and was observable. Finally, "Excellent (E)" indicates that the teacher is fully aware of what s/he is doing, and performs the strategy perfectly. For the purpose of computation, each evaluation was measured as N=1, P=2, F=3, G=4, and E=5.

In the given tables, the Roman numbers indicate the session of each observation of all teachers; for instance, I indicates the first observation of all teachers in the experimental group, II indicates the second observation, III indicates the third observation and so on. Furthermore, X indicates the mean score and Sd for the standard deviation of each observation. In order to facilitate the analysis, the mean scores (X) have been numbered as X1,X2, X3, etc. to show which observation the mean score belongs to. The Arabic numbers, on the other hand, refer to the items in each section of the checklist.

In order to illustrate the degree of improvement gained by the teachers between the observation sessions, the data related to each section of the checklist have been tabulated and also shown in a line chart. In the

analysis of the data, keeping in our mind the research questions as to (1) whether clinical supervision process will affect teachers' instruction in the classroom, and if so, to what extent, and (2) whether the change is performance-based or competence-based, the analysis has been done in parallel to the checklist used in all of the observations (see Appendix 1). In order to answer the former research question, we have compared and contrasted the tabulated data gathered during the seven observation sessions to see the degree of improvement gained by the teachers. Furthermore, in order to answer the latter research question, we have set up a criterion regarding the teachers' performance. According to this criterion the teachers are expected to perform the new behavior successively minimum three times at the level of 4.00 and above. If this criterion is met by the teachers, they are considered to go through a competence-based change. We have also evaluated the new behavior performed by the teachers once or twice randomly in their instruction as performance-based change.

The analysis of data will be given under the same titles of the six sections as appeared in the checklist (see Appendix 1).

4.2.1. The beginning section

The beginning section has three items regarding the instructional behaviors of the teachers. As seen in Table 4.1, the most important change has occurred regarding Item 1, in the beginning section of the checklist, seeking whether the teacher to be observed comes to class with a prepared lesson plan, and brings necessary materials such as pictures, cards, charts, etc. and equipment such as cassette player and tapes. Although the

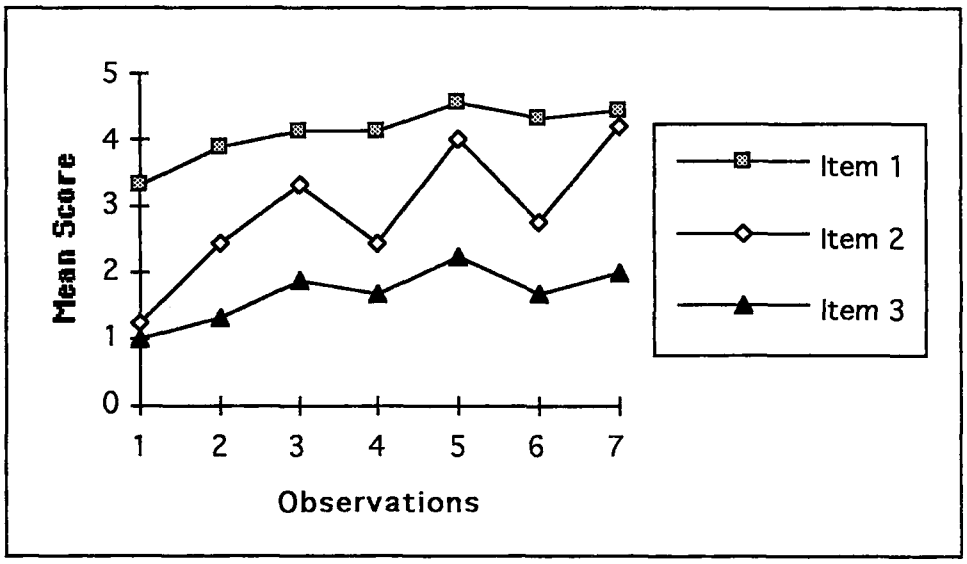
mean score for the first observation (X1) is 3.33, it increases steadily up to 4.56 in the fifth observation (X5). Afterwards, the mean scores for the rest of the observations have always been over 4.00. This indicates that in the first observation, the teachers prepare a lesson plan before they come to class and make use of other necessary educational equipment. For that reason the mean score for the first observation being 3.33 indicates performing this behavior at an average level but not at the desired level expected to be achieved. On the other hand, taking into account the steady improvement observed starting from the first observation to the fifth one (X1=3.33, X2=3.88, X3=4.11, X4=4.11, X5=4.56), we can state that clinical supervision seems to have helped teachers gain some consciousness towards this behavior. Starting from the third observation and on, the mean scores reveal that the teachers have always paid attention to this behavior through the observation sessions. For that reason, we believe that the change has been competence-based rather than performance-based (see Chart 4.1).

Table 4.1 Mean and Sd distribution of the observation results related to The Beginning Section of the checklist

items	O	B	S	E	R	V	A	T	I	O	N	S		
	I		II		III		IV		V		VI		VII	
	X1	Sd	X2	Sd	X3	Sd	X4	Sd	X5	Sd	X6	Sd	X7	Sd
1	3.33	.87	3.88	.79	4.11	.33	4.11	.33	4.56	.52	4.33	.5	4.44	.72
2	1.22	.67	2.44	1.23	3.33	1.32	2.44	1.74	4.	.5	2.77	1.71	4.22	.67
3	1.	0.	1.33	1.	1.88	1.36	1.66	1.32	2.22	1.49	1.66	1.32	2.	1.5

The analysis of observation mean scores in relation to Item 2 which seeks whether the objectives of the lesson are made clear and stated in terms of performance has shown that there is not a consistent improvement regarding this behavior (see table 4.1). While there is a steady increase in the first three observations (X1=1.22, X2=2.44, X3=3.33), the fluctuation begins from the fourth observation on, and finally reaches up to 4.22 in the last observation (X4=2.44, X5=4, X6=2.77 and X7=4.22). The reason might be that the teachers have not acquired this change completely and as a result of consultation with the clinical supervisor, they have focused on it in the following observation. Nevertheless, they do not continue to perform the same behavior as part of their teaching behavior consistently at the same level. Although this is the case, they are aware that stating the objectives of the lesson or the activity is an important point because it makes the students feel that they are going to learn something new, and this is not an ordinary activity to be found on any page in their text book.

Chart 4.1 Line chart for the observation results related to The Beginning Section of the checklist



Furthermore, when the purpose is set, it creates responsibility in the students to learn. In terms of this analysis, we can state that the change in behaviors of teachers related to stating the objectives of the lesson clearly is performance-based, i.e. they have not acquired the behavior as part of their instruction completely. However, they can perform it well when they are warned by the supervisor.

Compared to the other items in the beginning section of the checklist, the teachers have usually ignored Item 3 which is related to the explanation of the lesson procedure (see Table 4.1). This behavior may have been considered unnecessary by the teachers because they think that explaining the goals of the lesson is sufficient. Although they admit the importance of informing the students about what they are going to learn in that particular lesson, they do not usually perform this particular behavior in their instruction. As a result of this analysis, we can say that there is a slight improvement regarding this behavior. In fact, this behavior has hardly been observed explicitly among all teachers by the clinical supervisor. For that reason, the mean scores for the observations moved only from X1=1 to X7=2, which indicates that performance of this behavior is observed to some extent by some teachers only (see Chart 4.1).

4.2.2. The strategy section

When we analyze the strategy section of the checklist, we observe that the teachers have improved their instructional behaviors in terms of the behaviors (items) cited in the strategy section. The most striking improvement has taken place related with Item 4 which seeks whether the teacher uses multiple teaching/learning style in her/his instruction (see Table

4.2). While the mean score for the first observation (X1) is 2.33, it dramatically increases up to 4.11 by the third observation, and the improvement has remained consistent in the rest of the observations (X5=X6=X7=4,11) except the fourth one (X4=3.33) (see Chart 4.2). The mean score for the first observation (X1=2.33) indicates that the teachers are weak in using multiple teaching/learning style and creating variety in their instruction. However, the mean scores for the fifth, sixth and the last observations (X5=X6=X7=4.11) indicate that the teachers have improved this behavior. This improvement has also been observed in the classroom as part of the teachers' instruction since this performance is regular and successive. Under these circumstances, we can conclude that the instruction of the teachers is competence-based.

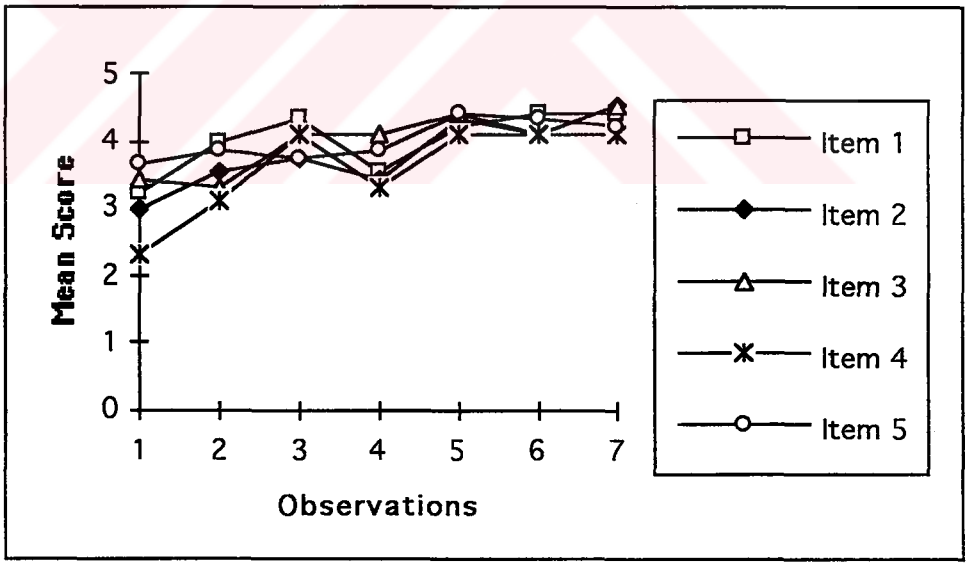
Table 4.2 Mean and Sd distribution of the observation results related to The Strategy Section of the checklist

Items	O B S E R V A T I O N S													
	I		II		III		IV		V		VI		VII	
	X1	Sd	X2	Sd	X3	Sd	X4	Sd	X5	Sd	X6	Sd	X7	Sd
1	3.22	1.4	4.	.7	4.33	.87	3.55	.72	4.22	.83	4.44	.52	4.44	.72
2	3.	1.	3.55	.89	3.77	1.2	3.44	1.	4.33	.5	4.11	.33	4.55	.52
3	3.44	.89	3.33	.7	4.11	.33	4.11	.33	4.44	.52	4.11	.33	4.55	.52
4	2.33	1.41	3.11	1.05	4.11	.79	3.33	1.8	4.11	.6	4.11	.33	4.11	.78
5	3.66	.5	3.88	.6	3.77	1.3	3.88	.6	4.44	.52	4.33	.5	4.22	.44

The second striking improvement that has taken place in this section has to do with Item 2 concerning with whether the essential points of the lesson stand out or not (see Table 4.2). Although the mean score for the

first observation (X1) is 3.00, it reaches up to 4.55 in the last observation. As a result of clinical supervision the teachers must have realized the importance of focusing on the essential points to facilitate the learning process. Furthermore, when students' attention are drawn into these essential points, they have realized it is easier for them to keep the information in their long-term memory. In line with the analysis of this behavior, when we consider the type of change observed in the instruction of the teachers, we can say that it is a competence-based change because they have performed this item at the level of 4.00 and above successively in their instruction.

Chart 4.2 Line chart for the observation results related to The Strategy Section of the checklist



The other striking improvement has taken place in item 1 which is related to the effectiveness of the warm up activity in the classroom (see Table 4.2). While the mean score for the first observation (X1) is 3.22, it dramatically increases to 4.33 in the third observation (X3). In addition, the mean scores for the rest of the observations have remained at the level of

4.00 and above. This shows that the teachers have been particular about the performance of this behavior as a result of consultation with the clinical supervisor once in the first post-observation conference. Thus they all became aware of the importance of a well planned warm up activity in leading the students to focus on the main activity better. Furthermore, the mean scores of the last three observations (X5, X6, X7) (see Table 4.2) show that the teachers can consistently perform this behavior in their instruction as well. Consequently, we can say that there is a competence-based change related to the effectiveness of the warm up activity in the classroom.

Compared to other behaviors in this section mentioned above, the teachers have improved themselves to some extent in Item 3 that seeks whether the students' time is maximized on the given task (see Table 4.2). Although the mean score for the first observation (X1) is 3.44, there is a slight decrease in the mean score in the second observation (X2=3.33). The reason for this lack of improvement might be due to the avoidance of handling this behavior during the post-observation conference of the first observation. When the mean score of a particular behavior is about average level, the focus of the post-observation conference usually has been on the weaknesses or strong points. In this situation, the teachers usually perceive that they do not need to revise their behavior when the mean score is average. In the third and the following observations, however, the mean score is 4 and above, and this shows that the teachers have gained consciousness in this behavior as part of their instruction. Thus regarding this behavior we can say that there is a competence-based change in the instruction of the teachers since they have performed it at the desired level successively.

Different from those in this section mentioned above, the least improvement that has taken place has to do with Item 5 concerning with

whether the materials are organized in terms of the objectives (see Table 4.2). Although the mean score for the first observation (X1) is 3.66, it goes up to 4.22 in the final observation (X7). We see that the difference between the mean scores for the first and the last observations is not big. However, it can be seen in Chart 4.2 that the teachers have performed this behavior at least at the desired level in the sixth (X6) and seventh (X7) observations. The increase in the mean scores of the last three observations also show that clinical supervision has helped the teachers gain some awareness towards the organization of their teaching materials according to the set up objectives, and the change is competence-based.

4.2.3. The questions and feedback section

Our next analysis is related to the questions and feedback section of the checklist. In this section, the most striking improvement has taken place in relation to Item 3 which seeks whether diverging questions are used appropriately during the instruction, i.e., the teacher is expected to extend the topic and lead the students to use the new information to express themselves (see Table 4.3). Although the mean score of the first observation (X1) is 1.33, it reaches up to 4.11 in the last observation. This is a great improvement on the part of the teachers when we take into account the difference between the mean scores for the first and the last observations. The low mean score for the first observation (X1) indicates that the teachers do not give the students the opportunity to use the input to express their feelings and ideas. It is also strange that the mean scores

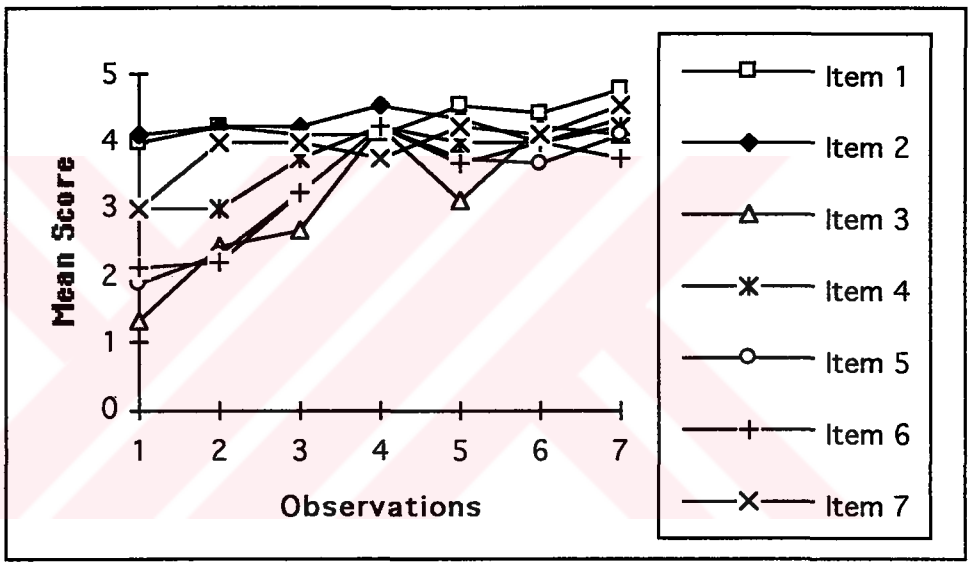
Table 4.3 Mean and Sd distribution of the observation results related to The Questions and Feedback Section of the checklist

Items	O	B	S	E	R	V	A	T	I	O	N	S		
	I		II		III		IV		V		VI		VII	
	X1	Sd	X2	Sd	X3	Sd	X4	Sd	X5	Sd	X6	Sd	X7	Sd
1	4.	.5	4.22	.44	4.11	.33	4.11	.33	4.55	.52	4.44	.52	4.77	.44
2	4.11	.6	4.11	.33	4.22	.44	4.55	1.5	4.33	.5	4.	1.22	4.33	.7
3	1.33	.5	2.44	1.01	2.67	1.	4.22	.44	3.11	1.36	4.22	.44	4.11	.33
4	3.	1.	3.	.87	3.77	.44	4.22	.44	4.	0.	4.	.5	4.22	.67
5	1.88	1.37	2.33	1.66	3.22	1.3	4.22	.44	3.77	.44	3.66	1.	4.11	.33
6	2.11	1.37	2.22	1.2	3.22	1.1	4.22	.44	3.66	1.11	4.	.5	3.77	.44
7	3	1.5	4.	1.	4.	.87	3.77	.67	4.22	.83	4.11	.79	4.55	.89

for the first three observations are below the average, which is 3 out of 5. When the teachers' attention was drawn to the importance of the behavior mentioned in this item during the post-observation conferences, they stated that they had not had enough time to do this kind of activity although they had planned to do it as indicated in their lesson plan. As a result of this warning the mean score reached to its climax (X4=4.22) in the fourth observation (X4) (see Table 4.3). After this warning, almost all teachers have performed this behavior successfully. In the fifth observation (X5), however, the mean score decreases dramatically to 3.11. The reason for this could be that after having demonstrated the performance of this behavior, some of the teachers might have thought that they had not need to focus on it as much as they had done in the previous observation. In the sixth (X6) and last (X7) observations, however, the mean scores go up to 4.00 and above again. This may be due to the fact that the teachers have

adopted this behavior, and are willing to give enough time for the extension of the topic by using diverging questions. The teachers have become aware of the importance of extending the topic as well as giving input to students. As a result of this analysis we can conclude that the change is competence-based since the teachers have adopted this behavior as part of their instruction.

Chart 4.3 Line chart for the observation results related to The Questions and Feedback Section of the checklist



In this section, the second striking improvement has taken place in relation to Item 5 which seeks whether the teacher redirects the question posed previously whenever s/he feels that a student has not understood it (see Table 4.3). Although the mean score for the first observation is 1.88, it has reached up to 4.11 in the last observation. This is a great improvement in the instruction of the teachers. The mean score for the first observation (X1=1.88) indicates that the teachers almost ignore this behavior in their instruction. There is, however, a steady increase in the mean scores for the second (X2), the third (X3) and the fourth observations (X4) since this

behavior has been focused a lot in the post observation conference of the first observation (see Chart 4.3). Furthermore, the mean score reaches its climax in the fourth observation (X4=4.22). Although there is a slight decrease in the mean scores for the fifth (X5) and the sixth (X6) observations (X5=3.77, X6=3.66), finally, it goes up to 4.11 in the last (X7) observation. The possible reason for this situation might be due to the fact that the teachers felt relieved after performing this behavior successfully, and getting positive feedback from the supervisor in the post-observation conference of the fourth observation. As a result of the analysis concerned with redirecting the question posed previously, we can point out that although the teachers have ignored this behavior before they have undergone clinical supervision, they have become aware of it and adopted it as part of their behavior. By looking at the last four observations (see Table 4.3), we can conclude that the change is competence-based rather than performance-based because this behavior can be observed in the instruction of the teachers at almost desired level consistently.

Another important improvement has been observed in Item 6 concerning with maintaining students' accountability to motivate them for the activity and to give value to their thoughts or proposals (see Table 4.3). While the mean score for the first observation is 2.11, it goes up to 3.77 in the final observation. The difference between the two mean scores is significant, and shows that the teachers have benefited from clinical supervision process significantly. The mean score for the first observation (X1=2.11) indicates that the teachers' instruction regarding maintaining students' accountability is much more below the desired level. As a result of clinical supervision, there is steady increase in the mean scores from the first observation to the fourth observation (X1=2.11, X2=2.22, X3=3.22, and X4=4.22) (See Table 4.3). The mean scores for the last two observations

also indicate that the teachers have gained some awareness related to this behavior and it can be observed in their behaviors. Although there has been some improvement up to fourth observation, it is not dramatic. We believe that this is a natural outcome because change does not take place immediately, rather it is a gradual process.

The analysis of the behavior regarding Item 7 which seeks whether all students take part in the activity and the questions are well distributed indicates that the teachers have improved their instruction to a significant extent. Although the mean score for the first observation is 3, there is a dramatic increase in the second observation (X2=4) and it fluctuates around 4.00 throughout the other observations (see Chart 4.3). This is because once the teachers are warned, they have given necessary importance to the distribution of questions and tasks to all students in the classroom and they have a tendency to perform it at the desired level as part of their instruction.

There is also an important improvement in the instruction of teachers regarding Item 4 which seeks whether students are given enough time for their response. Although the mean score for the first observation is 3.00, it reaches up to 4.22 in the last observation. The difference between the two mean scores indicates that the improvement is significant. The fact that the mean scores of the first and the second observations are 3.00 indicates that the teachers have not needed to change their instruction in terms of giving enough time for student response since the focus has usually been on the weak or strong points during the post observation conference. Yet, there is a dramatic increase in the third and fourth observations and the mean score for the fourth observation reaches up to 4.22. As a result of this analysis, we can conclude that clinical supervision has helped teachers focus on giving enough time for student response. In addition, since the mean scores

of the last three observations are 4 and above, we can say that the change is competence-based.

Compared to the items (behaviors) mentioned above in the strategy section, there is only slight change in Item 1 and Item 2. Item 1 seeks whether the questions are congruent with the objectives of the lesson and the level of students, and Item 2 seeks whether converging questions are used appropriately. In item 1, although the mean score for the first observation is 4.00, it goes up to 4.77 in the last observation. The observation results are almost the same for Item 2 as well. The main reason for this is that the teachers are aware of these behaviors even in the first observation and they regularly have performed them well in their instruction throughout all observations (see Table 4.3).

4.2.4. The Classroom management section

In the classroom management section of the checklist, the most striking improvement that has taken place has to do with Item 2 which is related to using positive reinforcement effectively (see Table 4.4). Although the mean score for the first observation is 1.33, it has dramatically increased up to 4 in the last observation (see Chart 4.4). This is a great improvement in the instruction of the teachers, and clinical supervision seems to be beneficial to the teachers regarding this behavior. The mean score for the first observation (X1=1.33) indicates that the teachers have almost ignored giving positive reinforcement in their instruction. We observe in Chart 4.4, however, that the mean scores are steadily increasing almost in each observation. In this particular case, clinical supervision must have played an important role in creating awareness towards a diagnosed

problem, and constant feedback in pre- and post-conferences have provided a competence-based change in the instructional behavior of the teachers regarding giving positive reinforcement.

Table 4.4 Mean and Sd distribution of the observation results related to The Classroom Management Section of the checklist

Items	O B S E R V A T I O N S													
	I		II		III		IV		V		VI		VII	
	X1	Sd	X2	Sd	X3	Sd	X4	Sd	X5	Sd	X6	Sd	X7	Sd
1	3.66	.7	4.11	.33	4.44	.52	4.44	.52	4.66	.5	4.77	.44	4.55	.52
2	1.33	1.	2.33	1.32	2.44	1.5	3.66	.87	4.	.7	3.88	.6	4.	.7
3	3.77	1.01	4.	.87	4.11	.79	4.33	.5	4.66	.5	4.55	1.	4.55	.52
4	3.	.7	3.11	.79	3.33	.7	4.	.5	4.44	.52	4.	.7	4.44	.52
5	3.22	.98	3.55	.72	3.66	.87	4.	.5	4.22	.44	4.	.5	4.	.5
6	4.88	.34	4.88	.33	4.88	.33	4.44	.52	4.88	.33	4.88	.33	5.	0.
7	2.28	1.46	3.	1.32	3.44	1.42	3.44	1.42	4.	0.	4.	.5	3.88	.6
8	3.77	.83	3.66	.7	3.77	.83	4.11	.6	4.11	.33	3.88	.79	4.	.5
9	3.11	1.27	3.66	.87	4.11	.33	4.	.5	4.44	.72	4.33	.7	4.44	.89
10	3.	.7	3.33	.7	3.66	.87	4.11	.33	4.44	.52	4.55	.52	4.55	.72
11	3.66	.5	3.66	.5	4.11	.6	4.22	.44	4.66	.5	4.55	.52	4.66	.5

The second striking improvement that has taken place has to do with Item 7 concerned with using peer patterns in teaching core-language (see Table 4.4). While the mean score for the first observation is 2.28, it has reached up to 4 in the last observation. This indicates that the teachers have improved their performance regarding this behavior to a significant extent. We understand from the mean score for the first observation

(X1=2.28) that the teachers have not given enough importance to use peer patterns in their instruction. Thus, the teachers' attention has been drawn into this behavior and they have begun to perform it in their instruction (see Chart 4.5). In addition, we can say that the change is competence-based because the mean scores of the last three observations (X5=4, X6=4, X7=3.88) reveal that the teachers can perform this behavior regularly at the desired level in their instruction.

There is also striking improvement in Item 10 which is related to using teaching aids such as board, visuals, audio or video cassettes effectively (see Table 4.4). Although the mean score for the first observation is 3.00, it increases significantly up to 4.55 in the last observation (see Chart 4.5). This is a significant difference in terms of the improvement that the teachers have gained. The mean score for the first observation (X1=3.00) indicates that the teachers are aware of this behavior to some extent and their performance is at the average level. As this is the case, the teachers have not needed to change their instructional behavior regarding using teaching aids efficiently. For that reason the mean scores for the second (X2) and third (X3) observations are 3.33 (X2) and 3.66 (X3). There is, however, a dramatic increase in the fourth observation(X4=4.11 because the teachers have been warned regarding this behavior in the post-observation conference of the third observation. Furthermore, there is a steady increase in the last three observations (X5=4.44, X6=4.55 and X7=4.55) (see Chart 4.5). This shows that the teachers have gained some consciousness in using teaching aids effectively in their instruction. This also indicates that the change is competence-based rather than performance-based.

Chart 4.4 Line chart for the observation results (first 5 items) related to The Classroom Management Section of the checklist

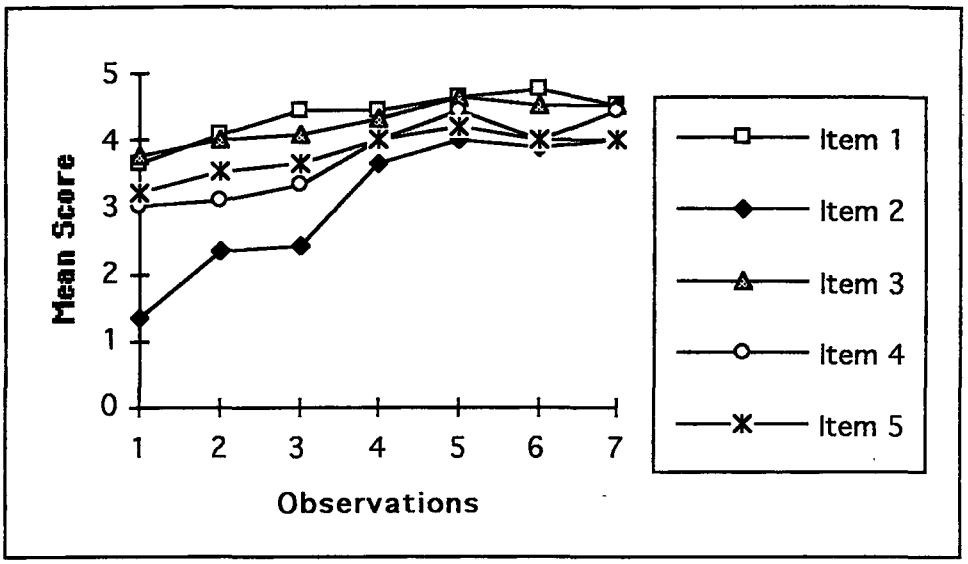
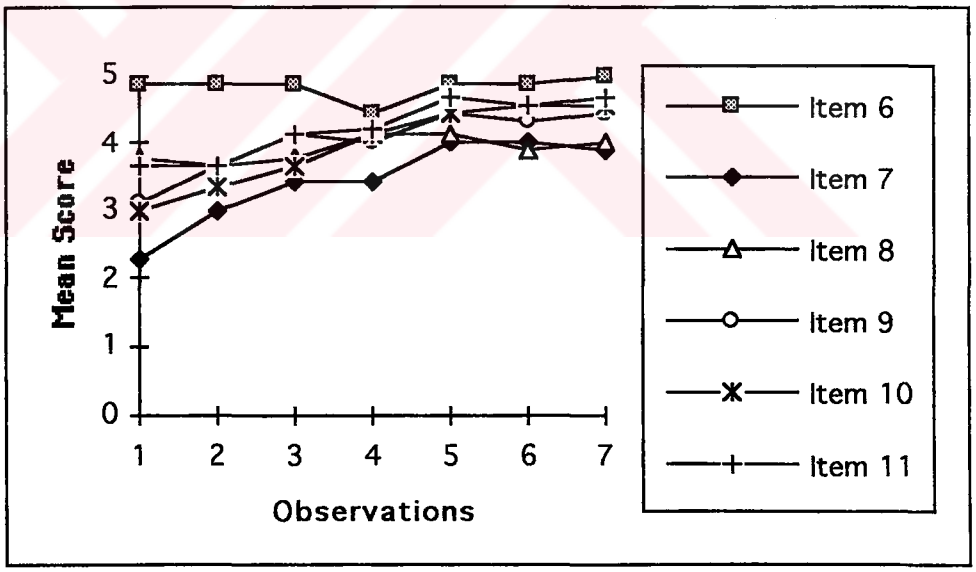


Chart 4.5 Line chart for the observation results (last 6 items) related to The Classroom Management Section of the checklist



Related to the classroom management, another striking improvement that has taken place has to do with Item 4 which is concerned with whether the interactions appropriate the objectives of the lesson (see Table 4.4). While the mean score for the first observation (X1) is 3.00, it reaches up to

4.44 in the last observation (X7). This result also supports that clinical supervision is effective in improving the instruction of the teachers. Like Item 10, the mean scores for the first three observations (X1, X2, X3) are around 3.00 (X1=3, X2=3.11, X3=3.33). This means that the teachers are aware of this behavior and perform it at the average level, and for this reason their attention has not been drawn into this behavior as much as the others in the post-observation conferences. However, they have begun to perform it well, at least better than they used to, after having been warned. Thus, there is a dramatic increase in the mean score for the fourth observation(X4=4), and besides, they have consistently continued to perform this improved behavior in the same level starting from the fourth observation(X4) to the last one (X7) (see Chart 4.4). This also indicates that the change has been competence-based.

Another significant improvement is seen in Item 9 which seeks whether students are encouraged to take part in the activity (see Table 4.4). Although the mean score for the first observation is 3.11, it increases steadily through the observations and reaches up to 4.44 in the last observation (X7) (see Chart 4.5). This indicates that the teachers have always been careful to encourage their students to take part in the activities in the classroom, and their performance has improved through the treatment period. As the mean scores for the observations from the third one (X4) to the last one (X7) are 4.00 and above, we can state that the change is competence-based.

So far we have focused on striking improvements observed in the classroom management section of the checklist. However, in the rest of the items (Items 1, 3, 5, 6, 8, and 11) of this section, there have been slight improvements in terms of the behaviors in the instruction of the teachers because they are mostly aware of these behaviors and they have performed

them almost at the desired level (better than the average) in all observations (see Table 4.4, see Chart 4.4 and 4.5).

These items are;

Item 1 which is related to giving clear instructions,

Item 3 which seeks whether the teacher is in control, and whether s/he monitors the activities.

Item 5 which seeks whether the classroom management is handled non-verbally,

Item 6 which concerns as to whether the teacher knows her/his students' names,

Item 8 which is related to minimizing the intrusions, and

Item 11 which seeks whether the timing is appropriate for the activity.

4.2.5. The Evaluation Section

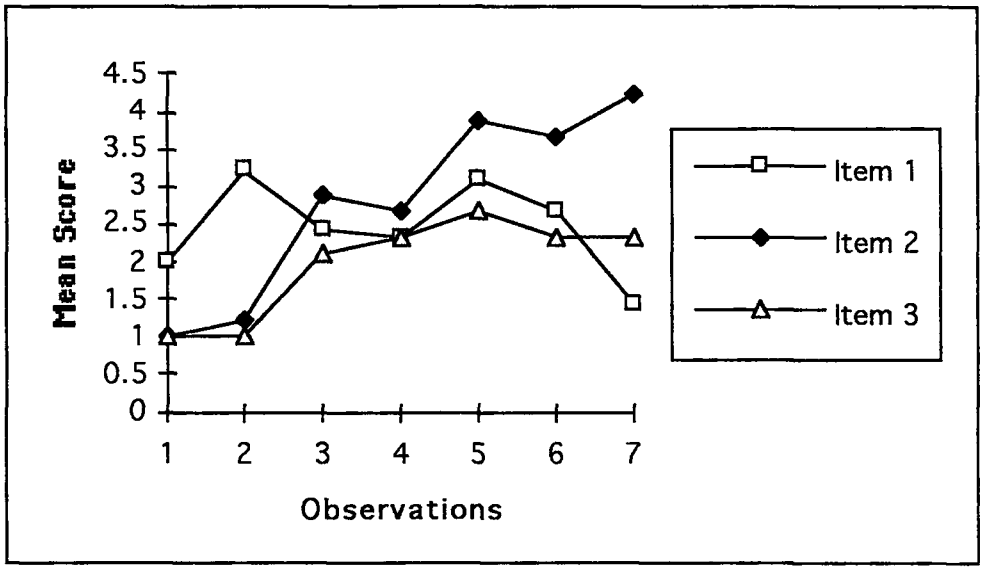
Our next focus is on the evaluation section of the checklist. In this section, the most striking improvement that has taken place has to do with Item 2 which seeks whether the lesson is evaluated at the end of the lesson (see Table 4.4). Although the mean score for the first observation (X1) is 1.00 which means that this item has not been observed, it dramatically goes up to 4.22 in the last observation (X7). This is a great improvement on the part of the teachers regarding this behavior. In fact, this behavior has not been improved enough until the fifth observation (X2=1.22, X3=2.88, X4=2.66) (see Chart 4.6). We see that the mean scores for the first three observations are, even, below the average (i.e., 3 out of 5). The main reason is that the teachers do not have the habit of doing the evaluation at the end of each lesson. Besides, it seems that it is not easy to convince them to

perform this behavior at the end of each lesson. A dramatic increase, however, has been observed in the fifth observation (X5=3.88) as a result of constant feedback regarding lesson evaluation. In addition, the steady performance of this behavior by the teachers also indicates that they have adopted the change as part of their instruction and the change is competence-based.

Table 4.5 Mean and Sd distribution of the observation results related to The Evaluation Section of the checklist

Items	O B S E R V A T I O N S													
	I		II		III		IV		V		VI		VII	
	X1	Sd	X2	Sd	X3	Sd	X4	Sd	X5	Sd	X6	Sd	X7	Sd
1	2.	1.5	3.22	1.3	2.44	1.74	2.33	1.59	3.11	1.61	2.66	1.59	1.44	1.33
2	1.	0.	1.22	.67	2.88	1.53	2.66	1.59	3.88	1.16	3.66	1.11	4.22	.44
3	1.	0.	1.	0.	2.11	1.7	2.33	1.59	2.66	1.58	2.33	1.59	2.33	1.58

Chart 4.6 Line chart of the observation results related to The Evaluation Section of the checklist



On the other hand, Item 3 which is related to the evaluation of each objective of the lesson has been ignored by most of the teachers (see Table 4.5). The mean score for the first (X1) and second observation (X2) is only 1.00. This indicates that this behavior has not been observed in the instruction of the teachers. Although some teachers have performed this behavior to some extent, the highest mean score for all observations is only 2.66 in the fifth observation (X5) and this is still below the average (i.e., 3 out of 5) (see Chart 4.6). The reason for this could be that the teachers do not need to evaluate each objective of each activity in a particular lesson after having evaluated the lesson generally. When the issue was discussed with the teachers in the post-observation conferences, they stated that they had not needed to evaluate each objective of the lesson one by one due to lack of time at the end of the lesson.

We cannot also observe almost any improvement in Item 1 which seeks whether the assignments are based on the objectives of the lesson, (see Chart 4.6). While the mean score for the first observation (X1) is 2.00, it does not change in the last observation (X7) as well. The main reason for such a low score is that since we have done the observation for an hour of a two-hour lesson, we have not been able to observe the teachers giving text related assignments regularly. When their attention has been drawn into this item, they have stated that they have usually assigned their students at the end of the second hour. Thus when we have observed in the first hour, we have not been able to observe them assigning their students. Under these circumstances, we have not been able to collect sufficient data related to this behavior and the result is disguising.

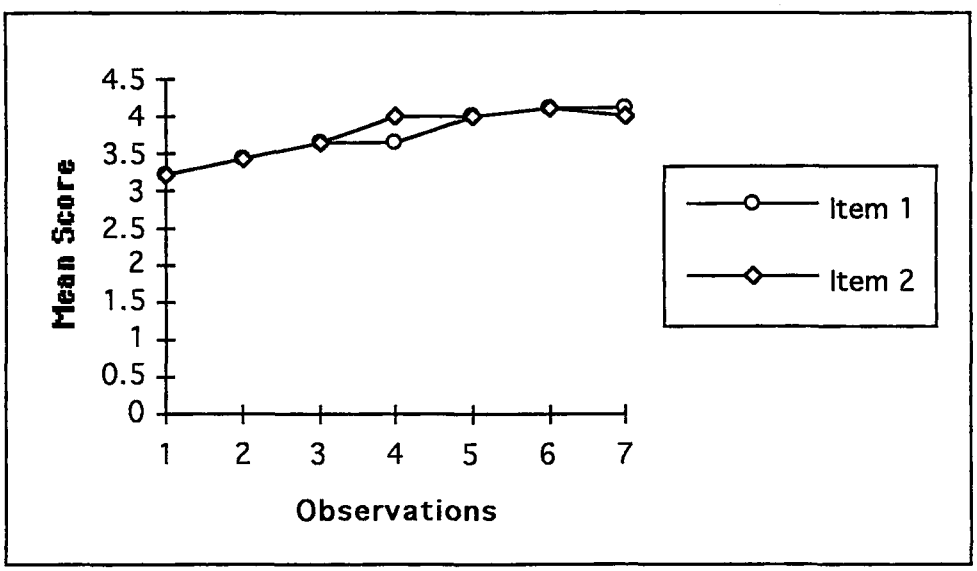
4.2.6. The end section

Our next analysis is related with the end section of the checklist in which there are only two items to be observed (see Table 4.6). Item 1 is related to the achievement of the objectives of the lesson, and Item 2 is related to whether the students leave the classroom with a sense of accomplishment. For Item 1, although the mean score for the first observation (X1) is 3.22, it goes up to 4.11 in the last observation (X7) (see chart 4.7).

Table 4.6 Mean and Sd distribution of the observation results related to The End Section of the checklist

items	O B S E R V A T I O N S													
	I		II		III		IV		V		VI		VII	
	X	Sd	X	Sd	X	Sd	X	Sd	X	Sd	X	Sd	X	Sd
1	3.22	.44	3.44	.52	3.66	.7	3.66	1.	4.	0.	4.11	.33	4.11	.33
2	3.22	.44	3.44	.52	3.66	.7	4.	0.	4.	0.	4.11	.33	4.	0.

Chart 4.7 Line chart of the observation results related to The End Section of the checklist



This indicates that there is a significant improvement in the instruction of the teachers. In fact it is in line with the improvements that the teachers have gained through clinical supervision. However, it is very difficult to quantify whether the students leave the classroom with a sense of accomplishment by observing a class. For that reason the supervisor has tried to evaluate whole lesson from various points of view such as the instruction of the teacher and the reactions of the students to both the teacher and the materials used. In addition, regarding the type of change we can state that it is competence-based because the mean scores for the fifth (X5), the sixth (X6) and the seventh (X7) observations (see Table 4.6) are 4.00 and above.

On the other hand, the mean scores for Item 2 are parallel to Item 1. While the mean score for the first observation (X1) is 3.22, it reaches up to 4.00 in the last observation (X7) (see Chart 4.7). This indicates that this improvement is significant as well. When the objective of a lesson is achieved, the students leave the classroom with a sense of accomplishment and both the students and the teacher are happy with the result. However, if the objective of a lesson is not achieved, it will be a tedious, ordinary lesson for both the students and the teacher. In line with this result, we can say that better instruction motivates the students to learn.

4.2.7. Comparison of average mean scores for six sections

Up to now, we have analyzed the checklist item by item in six sections. Now our focus is going to be on each part of the checklist as a unit in terms of seven observations. The most striking improvement is seen in the questions and feedback section (see Table 4.7:Section:III). Although the average mean score for the first observation (X1) is 2.77, which is

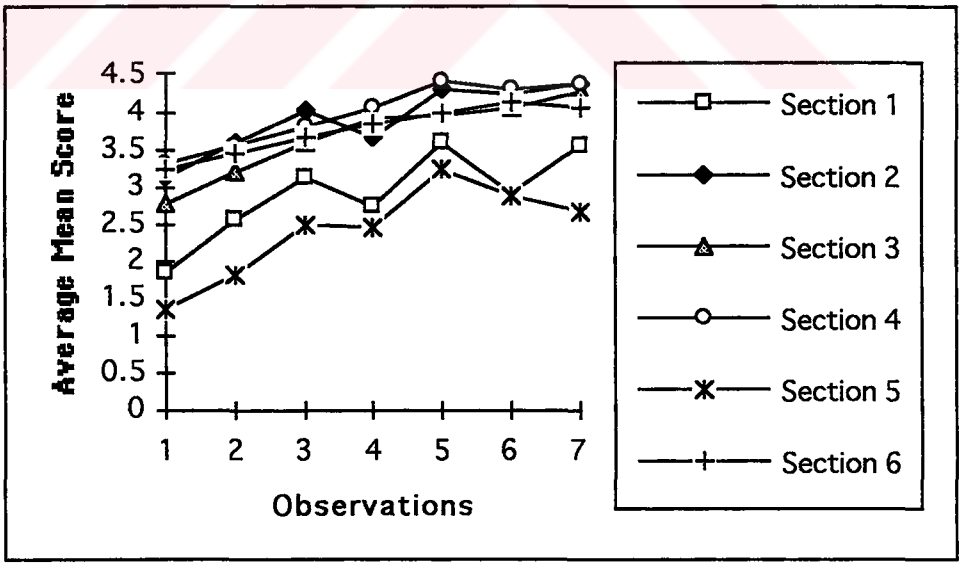
below the average (i.e., 3 out of 5), it increases steadily through the rest of the observations and reaches up to 4.27 in the last observation (X7) (see Chart 4.8). This indicates that the teachers have improved their instruction almost double compared to the first observation. Furthermore, the average mean scores for the last three observations (X5=3.95, X6=4.06, X7=4.27) also indicate that the teachers have gained consciousness in these behaviors as part of their instruction and they are observable in their teaching in the classroom.

The second striking improvement has taken place in the second section of the checklist, which is the strategy section (see Table 4.7: Section II). While the average mean score for the first observation (X1) is 3.13, it reaches up to 4.38 in the last observation (X7). The average mean score for the first observation (X1=3.13) indicates that the teachers are aware of these behaviors and they perform them at the average level (i.e., 3 out of 5). Afterwards, the average mean score steadily increases to 3.58 in the second (X2) and 4.02 in the third observation (X3). This indicates that they have gained consciousness in relation to these behaviors in their instruction as a result of the discussions taken place in the post-observation conference of the first observations. In addition, they can perform these behaviors at a desired level if they wish. We also see that this improvement has been maintained through the last three observations (X5=4.31), (X6=4.22) and (X7=4.38). This indicates that the teachers have improved their instruction related to the strategy section to a significant extent, and the change has been competence-based.

Table 4.7 Mean and Sd distribution of the observation results related to the all sections of the checklist as a whole

Section	O B S E R V A T I O N S													
	I		II		III		IV		V		VI		VII	
	X1	Sd	X2	Sd	X3	Sd	X4	Sd	X5	Sd	X6	Sd	X7	Sd
I	1.85	.24	2.55	.24	3.11	.74	2.74	.87	3.59	.7	2.92	.7	3.55	.74
II	3.13	.7	3.58	.6	4.02	.7	3.66	.59	4.31	.37	4.22	.3	4.38	.35
III	2.77	.66	3.19	.69	3.6	.51	3.9	.28	3.95	.43	4.06	.39	4.27	.27
IV	3.3	.51	3.57	.5	3.81	.51	4.07	.3	4.41	.24	4.31	.39	4.37	.37
V	1.33	.5	1.81	.53	2.48	1.18	2.44	1.23	3.22	.89	2.88	.9	2.66	.6
VI	3.22	.44	3.44	.52	3.66	.7	3.83	.5	4.	0.	4.11	.33	4.05	.17

Chart 4.8 Line chart of the observation results related to all sections of the checklist as a whole



The third striking improvement that has taken place has to do with the beginning section of the checklist (see Table 4.7: Section I). Although the average mean score for this section is 1.85 in the first observation (X1), it

dramatically increases to 3.55 in the last observation (X7). The difference between the two observations is significant. The average mean score for the first observation (X1=1.85) indicates that the teachers have almost not performed the behaviors in this section in the first observation. However, the performance in their instruction is much better in the other observation because they have become aware of their weaknesses related to these behaviors after the discussions in the post-observation conference. In spite this improvement, the fluctuations in the average means scores for the rest of the observations indicate that although the teachers are aware of these items, they have not completely adopted them as part of their instruction. They, however, never ignore them thoroughly because we can observe these behaviors in their instruction at almost average level (see Chart 4.8). As a result of this analysis we can conclude that the change is performance based regarding the beginning section.

Another important improvement that has taken place has to do with the fourth section of the checklist, i.e. classroom management (see Table 4.7:Section IV). Although the average mean score for the first observation (X1) is 3.30, it steadily increases through the rest of the observations and reaches up to 4.37 in the last observation (X7). This is a significant improvement on the part of the teachers. The average mean score for the first observation (X1=3.3) indicates that the teachers can perform these items at an average level (i.e., 3 out of 5). In addition to this status, the average mean score steadily increases through the other observations and reaches up to 4.37 in the last observation (X7), which is almost the desired level (see Chart 4.8). This indicates that the teachers have improved the behaviors regarding this section. In this regard, we can conclude that the change is competence-based since the average mean score is 4.00 and above from the fourth observation (X4) to the last one (X7).

The least improvement has been observed in the sixth section of the checklist, i.e. the end section (see Table 4.7:Section VI). While the average mean score of the first observation (X1) is 3.22, it increases up to 4.05 in the last observation (X7). The fact that there is a steady improvement in each observation from the second observation (X2) to the sixth one (X6) indicates that the teachers are getting more successful on these behaviors. We also see that they maintain their improvement in the last three observations (X5=4.00, X6=4.11, X7=4.05). This indicates that the teachers can consistently perform instructions in which both the teachers and students feel the accomplishment, and that clinical supervision has contributed to their instruction in a considerable amount.

According to our data, the fifth section, i.e. the evaluation section, seems to be almost ignored by the teachers in their instruction (see Table 4.7: Section V). Although the average mean score for the first observation (X1) is 1.33, it reaches only 2.66, below the average level, in the last observation (X7). In fact, since we have done an observation for an hour of a two-hour lesson, we have not been able to observe the teachers giving text related assignments regularly. The teachers have stated during the post-observation conferences that they have usually assigned their students at the end of the second hour. As a result, we have not been able to collect sufficient data related to this item and the result is disguising and invalid in this respect.

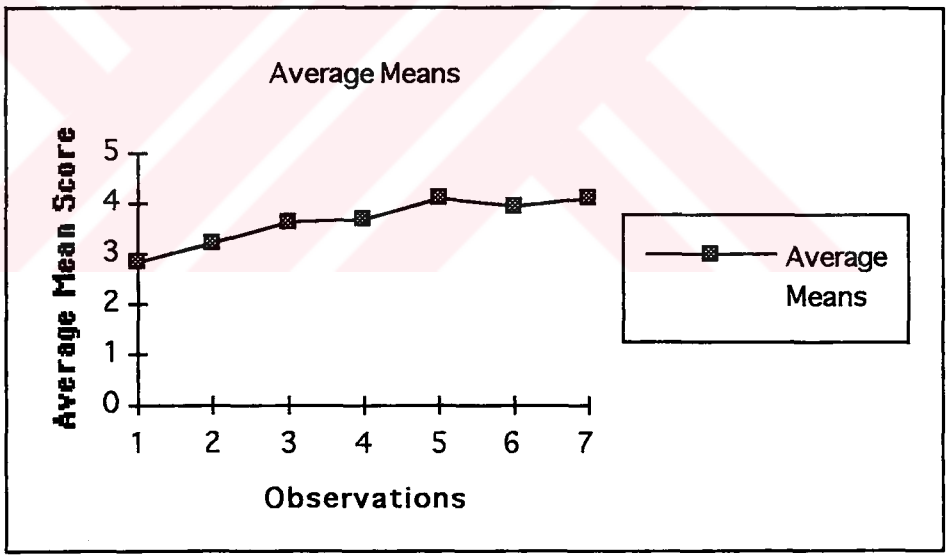
4.2.8. General evaluation in terms of average mean scores for each observation

Besides all these analyses, when we look at the whole issue on the basis of each observation from the first one to the last one, our general outlook reveals that clinical supervision has contributed to the teachers' instruction to a significant extent (see Chart 4.10). As also seen in Chart 4.9, there is a steady improvement in their instruction from the first observation (X1) to the last one (X7). Although the average mean score for the first observation (X1) is 2.82, it significantly increases up to 4.08 in the last observation (X7). The average mean score for the first observation (X1=2.82) indicates that the performance of the teachers is below the average (i.e., 3 out of 5). As the clinical supervision starts, the average mean score increases gradually through the second (X2=3.21), the third (X3=3.59), the fourth (X4=3.66), the fifth (X5=4.07) and the sixth (X6=3.95) observations, and finally, reaches up to 4.08 in the last observation (see Table 4.8). The teachers have improved their instruction almost at a desired level (see Chart 4.10). This result supports our expectation about clinical supervision that it improves teachers' instruction. Furthermore, by looking at the average mean scores for the last three observations (X5=4.07, X6=3.95, X7=4.08), we can say that the change is competence-based because the improvement in the instruction of the teachers has been consistent (see Table 4.8).

Table 4.8 Mean and Sd distribution of the observation results related to general evaluation in terms of average mean scores for each observation

Items	O		B S		E R		V A		T I		O N		S	
	I		II		III		IV		V		VI		VII	
	X1	Sd	X2	Sd	X3	Sd	X4	Sd	X5	Sd	X6	Sd	X7	Sd
X	2.82	.42	3.21	.5	3.59	.54	3.66	.3	4.07	.23	3.95	.31	4.08	.23

Chart 4.9 Line chart of the observation results related to the general evaluation in terms of average mean scores for each observation



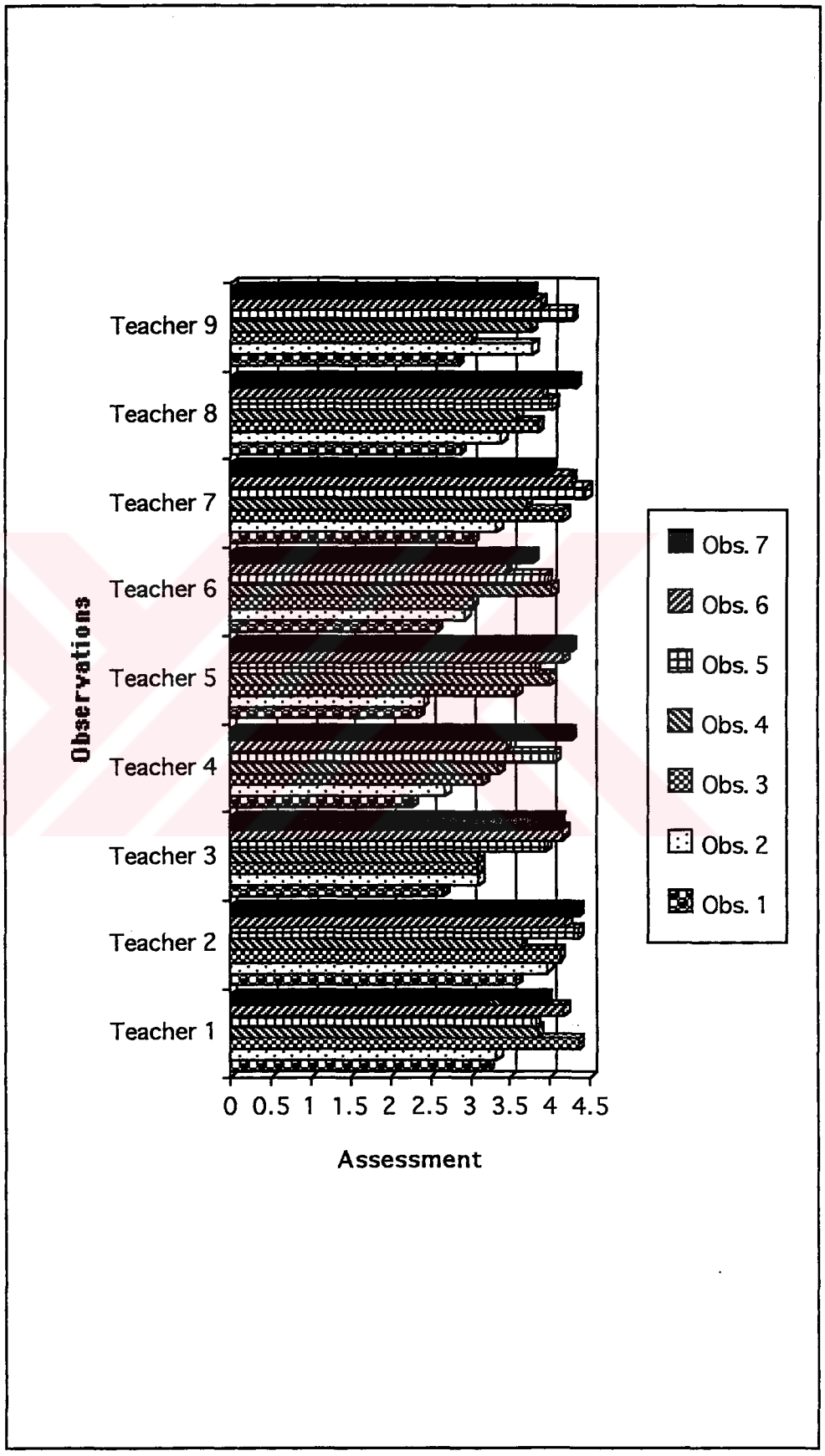
In addition, in terms of the observations on the basis of each teacher, we can see that each teacher has improved her/his instruction to a significant extent (see Chart 4.10). Although the range of mean scores for the first observation (X1) is between 2.26 and 3.58 (average mean score is 2.82) in the beginning, it has increased between 3.74 and 4.35 (average

mean score is 4.08) in the last observation (see Table 4.9). This result also indicates that clinical supervision has played a significant role in the improvement of teachers' instruction. We would like to report that the first observations were, in a way, fact finding stages as long as the teachers had not particularly stated specific concerns related to their teaching. For that reason, the first observations reflect the status of the teachers' instruction at the beginning. Afterwards, there is a gradual increase in the average mean scores for the observations of teachers from the second (X2) to the last observation (X7) in general (see Table 4.9).

Table 4.9 Distribution of average scores of seven observations according to the teachers in the experimental group

	Obs. 1	Obs. 2	Obs. 3	Obs. 4	Obs. 5	Obs. 6	Obs. 7
Teacher 1	3.23	3.32	4.35	3.84	3.81	4.16	3.94
Teacher 2	3.58	3.97	4.13	3.65	4.35	4.19	4.35
Teacher 3	2.65	3.10	3.10	3.10	3.94	4.16	4.13
Teacher 4	2.26	2.68	3.16	3.35	4.06	3.45	4.26
Teacher 5	2.35	2.42	3.58	4.00	3.81	4.16	4.26
Teacher 6	2.58	2.94	3.03	4.03	3.94	3.45	3.77
Teacher 7	3.03	3.32	4.16	3.71	4.45	4.26	4.00
Teacher 8	2.87	3.39	3.84	3.58	4.03	3.90	4.32
Teacher 9	2.84	3.77	3.00	3.74	4.26	3.87	3.74

Chart 4.10 Overall assessment of teachers in seven observations



4.2.9. General evaluation in relation to instructional change of teachers

Our third research question is whether the amount of the change in the instructional behavior will vary depending on the teacher being novice or experienced one. For that purpose, first of all, we have compared the observation mean scores of Teacher 4, a novice teacher with only one year of teaching experience, with Teacher 3, a very experienced teacher with 12 years of teaching experience. The answer for the research question is that there is not a significant difference between the novice and experienced teachers in terms of their instructional behaviors. On the other hand, however, there is an important difference in the process of change between these two types of teachers. We can see in Chart 4.10 that Teacher 4 demonstrates a very regular improvement in her instruction. This was because as an inexperienced teacher, she was eager to implement new strategies in her teaching. Aside from implementing new ideas or strategies focused on in the previous post-observation conferences, she tried to perform alternative strategies discussed in the pre-observation conference of the following observation. On the other hand, Teacher 3 did not show any change in her instruction in the first four observations (see Chart 4.10 and Table 4.9) although she agreed with the supervisor on some weak points and alternative strategies that could be used in the classroom in the post-observation conferences. In the fifth observation, however, she had a dramatic change. The main reason for this has to do with her being videotaped in the fourth observation. The discussions accompanied with the video tape in the post-observation conference are believed to be more convincing. Therefore, in the fifth observation she was more careful and successful in implementing the new ideas or strategies that were discussed

in the post-observation conference of the fourth observation and the pre-observation conference of the fifth observation. In the last two observations she continues her positive performance. Furthermore, when we look at the performance of other teachers with five years of experience, we do not see a significant difference in the amount of the change of instruction except Teacher 6.

Although Teacher 6 has had three years of experience, her average mean score remains below 4 in almost all of the observations except the fourth one when it reaches to only 4.03 (see Table 4.9). The reason for this low score is probably due to the reluctance in participating in this study. In spite of this reluctance, she was an innovative teacher. This made her apply new ideas in the classroom, and as a result she started liking clinical supervision and was more willing to implement new ideas and strategies as much as she could. Furthermore, another exception is Teacher 9, an experienced teacher with eight years of experience, whose average mean score remains below 4 in almost all of the observations except the fifth one when it reaches to only 4.26 (see Table 4.9) The reason for this low score is probably due to his inability to adapt himself teaching core-language communicatively completely. He was a typical teacher of grammar-translation method. In fact, this amount of change in his instruction is very great even though his performance has not reached to the desired level.

Finally, our belief regarding this question is that the teachers show tendency to improve their instruction no matter how experienced they are as long as they are willing to improve their profession. The only difference is that the more experienced the teacher is, the more difficult for him/her to give up his/her habits and adopt new behaviors.

4.3. The Analysis of the Questionnaire Given to the Teachers in the Experimental Group

Although continuous feedback has been received from the teachers during the post-observation conferences, a questionnaire has been given to them at the end of the study in order to find out their general impressions about clinical supervision. For that reason they have been asked to state their ideas under three headings: (a) their positive ideas about clinical supervision, (b) their negative ideas about clinical supervision, (c) their suggestions for future applications (see Appendix 2). After they all have returned the questionnaires, some oral feedback has been received from them to clarify some ambiguous points stated in the questionnaire.

The ideas of the teachers given in the questionnaire have been analyzed and classified in terms of positive and negative statements (see (Table 4.10 and Table 4.11). In addition, the frequency of application of clinical supervision suggested by the teachers has been tabulated and presented (Table 4.12).

4.3.1. The analysis of positive feedback

When we analyze their positive statements in terms of frequency, 100 % of the teachers in the experimental group have stated that clinical supervision is useful, provides feedback about their instruction, creates awareness in their teaching, and helps them revise to improve their teaching. In addition, 66.66 % of them have stated that clinical supervision solves their problems and also reinforces their strong points. Furthermore, 44.44 % of them have stated that clinical supervision provides them to build a self-

confidence in their instruction. Finally, 33.33 % of them have stated that clinical supervision helps them use equipment like video or record player efficiently (see Table 4.10).

Table 4.10 The frequency distribution of teachers' positive feedback about clinical supervision (CS)

N:9

CS is useful	100 %
CS provides feedback about my teaching	100 %
CS creates awareness	100 %
CS helps me revise my teaching	100 %
CS improves my teaching	100 %
CS solves my problems	66.66 %
CS reinforces my strong points	66.66 %
CS provides me a self-confidence	44.44 %
CS helps me use equipment such as video, record player efficiently	33.33 %
CS helps me prepare my lesson carefully	33.33 %

A Classification of positive statements of the teachers in the experimental group as quotations:

- Clinical supervision is very useful and necessary because it helps me see both my positive and negative sides in teaching.
- When I discuss with the supervisor in the post-observation conference, I can get some other alternatives to teach the same material.
- It created a self awareness. After the discussion, I felt that I was doing the right things. It confirmed my ideas. I also learned some new ideas about student seating arrangement, monitoring the students during the pair and groupwork activities, and so on.

- I am a new teacher. I have been teaching for only two years. I gained lots of things by means of clinical supervision. Now, I feel more confident in preparing my lessons and teaching in the classroom.
- I got both positive and negative feedback from the supervisor, however, I am happy that I have taken part in this study because I like exchanging ideas about my teaching with an experienced teacher.
- The most important thing is the post-observation conference because it is nice and useful to be able to discuss the outcomes of my observation.
- It helped me teach listening activities better; now, I feel more confident in teaching listening.
- It helped me improve my teaching in the classroom.
- I find it useful to get rid of some inefficiencies in my teaching. It also helped me go to the classroom with more preparation. I saw that I could do better things.
- It created self-awareness in my teaching. I revised my teaching in detail.
- I believe it is necessary from time to time.
- It is useful to discuss after the observation. Watching my lesson and myself on the video helped me revise my teaching.
- I prepared my lesson plan more carefully and controlled myself a lot. It provided me with self-criticism. I got very useful feedback from the supervisor which I have never had in my profession.
- It helped me use the video effectively in my video classes.
- My students take part in the activities more than usual.
- When both the teacher and the supervisor know the time of observation and the purpose of the observation it relieves the stress on the teacher.
- I believe that certain times we feel that we are in the need of a hand to solve the problems we have in our classrooms or I want to feel confident that we are on the right track while teaching.

When we analyze these statements one by one, we can come to a conclusion that the teachers have benefited from the application of clinical supervision in one way or the other. Some have improved their weak points, some have revised their teaching, some have learned to use a technical educational device efficiently, and some have realized that they are on the "right track" in their teaching. In that sense, we can say that clinical supervision has been successful and the purpose has been achieved.

In addition, when we analyze the statements of the teachers from the purpose of clinical supervision suggested by Acheson and Gall (1980:12-13), we can say that almost all specific purposes have been achieved in this study. The specific goals stated by Acheson and Gall are:

- to provide teachers with objective feedback on the current state of their instruction;
- to diagnose and solve instructional problems;
- to help teachers develop skill in using instructional strategies;
- to evaluate teachers for promotion, tenure, or other decisions;
- to help teachers develop a positive attitude about continuous professional development.

(Acheson and Gall 1980:12-13)

4.3.2. The analysis of negative feedback

Concerning the frequency of negative feedback of the teachers in the experimental group, it is interesting that the teachers have not provided much negative feedback related to clinical supervision. The negative feedback is generally related to the act of being observed in class. They have stated that clinical supervision affects the natural behavior of both the teachers and the students in the classroom (55.55 %), makes them nervous during their teaching (33.33 %), and clinical supervisor disturbs them while being observed(22.22 %). Another negative feedback has to do with their fear of being evaluated for administrative purposes. The teachers have stated that clinical supervision makes them anxious because they believe that the supervisor will report them to the director of the school (11.11 %) (see Table 4.11).

Table 4.11 The frequency distribution of teachers' negative feedback about clinical supervision (CS)

N:9

CS affects the natural behavior of both teachers and Ss	55.55 %
CS makes me nervous in the classroom	33.33 %
Being observed disturbs me	22.22 %
CS makes me anxious	11.11 %

A Classification of negative statements of the teachers in the experimental group as quotations:

- The observation made me and my students nervous during the first one or two observations, but later on, we got accustomed to seeing the supervisor in the classroom.
- The idea of being observed by somebody makes everybody disturbed.
- At the very beginning, I was very anxious, and I thought the supervisor was going to report me to the director. This idea made me very nervous. Now I see that it has never come out.
- Both the teacher and the students do not behave naturally during the observation, and they spend great effort to be seen better.

When we analyze all the negative feedback received from the teachers, we can see that their main concerns are (a) on the stress that they have during the observation, (b) on the anxiety as to whether s/he will be reported to the director, and (c) on building confidence in the supervisor. We believe that these concerns of the teachers are natural at the beginning of such a study or organization. Building confidence in teachers takes time and it depends on the consistent behavior of the clinical supervisor. Furthermore, both the teacher and the students get accustomed to being observed by the supervisor by the time, and their stress is relieved as long as a friendly relationship has been formed between the teacher and the

supervisor. Moreover, when both the teacher and the supervisor are aware of what they are doing clearly, clinical supervision becomes a useful and instructive task in revising and improving the present condition of the teachers in terms of their professional development.

4.3.3. The analysis of feedback related to the frequency of application of clinical supervision

The third issue in the questionnaire is related to the frequency of application of clinical supervision. As can be seen in Table 4.12, 66.66 % of the teachers suggest that clinical supervision should be applied once a month in a school. On the other hand, 22.22 % of them suggest that it should be applied once a fortnight. In addition, the other 22.22 % suggest that it should be applied only when there is a need. Furthermore, none of them suggest an application of clinical supervision either once a week or twice a term. This means that when there are too many observations, the teachers feel that there is so much interference in their instruction, and they are also disturbed. On the other hand, most of them agree on the application of clinical supervision once a month. The reason could be that they like their lessons to be evaluated on regular basis, and thus become aware of their strengths and weaknesses because clinical supervision provides them with necessary feedback related to their instruction.

Table 4.12 The Frequency distribution of the teachers' suggestions for the application of clinical supervision

N:9

Frequency of Application suggested by the teachers	% of the teachers
Once a week	-
Once a fortnight	22.22
Once a month	66.66
Twice a term	-
Only when there is a need	22.22
Total	100.

4.4. The Analysis of the Achievement Test Grades of the Students in both Experimental and Control Groups

Our fourth research question was whether the positive change in the teaching behaviors of the teachers in the experimental group has been reflected on the success rate of the students. In order to find an answer to this question, the data collected from the achievement test grades of students in both experimental and control groups have been analyzed (see Chapter 3, Section 3.2 for further information). In the computation of our data we used the following statistical procedure: We conducted a two-tail probability unpaired t-test for each of the six tests. Our null hypothesis is that there is no effect of clinical supervision on groups. In other words, there will not be any significant difference in the means of the experimental and control groups at the end of the experiment. Since our probability scale for significance of unpaired t-test comparison results is $p \leq 0.05$, any figure bigger than this value is considered statistically insignificant. Our

dependent variable is the achievement of students, and our measurement is their scores (interval). Our independent variable is the clinical supervision, and our measurement is nominal (experimental vs. control).

Another additional piece of information about the analysis of the data has to do with the replacement of the placement test (originally planned to serve as a pretest) with the first achievement test. The reason for such a change in the process was because the grades of most students taken in the placement test were misleading due to the fact that they wanted to begin the program from a lower level so that they could learn English better. However, after the placement of the students, their teachers realized that the language competence of such students were beyond the level that they had been placed in. Therefore, these students were placed to an upper level by the proposal of their teachers. Furthermore, the results of the first core-language achievement test compared with their placement test results revealed that there was a significant difference between the results obtained from placement test and the achievement test . For that reason, we believe that the results of the first achievement test reflect their real language competence at the initial stage.

Meanwhile, we believe that change in the instructional behavior of teachers is a gradual process, and it takes time. For that reason, we expect to see the outcomes of clinical supervision on the students' success at the later stages of their learning process. Thus, we have taken into account especially the results of Test 5 and Test 6 administered in the fifth and sixth months of the treatment period to decide whether the difference between the experimental and control groups is significant or not since these tests reflect the final stage of the students in both groups.

Furthermore, although we are aware of the fact that there are some other factors which affect the students' success, we strongly believe that

their success is closely related to their teachers' personality, attitude and instruction in the classroom. For that reason, we have tried to find some relationships between the students' success and the teachers educational behaviors.

After having presented the general information about the data, we would like to analyze the statistical results pair by pair. The results related to each pair have been presented with tables and bar charts in the subsections under the same titles (e.g. Pair 1, Pair 2, Pair 3, etc.).

4.4.1. Pair 1

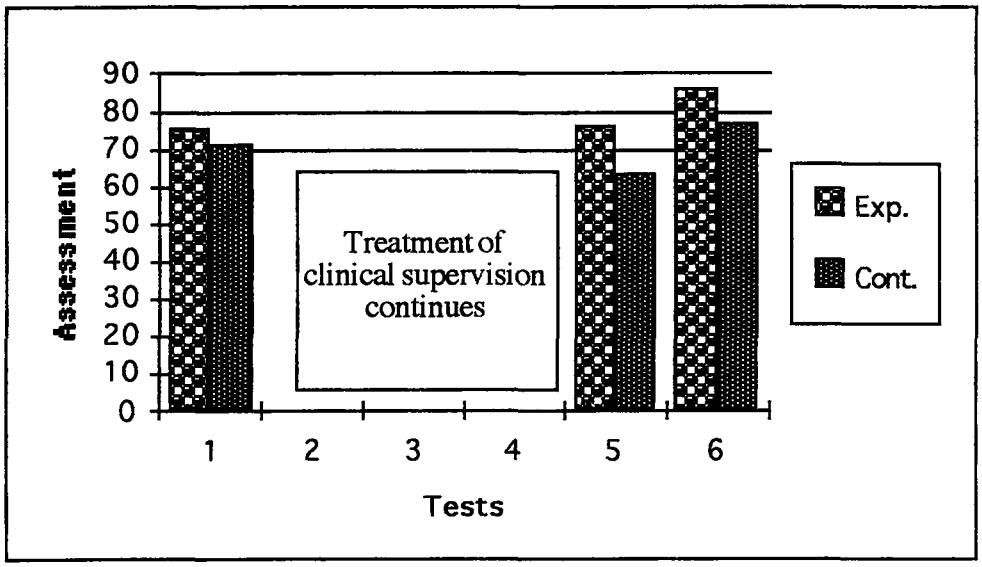
There is a significant difference between the experimental and control groups according to the results of unpaired t-test in Pair 1. We arrive at this conclusion because when the experiment started, there was no significant difference between the groups; however, with the application of clinical supervision in Pair 1, the students in the experimental group scored higher in Test 5 compared to their counterparts in the control group with a probability value of p=.0048 (see Table 4.13). Under this circumstance, we can reject the null hypothesis and state that clinical supervision has an effect on student success in Pair 1. Although the result of Test 6 does not prove to be statistically significant, the probability value of this test is very close to significance level (Test 6, p=.0912) supporting our expectation.

Table 4.13 The results of unpaired t-test for Pair 1

Test	Group	N	X	Sd	df	Unpaired t-value	P (2-tail)
1	Exp. Control	27 23	75.67 70.89	17.86 12.98	48	1.067	.2914
2	Treatment of Clinical Supervision continues						
3							
4							
5	Exp. Control	27 23	76.30 63.27	19.10 9.72	48	2.96	.0048
6	Exp. Control	27 23	85.98 76.56	17.60 21.07	48	1.724	.0912

The mean scores for both groups in the pair also indicate that the result of this study is in line with our hypothesis. At the initial stage, although there is a small amount of difference between the groups in Test 1 (Test 1, Exp. X=75.67, Cont. X=70.89), the difference is much more bigger in favor of the experimental group in Test 5 and Test 6 (Test 5, Exp. X=76.30, Cont. X=63.27; Test 6, Exp. X=85.98, Cont. X=76.56) (see also Chart 4.11). This also gives evidence to our hypothesis that students in the experimental group are more successful since their teacher has gone through clinical supervision process and improved his instruction by means of clinical supervision.

Chart 4.11 Line chart of the mean scores for the students' grades in Pair 1



The possible reason for this improvement may be due to the fact that the teacher in the experimental group was always interested in the way he taught. He was very attentive and used to take careful notes about the remarks on his instruction given in the post-observation conferences. He was open to new ideas and strategies, and he usually implemented them in his instruction throughout the study. Consequently, his innovative attitude led him to improve his instruction to a significant extent, and as an outcome, we believe that his students have benefited from his instruction to a great extent.

4.4.2. Pair 2

In Pair 2, there is a significant difference between the experimental and control groups according to the test results. In spite of the significant difference between the groups in favor of the control group in Test 1

(p=.0157) for this pair, the difference becomes amazingly significant in favor of the experimental group in Test 5 (p=.0005) and Test 6 (p=.0064) (see Table 4.14). Under these circumstances, we can reject the null hypothesis and state that clinical supervision has a positive effect on students' success. At the initial stage, the unpaired t-value (t=-2.522) for Test 1 indicates that the direction of the difference is negative. This means that the students in the control group are more successful than their counterparts in the experimental group. By the time they take their Test 5 and Test 6, this ratio is reversed, and the significant difference between the groups has turned in favor of the experimental group (see Table 4.14).

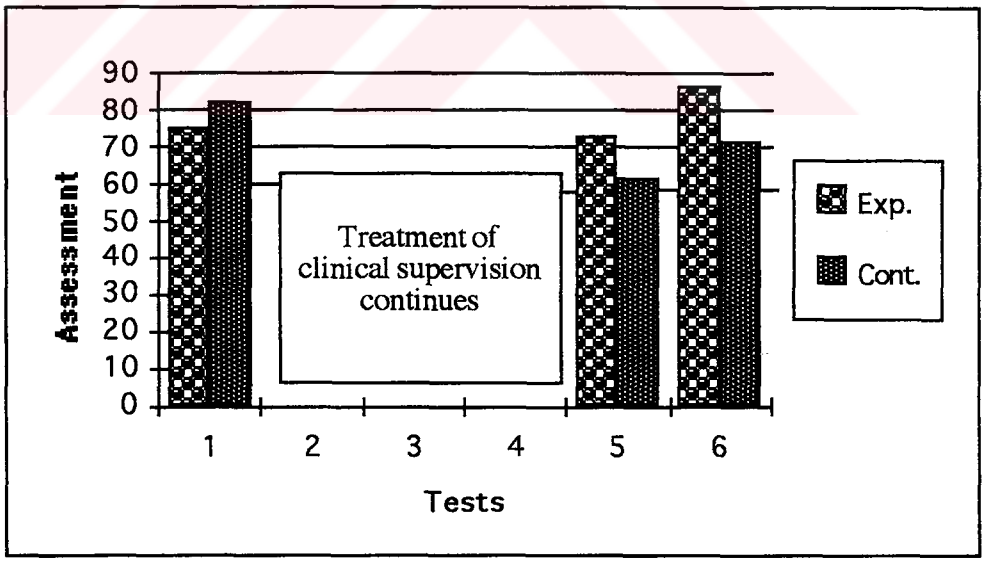
Table 4.14 The results of unpaired t-test for Pair 2

Test	Group	N	X	Sd	df	Unpaired t-value	P (2-tail)
1	Exp. Control	21 21	75.34 82.39	7.39 10.47	40	-2.522	.0157
2	Treatment of Clinical Supervision continues						
3							
4							
5	Exp. Control	21 21	73.10 61.42	9.93 10.14	40	3.766	.0005
6	Exp. Control	21 21	86.56 71.60	15.02 18.50	40	2.88	.0064

This result also gives evidence that better instruction leads students to better learning in their study.

When we refer to Chart 4.12, we can see the success of the students in terms of the mean scores for each test. At the initial stage, the mean score obtained for the control group is higher than the one for the experimental group in Test 1, (Test 1, Exp. X=75.34, Cont. X=82.39) (see Chart 4.12). In Test 5 and Test 6, however, the students' success ratio is reversed and turns in favor of the experimental group (Test 5, Exp. X=73.10, Cont. X=61.42; Test 6, Exp. X=86.56, Cont. X=71.60) (see Chart 4.12). A result of this kind is very crucial in signifying the importance of improved instruction of the teacher on students' efficiency in learning.

Chart 4.12 Line chart of the mean scores for the students' grades in Pair 2



We see a very positive effect of clinical supervision when the instructor under the treatment has innovative and cooperative personality and attitude. In this case, the teacher of the experimental group was open to challenges and new ideas which led her to cooperate and collaborate

with the supervisor consistently throughout the study. Since she liked bringing up new ideas and proposals and discussing them with the supervisor in the pre- and post-observation conferences, it was easy for her to implement these ideas successfully in her instruction . She was always open to any kind of criticism and also willing to make a change in her way of instruction as long as she was convinced for its necessity. We believe that her innovative attitude and friendly personality have created an efficient learning context for her students, and thus made clinical supervision more beneficial and effective.

4.4.3. Pair 3

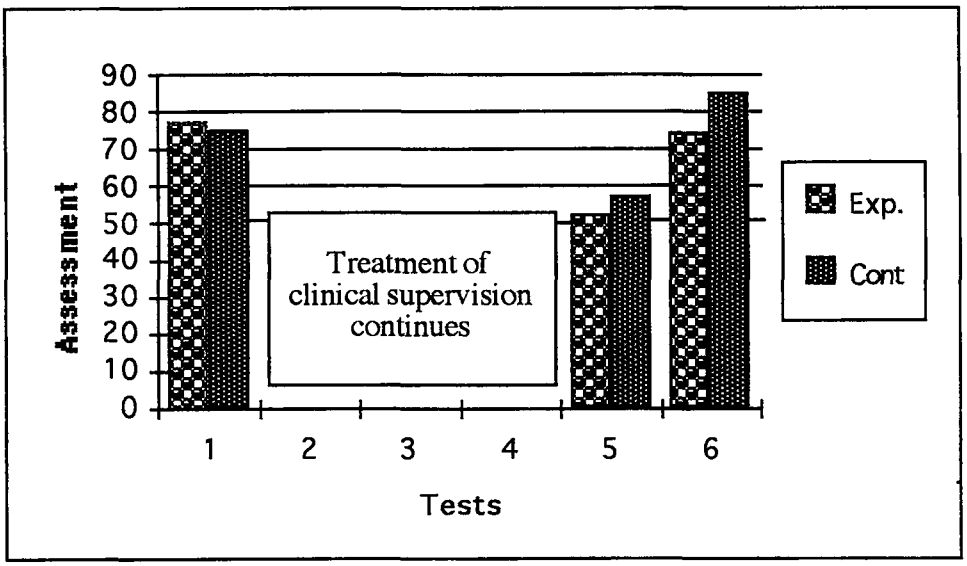
According to the test results, there is not a significant difference between the experimental and control groups in Pair 3 in terms of students' success. Since there is not a significant difference between the groups in Test 5 (p=.3667), we cannot reject the null hypothesis, and we have to accept that clinical supervision does not have an effect on students' success in this pair (see Table 4.15). Moreover, in spite of the fact that there is not a significant difference between the groups in Tests 1 (p=.6729), we can observe a significant difference in favor of the control group in Test 6 (p=.0323) (see Table 4.15). This is not in line with our expectation because the students in the control group have been more successful than their counterparts in the experimental group. For that reason, we have to accept that our hypothesis does not seem to work for Pair 3.

The mean scores for the groups also indicate that although the levels of both groups are similar in Test 1 (Test 1, Exp. X=77.32, Cont. X=75.20), there is a great difference between the mean scores in favor

Table 4.15 The results of unpaired t-test for Pair 3

Test	Group	N	X	Sd	df	Unpaired t-value	P (2-tail)
1	Exp. Control	23 17	77.32 75.20	12.12 19.36	38	.425	.6729
2	Treatment of Clinical Supervision continues						
3							
4							
5	Exp. Control	23 17	52.40 57.06	13.13 19.20	38	- .914	.3667
6	Exp. Control	23 17	74.38 85.50	16.24 14.80	38	-2.222	.0323

Chart 4.13 Line chart of the mean scores for the students' grades in Pair 3



of the control group for Test 5 and Test 6 (Test 5, Exp. X=52.40, Cont. X=57.06; Test 6, Exp. X=74.38, Cont. X= 85.50) (see Chart 4.13).

In search for possible reasons for such an outcome, we again need to analyze the instructional behaviors, attitudes and personality of the teacher in the experimental group. In this case, the teacher of the experimental group was a teacher with 12 years of experience. In most cases, she maintained her old teaching style although she agreed to apply the new strategies or techniques offered by the supervisor. Thus she did not change her instruction to a significant extent. Her insistence in maintaining her own style may be due to the fact that some of her instructional behaviors have been fossilized. Under these circumstances, clinical supervision will break this fossilization when applied for a longer period. In fact, we have observed a significant change in her instruction in the sixth and seventh observations. Since this improvement has taken place at the later stage of the study, it has not been reflected on the students' success to a significant extent (see Chart 4.10).

4.4.4. Pair 4

There is not a significant difference between the experimental and control groups in Pair 4. As can be seen in Table 4.16, at the initial stage, there is not a significant difference between the groups in Test 1 (p=.1084). However, in Test 5 (p=.0383) since the students in the control group have scored much higher than their counterparts, this result has turned statistically significant in favor of the control group (see Table 4.16). Furthermore, the result of Test 6 is also in favor of the control group but not at a statistically significant level (Test 6, p=.1167). This is not in line with

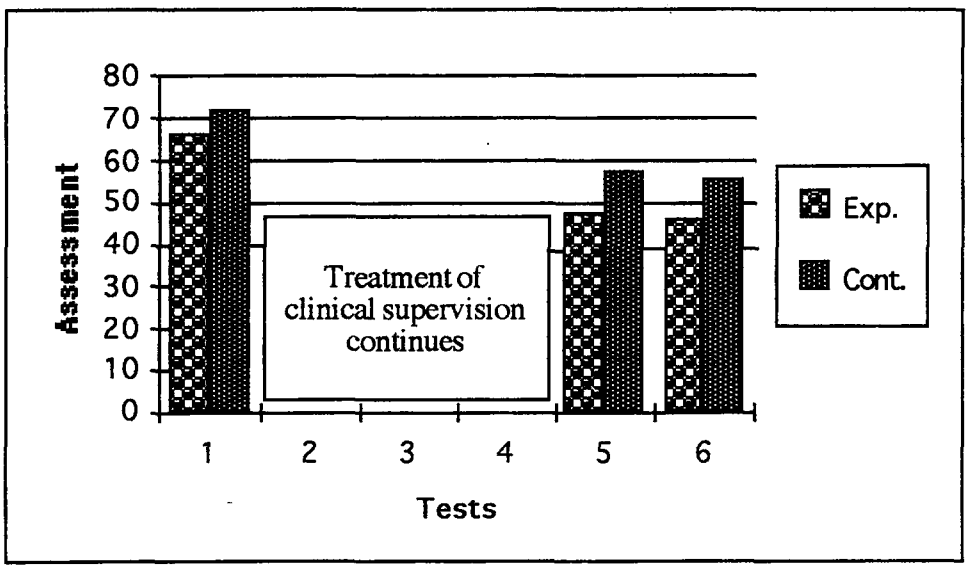
our expectation, and under these circumstances, our findings do not let us reject the null hypothesis. For that reason, without looking into other factors, we have to accept that clinical supervision does not have an effect on students' success in Pair 4.

Table 4.16 The results of unpaired t-test for Pair 4

Test	Group	N	X	Sd	df	Unpaired t-value	P (2-tail)
1	Exp. Control	31 29	66.67 72.14	13.87 12.01	58	-1.631	.1084
2	Treatment of Clinical Supervision continues						
3							
4							
5	Exp. Control	31 29	47.58 57.76	19.28 17.80	58	-2.12	.0383
6	Exp. Control	31 29	46.31 55.54	23.50 21.22	58	-1.592	.1167

The mean scores of the tests lead us to the same conclusion. At the initial stage, although the difference between the mean scores for the groups are so high in Test 1 (Test 1, Exp. X= 66.67, Cont. X=72.14), this difference gets much greater in favor of the control group by the time the students take Test 5 and Test 6 (Test 5, Exp. X=47.58, Cont. X=57.76; Test 6, Exp. X=46.31, Cont. X=55.54) (see Chart 4.14).

Chart 4.14 Line chart of the mean scores for the students' grades in Pair 4



The reasons for arriving at a negative result may be due to the several factors: the first one is that the teacher in the experimental group was novice. Because of her being inexperienced, she, first of all, had some problems with classroom management, which led her to have some serious conflicts with her students. It took her a lot of time to gain confidence in herself and improve her strategies related to the classroom management. The second factor is related to using educational materials and equipment. As this was her first job, everything was new to her, and this made her timid and a bit anxious in applying strategies and techniques in her instruction. Such behaviors of the teacher have created more problems, for example some students either ignored the lesson or played truant. It took her some time to gain the confidence of her students. All these factors have affected the students' success. In spite of all the factors, she was willing to implement new ideas and strategies in her instruction very much. She renewed almost all her strategies in her instruction during the study (See

Chart 4.10). We expect that if we had continued this study for a longer period, we would have achieved a positive result.

4.4.5. Pair 5

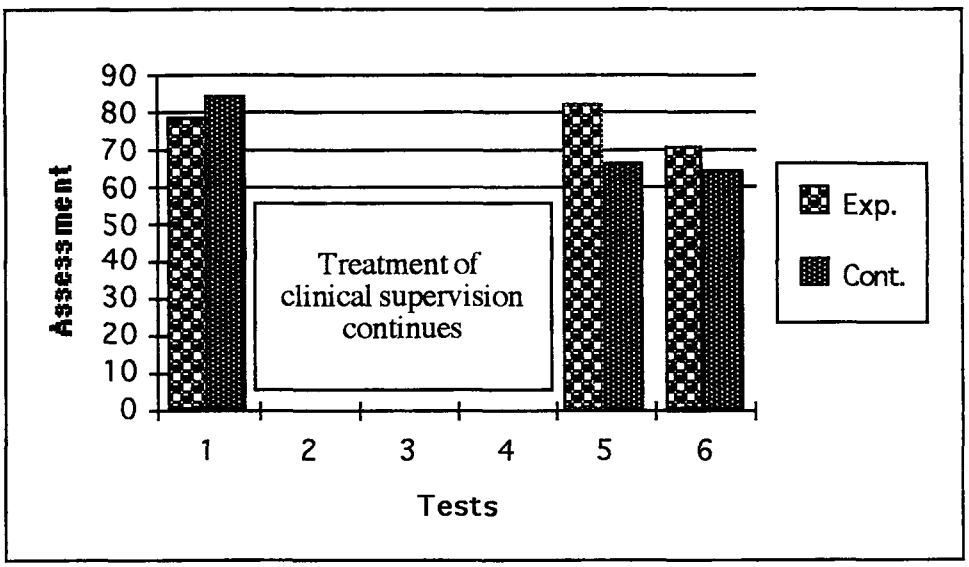
In Pair 5, there is a significant difference between the groups according to the test results. At the initial stage, in spite of the insignificant difference between the groups in Test 1 (p=.0663), the results of Test 5 and Test 6 are statistically significant in favor of the experimental group (Test 5, p=.0001; Test 6, p=.036<p.05) (see Table 4.17). The results obtained for Pair 5 lead us to reject the null hypothesis and emphasize the positive effect of clinical supervision on students' success. In fact, Test 5 with a probability level of p=.0001 yields a striking result. The application of the clinical supervision must have improved the teacher's instruction and reflected on the amount of students' success. This result is in line with our expectation very much, and it also gives evidence to our hypothesis that better instruction leads the students to better learning.

Furthermore, the mean scores for the groups also reveal that clinical supervision has been effective on the success of students in Pair 5. When the experiment started, the students in the control group scored higher in Test 1 (Test 1, Exp. X=66.99, Cont. X=69.82). However, by the time the students have taken Test 5 and Test 6, the result has been reversed (see Chart 4.15). This is a very amazing result because the difference between the mean scores for the groups is much greater in favor of the experimental group than the control group (Test 5, Exp. X=82.24, Cont. X=66.55; Test 6,

Table 4.17 The results of unpaired t-test for Pair 5

Test	Group	N	X	Sd	df	Unpaired t-value	P (2-tail)
1	Exp.	29	78.43	12.32	56	-1.873	.0663
	Control	29	84.51	12.42			
2	Treatment of Clinical Supervision continues						
3							
4							
5	Exp.	29	82.24	12.92	56	4.825	.0001
	Control	29	66.55	11.81			
6	Exp.	29	71.18	11.21	56	2.149	.036
	Control	29	64.53	12.33			

Chart 4.15 Line chart of the mean scores for the students' grades in Pair 5



Exp. X=71.18, Cont. X=64.53). Such a result gives evidence to our hypothesis that the better instruction students get, the more successful they are.

Such a result may be owing to the several factors: these are the teacher's personality, attitude and educational behaviors. In this case, the teacher in the experimental group was very cooperative and innovative. She was open to discussions, suggestions, and she could bring new ideas and alternative strategies to her teaching behaviors. She could criticize herself well, and once she was aware of her weaknesses, she usually tried to improve them. Moreover, she had very strong relationships with her students, and she could even arrange outdoor activities with them. She was very competitive person, and she usually had her students challenge with each other. Thanks to her innovative and challenging personality, clinical supervision has been very effective in improving the teacher's instruction, and thus, her students have benefited a great deal from her teaching.

4.4.6. Pair 6

In the last pair, Pair 6, there is a significant difference between the groups according to the test results. We arrive at this conclusion because when the experiment started, there was no significant difference between the groups in Test 1 (p=.1663), however, with the application of clinical supervision, the students in the experimental group scored much more higher in Test 5 and Test 6 compared to their counterparts in the control group with a probability value of p=.0001 for both tests (see Table 4.18).

Table 4.18 The results of unpaired t-test for Pair 6

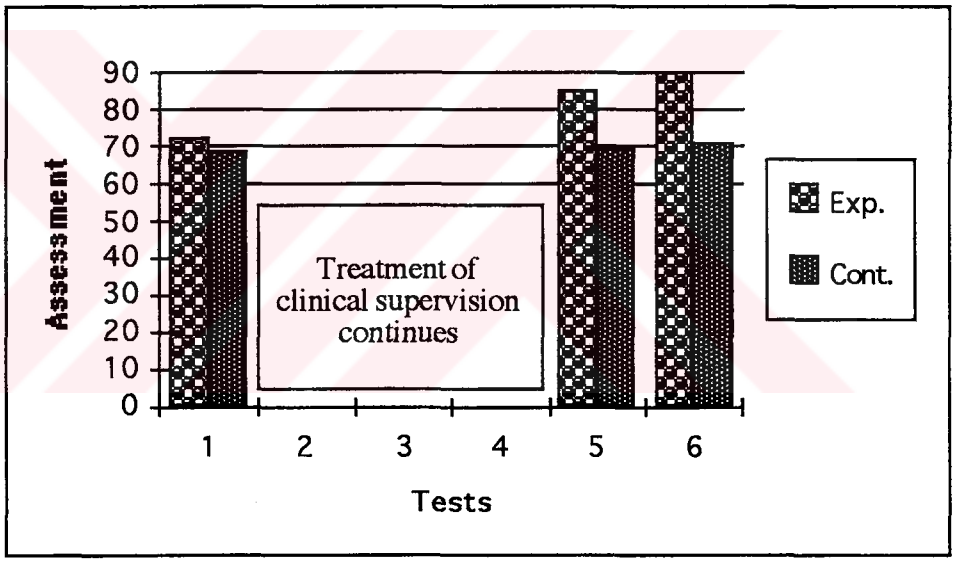
Test	Group	N	X	Sd	df	Unpaired t-value	P (2-tail)
1	Exp. Control	30 30	72.47 68.47	9.94 11.99	58	1.402	.1663
2	Treatment of Clinical Supervision continues						
3							
4							
5	Exp. Control	30 30	85. 69.50	12.60 11.10	58	5.059	.0001
6	Exp. Control	30 30	90. 71	10.88 10.11	58	7.011	.0001

Under this circumstance, we can reject the null hypothesis and state that clinical supervision has an effect on student success in Pair 6. This is a very striking result compared to other pairs in the study because the significant level is p=.0001 for both Test 5 and Test 6. This indicates that the students in the experimental group have gained a great deal as their teacher has gained positive instructional behaviors under the treatment of clinical supervision. Under these circumstances, we can claim that clinical supervision is not effective only in improving the teachers' instruction but also in motivating the students learn under improved instruction.

In addition, the mean scores for the groups in this pair also indicate that the result of this study in terms of Pair 6 is in line with our hypothesis.

At the initial stage, although there is a small amount of difference between the mean scores of the groups in Test 1 (Test 1, Exp. X=72.47, Cont. X=68.47), the difference increases a great deal in favor of the experimental group in Test 5 and Test 6 (Test 5, Exp. X= 85, Cont. X=69.50; Test 6, Exp. X=90, Cont. X=71) (see also Chart 4.16). Such a result gives evidence to our hypothesis that the students in the experimental group are more successful since their teacher has gone through clinical supervision process and improved her instruction by means of clinical supervision.

Chart 4.16 Line chart of the mean scores for the students' grades in Pair 6



The possible reason for such a result may be owing to the fact that the teacher in the experimental group was an innovative person who always cooperated to a great extent with the supervisor throughout the study. Although she seemed reluctant at the beginning of the study, she, later on, supported this study a lot and discussed her problems until she was convinced about the solution. Furthermore, she had very good

relationships with her students, and she was able to use this positive rapport in favor of her classroom teaching.

When we look at the results overall, we can observe a significant difference in favor of the experimental group in four pairs out of six. This indicates that in this study, clinical supervision has been effective on students' success to a considerable extent. The results obtained from this study should not be generalized before conducting other researches regarding clinical supervision in other schools.

4.5. Conclusion

In this section, the data analysis and outcomes of the data have been presented and discussed in terms of (1) the classroom observations of the teachers in the experimental group, (2) the questionnaire given to the teachers in the experimental group, and (3) the achievement test grades of the students in both experimental and control group. As a result of the analysis, we have found out that clinical supervision has an important role in improving the teachers' instructions in the classroom. Moreover, our data have provided that students can indirectly benefit from such a study as well as long as their teachers are willing to renew and improve themselves in terms of their profession.

CHAPTER 5

CONCLUSION AND IMPLICATIONS OF THE STUDY

5.1. Presentation

In this chapter, a general conclusion and implications of the study in various perspectives will be presented. In the preceding chapters the effectiveness of clinical supervision on teacher development and students' success have been discussed in both theoretical and practical terms in the context of YADIM. In this chapter, we aim at presenting general conclusions and implications drawn out of the study.

The research questions we sought data for throughout the study were:

1. Will the clinical supervision process in any way affect the teacher's instruction in the classroom? If so, to what extent?
2. Is the change performance-based or competence-based?
3. Will the amount of change in the instruction of experienced teachers differ from that of the novice ones?
4. Will the positive change in the teaching behaviors of the teachers in the experimental group be reflected on the success rate of the students? If so, how significant will the success be?

This study has endeavored to answer the questions above in the context of YADIM. The conclusions and implications of the study are

presented under four headings: (1) the general outcomes and implications in terms of teacher development, (2) the implications of clinical supervision on students' success, (3) personal reflections of the supervisor, and (4) implications for further research.

5.2. The General Outcomes and implications of the study in Terms of Teacher Development

The overall aim of clinical supervision from the teacher development point of view is to improve the instruction of the teachers who are in the service. For that reason, we have attempted to find out the effectiveness of clinical supervision in developing the teachers' instruction in their profession. As an outcome of the study, we can conclude that clinical supervision has been very effective in teacher development especially in the following instances:

a) It has helped teachers to be more analytical towards their own instruction in the classroom,

b) It has provided ground on which teachers can discuss the issues related to their instruction with a clinical supervisor and easily get outside assistance whenever they need.

c) It has created self-responsibility and self-confidence in teachers in terms of the preparation, implementation and evaluation of their lessons.

d) It has created awareness in teachers towards all the teaching activities taking place in the classroom, after which the teachers have learned to ask themselves the purpose of each activity they are to instruct.

e) It has helped the teachers revise their strategies in teaching four language skills and use educational equipment such as tape-recorder, video, and overhead projector (OHP) efficiently.

f) It has helped the teachers revise their classroom management strategies, and their roles as a teacher.

Our results support Cogan (1973:12) who stated the main objective of the entire clinical process as "the development of the professionally responsible teacher who is analytical of her/his own performance, open to outside assistance, and with all self-directing." In addition, we confirm the following ideas stated by Acheson and Gall (1980:12-13) related to clinical supervision:

(a) Clinical supervision provides teachers with objective feedback on the current state of their instruction;

(b) Clinical supervision diagnoses and solves instructional problems;

(c) Clinical supervision helps teachers develop skill in using instructional strategies;

(d) Clinical supervision helps teachers develop a positive attitude about continuous professional development.

Finally, our data obtained from the classroom observations suggest that the teachers in this study have improved their instruction to a significant extent (see Chapter IV: Chart 4.10). Therefore, we strongly believe that clinical supervision process does affect the teacher's instruction in the classroom to a considerable extent. This is in fact an answer to our first research question.

The reflections of the teachers about clinical supervision also reveal that the teachers have benefited from the process of clinical supervision

from various points of view in improving their instruction (see Chapter IV: Section 4.3). We have also found out that most of the improvements are competence-based because the teachers have been observed performing the new behaviors successively minimum three times during the observations. We would also like to state that provided the teachers and the supervisor work collaboratively for the purpose of improving the present status quo, the outcome of such a collaboration will be very successful and satisfactory.

Our findings related to the third research question is that there is not a significant difference among the teachers no matter how novice or experienced they are. The only difference is that the novice or less experienced teachers are more dependent on the supervisor. They, from time to time, perceive the suggestions of the supervisor as a recipe and try to implement the new strategies and/or ideas immediately. On the other hand, the experienced teachers may be less attentive to implement new ideas and/or strategies discussed in the post-observation conferences. Therefore, it takes more time for them to adopt new ideas and/or strategies. Our conclusion related to this issue is that the only difference between the experienced and less-experienced teachers is the process of change (see Chapter IV: Section 4.2), and this affects the students' success either positive or negative in the long run.

5.3. The Implications of Clinical Supervision on Students' Success

Our fourth research question is related to whether the positive change in the teaching behaviors of the teachers in the experimental group has been reflected on the success rate of the students. If so, how

significant the success is. Our findings regarding this question suggest that there is a significant difference in the students' success between the groups (see Chapter IV: Section 4.4) in that better instruction leads to more successful learning environment for the students, and those who are in such an environment do benefit more. However, we must admit that this issue should be investigated with a wider population, since we have reached this conclusion with only six pairs.

Furthermore, the general tendency of our results is that clinical supervision, from the point of student success, has been effective with the teachers having the teaching experience in the range of three and eight years. However, our results give evidence that the students of either the novice or the teacher with 12 years of experience have not been as successful as the others in the study. The possible reason might be that although the novice teacher has tried to implement everything discussed in the pre- and post-observation conferences, she has not been successful enough due to her inexperience with classroom management and relationships with students. On the other hand, the teacher with 12 years of teaching experience has been observed instructing in the same teaching style altough she has agreed about some problems related to her instruction during the pre- and post observation conferences.

As a conclusion, we can state that students may/will not gain much in the classrooms of novice teachers due to their inexperience, and also in the classrooms of teachers with 12 years of experience or more because the methods or techniques of such teachers are fossilized by the time. Such teachers also may/will not have a tendency to change their instructional behaviors immediately in spite of outside effects such as supervisor, school director, school policy, curriculum development and so on. In this study, the teachers in this circumstance have not improved

their instructions as fast as the other teachers in the experimental group. They have improved their instruction at the later stages of the study. For that reason, their improvement have not been reflected on the student success naturally. We believe that if we had continued this study for one more academic term, we would have had positive results from both their instruction and their students' success rate as in the case of other pairs in the study.

5.4. Personal Reflections of the Supervisor

Since this is a longitudinal research, I have had continuous relationships with the teachers in the experimental group during the 1991-1992 academic year. The nature of this research has placed me on a ground where I play the role of the supervisor who intervenes the operation of teaching in the classrooms. As outcomes of this intervention, I have learned to be more sensitive to all the events taking place in the classroom in order to find out the underlying reasons for the existing behaviors of the teacher.

Moreover, I have become a more attentive and sensitive listener, and improved my strategies in understanding and interpreting the ideas or suggestions of the teachers stated in the pre- and post-observation conferences, in which both the supervisor and the teacher discuss various issues. Furthermore, I have learned to classify the data and analyze them critically to find out both the strengths and the weaknesses of the teachers' instruction. I have also developed some strategies to discuss the outcomes of the data collected and to propose alternative suggestions without imposing my ideas .

Finally, this research has made me aware of the fact that teachers as individuals are unique with their ideas, strategies, and teaching behaviors. I believe that each teacher should be perceived and evaluated in her/his instructional context since each has different strengths and weaknesses. For that reason, I suggest that the supervisors should perform their duties without having any prejudices towards the teachers they work with.

5.5. Implications and suggestions for Further Research

We admit that our findings are limited to the context of YADIM, and therefore, these findings need to be confirmed and also developed by research in a wider context. Furthermore, clinical supervision could also replace the inspection, which is very authoritative and imposing, at secondary schools because it creates circumstances in which both teacher and supervisor work hand in hand to improve the existing status collaboratively.

We also suggest that the effectiveness of clinical supervision should be researched in the context of pre-service teacher education. In fact we believe such supervision will be beneficial for teachers in the pre-service. A research in the effectiveness of clinical supervision is believed to be very explorative. We strongly maintain that clinical supervision will/may play a significant role in preparing prospect teachers for their future profession since it deals with teaching and teachers from theory to practice.

A further set of questions for further research to investigate might include:

- What are the effectiveness of clinical supervision in preparing teachers in pre-service teacher education?

- What are the right conditions to promote teacher development in a school environment?
- What are the cultural aspects of clinical supervision in Turkish setting?
- How can we make use of clinical supervision for the purpose of curriculum evaluation and development?
- What are the effective ways of using clinical supervision in order to evaluate teachers for promotion, tenure, or other decisions?

We believe that such questions must be explored in order to find out the contributions of clinical supervision to teacher education in our country.

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APPENDIXES

APPENDIX 1

LESSON EVALUATION CHECKLIST

Teacher:_____ **Class:**_____ **Date:** _____

Put X in the appropriate box **A. The Beginning**	**None**	**Poor**	**Fair**	**Good**	**Exlnt**	**Comment**
1. There is set induction; seating arrangement, board, materials, equipment, etc.						
2. The lesson objectives are made clear and stated in performance terms						
3. The lesson procedure is explained						
B. The Strategy						
1. Warm up activity is effective						
2. Essential points stand out						
3. Students' time is maximized on task						
4. Teacher uses multiple teaching/ learning styles						
5. Materials are organized in terms of objectivity						
C. Questions and Feedback						
1. Questions are congruent with obj. and level of students						
2. Converging questions are used appropriately						
3. Diverging questions are used appropriately						
4. Time is allowed for Ss response						
5. Teacher redirects questions when needed						
6. Ss accountability is maintained						
7. All Ss take part in activity, questions are well distributed.						

Put X in the appropriate box **D. Classroom Management**	**None**	**Poor**	**Fair**	**Good**	**Exlnt**	**Comment**
1. Instructions are clearly given						
2. Positive reinforcement used effectively (verbally, non-verbally)						
3. Teacher is in control, and monitors the activities						
4. Interaction appropriates the obj.						
5. Classroom management is handled non-verbally						
6. Teacher knows Ss' names						
7. Teacher uses peer patterns						
8. Intrusions are minimized						
9. Ss are encouraged to take part in the activity						
10. Teaching aids have been used effectively;board, visuals, audio/video cassettes						
11. Timing is appropriate						
E. Evaluation						
1. Assignments are based on obj.						
2. The lesson is evaluated						
3. Each objective is evaluated						
F. The End						
1. Each objective is achieved						
2. Ss leave the classroom with a sense of accomplishment						

Modified from Margaret S. Phels (1981), Box 5032, TTU, Cookville, TN 38501, and D.Nunan (1990), Action research in the language classroom.

APPENDIX 2

TEACHERS' QUESTIONNAIRE

Dear Colleague,

Please state your positive or negative opinions about clinical supervision as an in-service teacher development.

Thank you for your interest.

Turan Paker

---

1. Please state your positive opinions about clinical supervision.

2. Please state your negative opinions about clinical supervision.

3. Please state your suggestions for future applications.
   Clinical supervision should be applied:
   a) once a week
   b) once a fortnight
   c) once a month
   d) twice a term
   e) only when there is a need

APPENDIX 3

TRANSCRIPTION CONVENTIONS

1. T: teacher speaking or lecturing to students
2. S: student speaking
3. Ss: several or all students speaking
4. Pauses are indicated in brackets:

   (.) indicates a pause of a second or shorter;

   (.3.) indicates a pause of three second, etc.
5. xxx is used to indicate speech that could not be deciphered.
6. ... indicates that the speaker did not complete an utterance,

   i.e., that her/his speech 'tailed off.'
7. [=] indicates translation
8. A limited amount of contextual information is given, where appropriate in brackets.

APPENDIX 4

LESSON TRANSCRIPTS

We have added two lesson transcripts; the first one belongs to the novice teacher, and the second one belongs to one of the experienced teachers in the experimental group. We believe that these transcripts will give some ideas about the type of lesson that the teachers have implemented in their classrooms.

Lesson 1

T: Yesterday we finished Unit 11 and today, we'll start with Unit 12. OK. This unit depends on leisure activities, OK, whatever you do in your spare time, especially without paying or almost without paying any money. OK. Now, let's imagine that you come to Adana just to visit here, OK, but you don't have a lot of money. OK. What can you do without paying or almost nothing? (She looks at the students.) (.3.), Yes, (.2.) Arzu.

S: I went a shop, and uhh .. and I work part time and I give some money so I spend,

T: Give some money, or get some money?

S: Get some money.

T: OK. You said "I don't work part time and I will have some money and then I can work on. OK. What else? Without paying, I mean, don't think that you'll work, OK." You have got a lot of free time, and you don't want to spend a lot of money, OK, and you also want to walk around Adana. Where are you going to go? To the museum, Galleria, theatre? Yes, such these things. (.3.). I think Levent. Yes, I think you know better than the others. Ali aren't you also?

S: Yes.

T: OK. What kind of things we have got in Adana?

S: If we haven't got a lot of money, we can visit (.) uhh (.) see museum.
T: Museum! isn't Turkey are xxx (.), we can visit museum, yes what else?
S: We can xxx them.
T: Sorry!
S: them, we can keep them.
T: Uhuh.
S: and we can have good time there.
T: Uhuh. What else? Museum. We can visit museum. Maybe you can prefer a mosque, quietist thing you know, yes.
S: We can go exhibition....
T: Exhibition! Yes Arzu, very good. What kind of exhibition we have got in Adana?
S: Food exhibition...
T: Yes.
S: Picture exhibition,
T: Uhuh.
S: Art exhibition, etc.
T: Uhuh, and etc. OK. Do you have to pay any money?
S: No, I visit, (.) I visit (.) a lot but (.) I don't pay.
T: Without paying, OK, free?
S: Yes.
T: Thank you, yes.
Ss: We can go theatre or cinema.
T: Theatre you said. Do we have to pay?
S: Yes.
T: Is it a lot or what?
S: Medium.
T: It's not too low, it's not too high, OK. I mean it is reasonable. Yes what else? He said also cinema isn't it? Yes, what else?
Ss: xxxx xxxxx xxx (.2.).
S: We can go university, Çukurova University.
T: OK. University. Yes what else?
S: xxx
T: What do you mean here?
S: Major, (.) major of Adana.
T: OK. OK.
S: and talk about Adana.
T: Do you think it is entertaining. Is it good?

S: But we have a lot of spare time.
T: OK. Just spend your time. OK. Yes what else?
S: I want to see lake (.) because I like sea views which I like the nature.
T: Lake, you say, it is also lake.
S: Yes.
T: OK. What else? Do we have park in Adana?
S: Yes, we have got Atatürk Parkı for example, we haven't got a lot of animals but you can't see there, uhh animals ...
T: Uhuh. Animals, zoo, parks, what kind of things, yes what else? Do we have art gallery in Adana?
Ss: xxx (.) yes.
T: Yes Salih.
S: Yes, sometimes, library, xxx.
T: Uhuh, OK.
S: Sometimes, belediye... [=municipality]
T: OK. OK. Alright.
S: Adana has got a dam and near the dam there are a lot of xxx xxx.
T: Yes, it is also without money. Yes Adnan, what do you think? Do we have a concert hall, and a lot of singers come to Adana? Where they think.
S: Atatürk Park
Ss: Sometimes.
T: Sorry!
S: Sometimes.
T: Sometimes, where? Erhan.
S: Atatürk Parkı.
T: OK, not Paris Park. We have got only one park, huh? (.3.), Yes.
Ss: Lunapark.
T: OK, and also we have got some tricks, isn't it? You can go there and watch. They'll be very exciting. OK. xxxx. OK. That's alright. If they say in Atatürk, it easy to go and watch them. OK., and you don't have to pay a lot of money.
S: And we can go to a sport's area.
T: Uhuh, also. Yes, Sezen.
S: Sometimes, (.) we go Kültür Şenliği [=Cultural Festival]. A lot of activity, give a concert, and it is very exciting.
T: Uhuh, and also in our campus do we have a concert hall? Where? Big amphy [=amphy theatre], OK, We have got, and it is also free, isn't it?

Ss: Sometimes we pay money.

T: But if it is not free, it is very very low isn't it? It is not too high. Maybe, five thousand [=TL 5,000.] OK. It is not too low. We are talking about three, almost three [=TL 3,000]. OK. Yes, what kind of things we can do? Let's imagine now, you're in Istanbul. Let's compare it in Adana and in Istanbul what we can do. If you are in Istanbul, what can you do in your spare time? Yes, (.) Orhan. We have got who from Istanbul? Yes, Murat.

S: In Istanbul we have got a Gülhane Park, or (.) uhh Galeria.

T: Uhuh.

S: And go to seaside for walking.

T: Yes.

S: Or swimming. It is free.

T: In Adana also we have got, isn't it? We can walk there but it is not as beautiful as in Istanbul. Yes, what else? Do you have luxurious things in Istanbul also?

Ss: Yes, and.

T: Do you have extra things which we don't have in Adana? (.3.) You are from Istanbul and you don't know. Yes, yes Halil.

S: I want to (.) uhh. (.) go to Beşiktaş because my favorite team is Beşiktaş...

T: Uhuh.

S: So, I want to see them.

T: Very good. OK. OK. You can. In Adana, only we have got such things first. OK. If you compare Istanbul and Adana, we have got. OK. Yes, what else? Tijen, are you ill?

S: Yes.

T: So bad?

S: Yes.

T: OK. You relax, yes Sinem.

S: I want to go lecture. There are a lot of lecture than Adana. Uhh.. a lot of kinds family, for example, computer and etc. and I want to go to library because it is long, a lot of kind, (.) uhh (.) uhh books.

T: OK. You like reading, I think. Although you are free, you go to the library. She is a perfect student, isn't it? OK. Thank you. Yes, what else? Yes, Ismail.

S: If I'm in Istanbul, I want to go Gülhane Park for concerts, especially Müslüm Gürses concerts. (Everybody laughs.) I want to go to Unkapanı and Beyoğlu (quarters of Istanbul).

T: Uhuh,

S: I want to visit Kemal Sunal.
T: Uhuh, do you think it will be easy to visit him?
S: Maybe, can be.
T: OK. (.) uhh (.) yes, Isa.
S: If we go to Istanbul, we can visit mosques.
T: Uhuh,
S: Yes, we know there are a lot of mosques in Istanbul, they are very great things, magnificent.
T: Magnificent, yes.
S: For example, Süleymaniye, Sultan Ahmet.
T: Yes, yes exactly, you don't have to pay. Yes, Seden.
S: I don't know Istanbul very well but I saw, in Istanbul, on the street, a lot of musicians, may be music, we didn't see in Adana.
T: OK. OK. (.) very good. We have got buskers there, isn't it? Buskers, do you know this? Do you have this? The singers who play or who stay in a street. OK. We don't have in Adana exactly, or if we have got, they are beggars, isn't it? They are playing something and they want some money. In Istanbul, I think there are more than in Adana. OK, such these things, and we will go back there. OK. Yes what else? Yes, Süheyla.
S: We saw a lot of fashion.
T: OK. fashion show?
S: Yes, we saw a lot of cars ...
T: Gallery?
S: Yes, gallery, and a lot of (.) uhh (.) a lot of things people (.) came (.) Istanbul, uhh (.) and they speak there, they singing a song.
T: Uhuh.
S: They sing for the people.
T: Exactly. We have got such these things in Istanbul but of course, if you have one in Istanbul, they have got three or more there OK. You have got a lot of things to do in Istanbul. If you don't know anything, you can go to just Boğaz [=Boshorous] to watch in Istanbul. It is also a way just spending the time. OK. In Adana, it is very narrow, it is not too wide, maybe. But it is also OK. Exactly OK. (.3.). OK. Now just look at the books here, page 12. Here you have got some pictures from London. How do they spend their times, spare time without paying or almost free, OK, almost nothing. Yes, just look at the picture first of all, for a while think about them and then we'll discuss.
(Ss study the pictures for a couple of minutes)

T: OK. did you look? OK.

Ss: Yes (only some students).

T: Firstly here we have one street buskers. What do you see there and is it very frequently you can see such things in London? Yes, who wants to talk about the first picture which we have the buskers? Yes, what else? Yusuf, would you like to talk about it? (The student seems to ignore what the teacher says)

T: Yusuf!

S: No.

T: Why not? Are you OK?

S: No.

T: What's your problem?

S: I have a headache.

T: OK, get well. Songül, would you like to try?

S: This picture (.) three child (.) they are.

T: Yes, what are they doing? What do you think? Are they dancing?

S: Yes.

T: Uhuh, (.) Exactly they are dancing. Yes, what else?

S: A lot of people seeing their..

T: Watching them, uhuh.

S: and (.) and then they ...

T: Yes.

S: They have (.) uhh (.) money.

T: They will pay money, huh? OK. Think in Adana. In Adana, we have got some people who do something and you pay money. Maybe from your house, you throw it to underline, under.

S: Especially, Ramazan davulu [=the drum played to wake people after midnight during the fasting month.]

T: Yeah, who are they?

S: Uhh ...

T: It is not exactly same that buskers, OK? Just opposite (.) something (.) Do you know a man OK, he has got a (.) OK?

Ss: Bear!

T: Yeah, very good. He tries to play a bear. Now it is forbidden, do you know? From the news. Did you hear? I don't know. OK. OK. Such these things you pay very very little. OK. It is very cheap. But, what else you want? OK. It is not exactly you have, take this. No.

S: Whatever they can afford.

T: Whatever you afford, you can afford exactly. OK. Maybe these people want to do same thing, isn't it? I mean they don't have a standard price. OK. Whatever you want, you can get. Now would you please read the information about it and then let's talk about it again, about buskers, OK. (Ss study for two minutes silently.)

T: OK. Did you finish?

Ss: Yes. (Only some students)

T: OK, good. Is it xxx? I mean, (.) OK, (.) exactly it is not but it is...

Ss: Coming.

T: There are a lot of, .. there are a lot of buskers in London, of course. OK, in information you have got a must, did you understand? What does it mean?

Ss: No.

T: There is something or it can be something, somebody, some places, OK. Did you (.) must be, it is very beautiful, maybe OK? So that you have to see. Did you understand it?

Ss: Yes.

T: For example, in Adana, Adnan Menderes [=The name of the avenue] is a new place for us OK, and it is contrast from Adana and we are saying Adnan Menderes is a must, that means, you should see, you should go there to just walk around. Did you understand now? (.) OK.

Ss: Yes.

T: OK. Well done. OK, where, (.) where are they, I mean the buskers in London? Where are they from information you have got?

Ss: A xxx station.

T: Come on! not all of them. Yes, Fadıl.

Ss: A xxx station or street corner.

T: Uhuh, OK. Which street? For example, Wall Street?

Ss: xxx

T: OK, such these places we have got buskers, OK? (.) OK. What do you (.) do you have any problems with these pictures, and information?

Ss: No, no.

T: OK. Good. What do you see in other pictures? There are a lot of people as you see. What will you say about it? Yes, only Burak, yes, Çiğdem.

S: There are a lot of people, three, (.) xxx. He, (.) he (.) talking about arrangement, politika [=politics], politics. That's a xxx.

T: OK. Do we have such thing in Adana also?

Ss: Yes, no, (some students say "yes," and some say "no.")

T: Yes, Burak, where are they? Listen please!
S: Especially in train stations, and a lot of matter.
T: OK. Sometimes, that's right.
S: Because this problem they (.) they speak whatever they want.
T: Yeah, if they are any, if he is there.
S: Yes.
T: In Adana, we (.) xxx (.) we don't have but they just try to find here similar things, OK. If we look at one point, OK, that's right. Something we have got or national (.) bayrams [=festivals] OK, (.) we have got some buskers. There is just (.) xxx same meaning we don't have OK. What do you think, what they talk about? What they are in? Just relaxational or
Ss: Yes, relaxational.
T: What can be else? what else can be? Relaxation, (.) OK. (.) Maybe (.3.).
Ss: xxx
T: OK. maybe, such these.
Ss: For example, they shout to the Margaret Thatcher.
T: Uhuh, OK.
Ss: Yes, yes, yes.
T: OK. This corner has got figures who we can earn week days. Which days? I mean Monday, Tuesday, (.) especially (Ss speak altogether)
T: One by one.
S: At the weekend.
T: At the weekend, OK, usually we have got (.) uhuh, OK. exactly we don't know he said. OK.
Ss: Yeah.
T: Do you think it is very entertaining? Can you enjoy yourself? Such things?
S: No only relaxation.
T: For the relaxation you said, OK. Yes, Pınar.
S: I enjoy because (.) here is talking about, I want to (.) uhh learn about (.) something (.) uhh (.) uhh I (.) uhh will talking, I will talk, yes I will talk again.
T: Yes, go on.
S: The talking about, we are discuss.
T: Yes. Apparently, your interest, isn't it? If you like such things, they can be very enjoyable, but if you don't like this, it can be just spending the time. Maybe you can go and you can spend your time. Probably, OK. If we are learning unfamiliar such things, maybe if we are in London, we can

go just to see them, because we aren't familiar, they aren't in Turkey, OK. Just want to learn maybe, probably, OK. Yes, here not a picture of course, we have got a notice. What is it? Where can you see such things? xxxxx Bahadır, are you here?

Ss: Yes.

T: What is it? What do you think about it?

S: This picture is about a plane.

T: About a plane, very good, yeah, yeah.

S: It is a comedy, I think.

T: Uhuh, it is a comedy, very good, very good. Where can you see such notices, such these advertisements?

S: In a newspaper maybe.

T: It can be in a newspaper, OK. What else?

Ss: Television.

T: Television.

Ss: Shop store.

T: Shop store (.) uhuh.

Ss: xxx

T: But we don't have a xxx exactly, isn't it?

S: Yes, but for example, xxx (.) uhh we have got.

T: From paper, you mean , xxx (.)Yes, what else?

S: In front of the theatre.

T: Yes, in front of the theatres, OK. Can we see it at the bus stations?

S: yes, bus station.

T: Yeah, it is also bus station we have got, and a lot. OK. (.) OK, such these things. Of course, it is not the way we spend there. We can go and spend our time very, very nice, very well to us. OK. If you look at it one more, tell you have got the writer, isn't it? The artists, the name of the play, where will the play be on? OK, and when you look at this, you have got an idea about the play, isn't it? What can happen? What kind of people you are going to see? It is, the centre is the hospital, isn't it? So, there can be a lot of nurses, doctors, patients, OK, such these things. You can go to xxx. is it? Come on Arzu, what are talking about?

S: It is nothing we are talking about.

T: What do you think?

S: I think why they don't write the corner, I think the most important thing.

T: Esra, but I think there is standard. Right, I mean, it didn't change, I think, it doesn't change according to play, even in Adana. Does it change

according to play, its play? No, exactly it is very similar. Yeah, they are exactly the same but sometimes it can change according to payments maybe. OK. Yes let's look at the other pictures, go on. The woman OK, where she is do you think?

S: She is looking the sculptures.

T: Uhuh, OK. (.) Sculptures. OK. What is, what is she, (.) what do you think?

S: I think she is at the museum.

T: In the museum, OK. (.) OK. What can you do in the museum? Can you eat something, or what will you do when you go there?

Ss: xxxx

T: Yes, Tuncay, I heard you.

S: xxx

T: Is it? I think it isn't with you. Yeah, in Adana also we have got, but maybe it isn't a dog. OK. We have got a dog. What do you do when you go to museum, Tuncay?

S: Nothing.

T: Terrible, do you pay money? The main point is here money, OK do you pay money?

S: Yes.

T: Is it too much?

S: No.

T: OK, and then you enter the museum, what do you do?

S: Pay money.

T: Sorry?

S: Pay money.

T: OK, you pay money and you enter the museum. OK. You have got some sculptures maybe pictures, paintings, and what do you do there?

S: I...

T: Do you pay money and say "good-bye."

S: No.

T: No, exactly what do you do?

S: I see (.) I see picture.

T: You must walk around, isn't it? What the xxxx? You just look at them. Exactly it can be about Atatürk housing. Atatürk Museum, we have got, isn't it? We have got Atatürk's bed, when he came, when he came to Adana, where he stayed OK. Maybe his clothes, his bed such these

things, OK, and we just look at them. Maybe, there are some information under the (.) xxx. Read it. You read it OK? Don't you do that?

S: Yes.

T: Yes, alright, OK.

S: I want to say, we can learn a lot of thing about it (.) because they are (.) they would at the old years, old times, so we can learn about its years.

T: OK. We can have some idea about their period. You mean, huh? Yeah, exactly, we have got some thing. OK. Would you please read the information about British Museum? OK? Time I know, you have got two more minutes (the teacher looks at her watch.)

(Students read the information for a minute)

T: Did you read it?

Ss: Yeah, we did.

T: OK. Now you read some of the information and look at the figures. Where can you read some information and picture? Şadiye, where can you see such information or pictures?

S: xxx

T: Sorry?

S: We can ask (.) where can we (.) where you can get.

T: Yeah, yeah I said all of them together, think about it. Museums, OK, parks, buskers, where can you see them?

S: We can see them in the brochures.

T: In the brochures. OK. Is it a xxxx brochure?

S: Yeah.

T: Turkey has also and if you see other people who want to come to Turkey, OK. They will have an idea where they can go, where they can visit, it is just to show way OK. How they can see, and also it is brochure that we have got the prices also because they will come and they, of course, want to learn how much for each other for the museum, for the theatre, OK. Approximately, they will have an idea.

S: They know current information and

T: Yeah, they can get, and also they can learn how such these things true, true. idea. OK. OK. Time is OK. now. Yes, do you have any questions?

Ss: No.

T: No, OK. We'll go on next hour.

Lesson 2

T: Unit 17. All for the love old. Before beginning this, let's talk about the title. What do you understand from this title, all for the love old? Old people and what do you think people do when they love each other? What they feel? Talk about what people feel when they love each other? What they do for each other?

S: Esra (Points her).

T: Yes, Esra, you can give some examples for this. You are the only one that has a friend, huh? Yes.

S: They feel excited .(.) and then (.) uhh

T: Both excited and love each other.

S: At the same time and when he is angry something, after one minute, he enjoy or he begin to smile, laugh.

T: Is it a good feeling? Is it a bad feeling? What type of feeling it is?

S: (Student laughs) Sometimes good, sometimes bad.

T: And uhh (.) Türkan, (.) Do you agree with Esra or do you want to add something else?

S: xxx

T: Yeah, I remember being in (laughs)

S: Yesterday, I read a book written by Jack London.

T: Yeah.

S: Brought playing it Martinella, He fall in love a beautiful girl, he began to read poems, and (.) uhh I can't remember.

T: The name of the poem?

S: No, one of the statements, because ...

T: If you can't say, say it in Turkish.

S: Bir öpücük ver, Allahın adıyla başlıyorum [=Give me a kiss, I am beginning in the name of God.]

Ss: (Most students laugh)

T: It is a good one, isn't it? Here you know, people introduce each other, when they love each other, when they become friends or when they get ready to get married as you know. They are influenced by each other. Here in Section A, it says, "think of a couple you know well or watch regularly on TV. Somebody gets on together, you know the word gets on well, to get on?

Ss: Yes.

T: OK. Somebody gets on together and say what you know about their relationship with one as more influenced over the other and how can you tell, etc. Do you know a couple like that? Yes, Sema, talk about that. (.3.) uhh for example do you think that the husband has more influence on the wife than the wife has on the husband? Which one has the most influence?

S: I don't know what happen because I haven't any experience.

T: I know (laughs). But I want you to talk about a couple you know well, for example, your mother and father.

S: If I, (.) if my father say my mother, "don't go out." My mother don't go out.

T: doesn't go out.

S: doesn't go out.

T: What about your father, if your mother says to your father not to go out.

S: Sometimes do, sometimes don't. My mother said that, for example, my father playing tavla [=back gammon] or cards (.) uhh my mother angry and says that "don't play without (.) my relatives coming, (.) uhh (.) don't play now, (.) uhh interested in, in your relatives but my father, he doesn't listen my mother, and continue playing. Yes.

T: But your mother always listens to your father.

S: Yes.

T: OK. Do you agree with this? Women always listen to their husbands' advice, huh? What about you, Zeynep?

S: I want to say something, something, especially they want to, they want to keep up their wife, they, they are cause, (.) causing her, (.) her to go to anywhere they want to. He wants it, wants to her ..

T: In other words, if they want her to do, they do whatever they want her to do. OK? And let's see Section B. In Section B, says, "how far can you follow in your parents' footsteps?" Do you know this word "footsteps?" You know foot and step but it is not in footsteps. To follow your parents' footsteps (shows footsteps by performing) means (.) uhh to do what they do. OK? For example, if they want you to (.) be a doctor, (.) uhh do you want to become a doctor? If they are (.) honest people, do you want to be honest as they are? etc. OK. To follow their behaviors. How far can you follow your parents' footsteps? This is the question. Sevim.

S: Sometimes I (.) uhh have followed my parents but I sometimes haven't followed.

T: In what ways? How did they influence you, and how they didn't?

S: My mother (.) uhh, my mother influenced me. For example, this is bad, this is good. Uhh You don't make it, you don't make.

T: Uhuh.

S: But they didn't influence me, my selection, for example, my education (.) what I want I do, I think.

T: OK. They didn't influence you on your career, huh?

S: Yeah.

T: What are your goals?

S: My father (.) don't ..

T: doesn't.

S: doesn't influence me, but sometimes my mother does.

T: does. OK. Nilgün, what about your father and mother? Do they influence each other on their clothes? Do they influence each other on their clothes?

S: My mother, (.) my father ...

T: Your father?

S: Yeah.

T: What about your mother?

S: My mother doesn't influence me.

T: You are free then, huh?

S: Yeah.

T: OK. What about your books? Do they suggest on special books? Do they say that you should read (.) uhh novels instead of comics for example?

S: No.

T: Yes, Zekiye.

S: Sometimes my mother says that you must read (.) uhh newspaper, (.) uhh (.) or (.) uhh them but she likes (.) uhh especially politics, yes but I don't like. She doesn't influence me.

T: Good. So you don't listen to her, huh?

S: Yes.

T: Oh yeah. OK. When you get married, you will say that a special marriage or people, on couples (.) uhh is very big in fact, OK, and here on the next page, your are going to see that there is an article about this. This private subjects but (.) uhh before that, there are some adjectives here, special marriage, and in these adjectives the good ones and the bad ones. xxxxx but here they are mixing like them. Yes, Hatice, give me one example for good one.

S: Yes, bright.
T: Bright! What's the meaning of bright?
S: Uhh (.) about xxx lights.
T: OK. OK. What about the lights? Can you say bright room, bright, etc.?
Ss: Yes, yes. xxx
T: OK. OK. We'll see it, we'll see it, huh? In this unit again. What about dim? There is a word here dim. I don't know its meaning in fact, Özlem, huh? Do you.
S: Dark.
T: OK. When you consider the light, OK. It has the meaning of dark comparing the dark but darkish. What about people? If you say a dim person, what will you ...
S: Selfish, narrow mind.
T: OK. Not intelligent, not clever OK? and Tülay can you give me a good adjective here, positive adjective from here.
S: Uhh smart.
T: Smart!
S: and intelligent.
T: Smart and intelligent, OK.
S: and brave.
T: and brave.
Ss: xxx
T: Intelligent as same meaning as clever?
S: Intelligent, xxx yes
T: Ohh, what about here, there is a word, sharp. I know that we can say sharp mind, but what about people?
Ss: Clever, clever.
T: Clever, OK. Then in Turkish, we also say that sharp brain. OK. (.) OK.
Ss: Yes, sharp brain.
T: and there is a word dumb, here. What is dumb?
Ss: Stupid.
T: Stupid? OK. So in (.) uhh the negative category there is stupid, thick, dumb, and
Ss: Stupid.
T: Stupid, OK, and the others are all positive, OK?
Ss: Yes.
T: And let's come to B here (.) a course of marriage again. Here there are some statements and if you agree, put, (.) say "true," if you don't say "not

true." OK? This so (.) he first one read the sentence and then try to decide whether it is true or not, Meryem. The first one.

S: (the student reads the first exercise.) I think, it's true.

T: True? OK. Why do you think so?

S: Because (.) uhh (.) uhh she, she left her husband (.) uhh every time (.) uhh(.) so she influenced him or from him.

T: She is influenced, she is influenced by him, huh? OK, and maybe, she has the fear of losing (.) uhh her husband, huh? What about the second one, Gülizar?

S: (the student reads the exercise.) I think, true ..uhh

S: I don't think, it's true (another student interrupts)

T: Let's, let's not interrupt her, and then we can discuss, huh?

S: He tried to affect, (.) uhh her husband, affect his wife, (.) uhh (.) maybe, her wife (.) uhh not (.) not (.) doesn't influence. So her wife (.) doesn't influence.

T: Doesn't influence, I couldn't catch, what do you mean by that?

S: Uhh smart.

T: Do you mean that his wife doesn't wear, wear smart clothes, OK. But, here it's, it's about intelligence. It says it depends on its less smart, OK, less intelligent than the wife, OK, less intelligent as yours go by.

S: It's false.

T: So, it's not true. Do you always. She said, "true" in fact, Esra, and you said, "no."

S: Yes.

T: Why do you say that?

S: Because woman every time looks right interpreting.

T: Really? (laughs) OK. We have Armağan, here (showing the male student next to her.)

S: I don't agree.

T: OK. Let's come to the third one. Uhh Türkan, third one.

S: (the student reads the exercise) (.3.)

T: Yes, do you agree?

S: Yes, I agree.

T: I mean that it is true because you know, during the course of marriage.

Ss: No, xxx

T: Marriage.

S: Yes.

T: OK, marriage. OK. During the course of marriage, couples are usually together. They eat together, they sleep together, they usually walk around together, and (.) uhh . as years go by they become, they become to resemble each other. OK. Their just, some of their behaviors, etc. What about the fourth one? Mukadder.

S: (the student reads the exercise.)

T: Spouse means?

Ss: Eş [=spouse]

T: OK. Wife or husband, huh? Sorry Mukadder. This is formal usage of wife or husband and of course, politer. Yes Mukadder.

S: I think false. (.3.)

T: It can be, it is alright here, but why do you think that its false? (.3.) I also think that it's false, because you know my (.) uhh husband and his master's life is good and mine isn't.

S: But.

T: As you know I have two calculators, two plus two is five, to me. OK. I think it doesn't affect. What about five? Türkan.

S: (the student reads the exercise.) I think it is false, because maybe after the wedding, they are happy.

T: After the wedding, you know, not shortly. You know the word "honey moon?"

Ss: Yes.

T: OK. They already talk, honeymoon, the month (.) uhh (.) after the marriage. OK. But after that (.) uhh a next month goes by, they don't call it honey moon. OK, and it is a general belief about this. Shortly after they are usually (.) seem to be happier, and that's right. If you get married with your little fiancé (laughs). Do you think that you will be, you'll live your happiest time shortly after your marriage or do you think that you will have some problems?

S: I think (.) uhh I, I want it every time.

T: You want it every time?

S: Yeah.

T: OK. You want the happiness every time.

S: and you are more experienced from us. (she laughs.)

T: If fact, we were friends before marrying, so there wasn't much change because uhh (.) after marrying. We, the only change is we are living together.

S: Ya!

T: I live in the same house (everybody laughs), you know, we live together. OK. Let's come to six. Tülay.

S:(The student reads the exercise) True.

T: True for the paralyze?

S: xxxx sometimes.

T: Generally true, (.3.) the message. Here the example is about this, and we can find it by comparing I think (she looks at the book in her hand). Gerard is a doctor. Uhh (.) it says the title is "Marriage can be a dimnaged bravery." Do you know dim?

Ss: Yes.

T: You know dim. OK. The dimnage is uhh a person who is not intelligent, OK. Let's read the article and then find out which ones here were really true, and which ones were not. You understand, don't you?

Ss: Yes.

T: OK. Let's find it.

(Ss study the article silently about 2 minutes).

T: Finish?

Ss: No.

T: OK. Let's, let's see the first paragraph first. It says when a bright woman marries a dim man, she will eventually sink to his devils. Sink? You know sink?

Ss: Yes.

T: OK. But, We have never used in such (.) uhh phrase in this book, and here we'll sink. She will sink to his devil. What do you understand from this?

Ss: xxx monotonous.

T: Sorry?

S: Monotonous.

T: She will be monotonous?

S: Yes.

S: Why? (another student asks.)

S: xxx

T: OK. OK. Her ability, her abilities, her being brainy will decrease. OK. When a bright woman marries a dim man, she will eventually sink to his devil. OK. Uhh , so, is it true or false?

S: True, it is true.

T: No, it says false for this one. Second one, for second one, you said "No" to Gülizar, then changed her mind.

Ss: No, I said false. xxx xxx xxx

T: Really? You said the women are always, right, clever.

S: For second.

T: OK. OK. So, according to this article, when you marry with a dim person, with a stupid person, then you'll get dim, OK. And, what about the second paragraph, here? If a stupid woman marries a smart man, she will become as shard as he is. She will become as sharp as he is. Sharp here again meaning of?

Ss: Clever.

T: Clever. OK. According to the sentence, so a dumb blond who marries a professor has everything to gain. What do you understand from this word, "dumb blondy?"

Ss: xxx aptal [=stupid], stupid.

T: OK. OK. and what about this one? Do you suppose, it is true or false?

S: I think, uhh, he is a man and cheating this change. He isn't a woman, because woman isn't stupid to read (laughs).

T: I couldn't understand you. I couldn't understand you.

S: I think uhh Sirence is a man, isn't a woman.

T: Oh! I see. So, so,

S: So women aren't stupid.

T: Never, never.

S: Never.

T: They are never stupid.

Ss: Yes, xxx

S: How did she know?

T: She knows. xxx

Ss: xxx xxx (noise)

S: You know women's brain uhh less than men's brain (a male student).

Ss: Oh! Oh! No (Female students).

S: Yes.

T: But, but you know, proportions of brain doesn't affect being clever.

Ss: Yes, yes. (Girls nod their heads).

S: No. (the boy replies).

T: Sorry. I am not, I am not a keen supporter but scientists say that, OK?

Ss: xxx xxx

T: OK. Let's leave it OK? You are as clever as a girl, I believe that (by looking at the boy.)

Ss: (All students laugh.)

T: OK. Let's see the third paragraph. Women who marry a man brighter than themselves get brighter, and women who marry losers get worse says the Washington University psychologist who tested the same 175 couples throughout the study. So, that means, couples affect each other.

Ss: Yes.

T: They affect their cleverness, their intelligence, and then see the happier section. They tended, tend, you know tend to?

Ss: Yes.

T: They tended to quickly adopt, each other's personality, traits and interact during the first seven years of marriage, and then level off another seven years. But as the couples grow older and their, children have left home, they become incredibly similar. So, what do you say for this, true or false?

Ss: True.

T: He says "true." OK. So, we move the other. OK. So, Martel xxx says, "Couples are happier shortly after marriage," and Türkan, this was yours, I think.

S: Yes.

T: OK. You said, true or false?

S: Uhh, uhh, Yes.

T: You said true?

S: No, false.

T: OK. But here it says, "Couples are happier shortly after marriage, and become less happy when the children are small, and happily married again when the children grow up and move out. They stay alone again in their house. So maybe uhh this is their second honey moon, huh?"

Ss: Yes.

T: Maybe, and at the last stage, even their ability to do mess increase or decrease, we didn't agree for this, but it says, "it affects here." But the studies show, it is the wife who changes for better or worse and not the husband, and probably for economic reasons because in the couples we have been studying, men are the primary bread winners. What's the meaning of bread winners?

S: The man who brings bread money, etc.

T: OK. Who brings bread, money, (.) OK? That's why, they are winner. OK. Not for being intelligent but for bringing money. OK. Let's come to the dictionary uses here. In these, there are some informal uses of the words, for example, brainy. You said brainy is used for people. That's true. Dim

is used for people, again. That's also true. But I think they are used for something else, for the lights. Yes, not the dark, but

Ss: Bright.

T: Bright. OK. (.3.) And here, which word would be (.) uhh would cause uhh offense, which word can be offensive when you use it for a friend? For example, if Nilgün says, "dumb" to Hatice, Hatice, what will you feel? If Nilgün called you dumb.

S: I am very angry her.

T: You would.

S: You would be angry.

T: You would be angry with her.

S: Angry with her.

T: Why?

S: Because she would call me dumb. Its meaning stupid.

T: OK. You know that it has the meaning of stupid. OK. You know the meaning of them. And if you say, make a dim it, make a dim it. This sentence here was in the article, wasn't it?

Ss: Yes.

T: OK. What is the meaning of "make a dimwit brainy?" You know, we explained the meaning of dimwit, we explained the meaning of brainy. What is the meaning of make a dimwit brainy?

S: If you brainy, I think, (.) after marriage you will be dimwit. (.3.)

T: You would be.

S: Dimwit.

T: Really. (.3.) I think, I think, you should (.) uhh change, you should produce your sentence more comfortably, because it says, "Marriage can make it a dimwit brainier. This is dimwit OK. (The teacher draws a stick figure on the board.) After marriage this dimwit becomes more intelligent depending on her husband, and there, among these words seem to be level, and what about this one? Because as sharp as he is, OK, we did this one, huh? OK. What about get brighter? To get brighter? These are all comparatives as you see. OK. To get brighter, yes Nazife.

S: To get brighter means (.) uhh to be clever, to be clever.

T: Is it to, to to get clever or to be cleverer?

S: Cleverer.

T: OK. because it is comparison, isn't it? Another one get worse, get worse, Özden.

S: Its meaning to get lost.

T: Lost of what?
S: Something, xxx the ability.
T: OK. The ability? What else?
S: To be unhappy.
T: To be unhappy?
S: No, no.
T: Maybe, it has a negative meaning. OK. Yes, maybe, what about grow older? Yes, Zeynep, grow older.
S: But she is unhappy, maybe, she is difficult (.) uhh conditions is changing, to her, her, xxx (.3.) and she is (.) really, real age is, isn't changes, but her difficult condition is changing, I think.
T: Oh! Not her real age?
S: Yes.
T: But psychological condition.
S: Yes, it is changing, too.
T: How do you use it in a sentence? Can you use that? (.3.) If you, that woman grow older, do you mean that
S: To become older means grow older.
T: Yes.
S: She isn't (.) uhh enough, uhh moving to go to anywhere, for example, uhh she doesn't, she doesn't, (.) uhh older.
T: So, uhh so, as she comes, during the physical exercise, she becomes older you mean. OK. To become older is used here, as you know, for age. Uhh when uhh you are 60 years old, that means, you are old, huh? If you are 65, that means, you are older, and after you grow older, years go by OK. To become less happy, you know that (.) uhh and you know the ability to do mess increases and you didn't agree with this statement, huh? OK. I think it's break time, so we have to finish. Thank you.

CURRICULUM VITAE

I was born in Çal-Denizli in 1963. I graduated from Konya Selçuk University, Faculty of Education, English Language Teaching Department in 1983-1984 academic year. I worked as a teacher of English at a high school in Niğde-Çamardı for two years. Afterwards, I began to work as an instructor at Çukurova University, Faculty of Science and Letters in 1986. While working in this faculty, I attended a summer school program on TEFL in Leeds, England in 1988. After having worked there for two years, I attended MA TEFL program of Bilkent University in 1988 and 1989. I graduated from this program with an MA Degree in 1989 and wrote an MA thesis on vocabulary teaching. In 1990, I began to work both as an instructor and teacher development coordinator in YADIM, Foreign Languages Center (preparatory school) of Çukurova University. Meanwhile, I began my doctorate study in 1990-1991 academic year. After leaving YADIM in 1994, I began to work as an instructor in ELT Department, Faculty of Education, Çukurova University. I have been working both as an instructor and the coordinator of the preparatory program of English Language Department since 1994. I was involved in an educational visit program related to English language teaching in 15 universities in the USA and attended TESOL Convention '94 in Baltimore in 1994. I am married and have got a son.