Selected Clinical Supervision Techniques for Teaching and Learning-A Case Study in a Business English Class

Ching-Lung Wu

Abstract

Acheson and Gall (1992) stated that clinical supervision had as its goal the professional development of teachers, with emphasis on improving teachers' classroom performance. That is, clinical supervision in a process, a strategy, a distinctive style of relating to teachers. Clinical supervision not only helps teachers to know what they have done at the class, but also provides us a clear data analysis to seek the best teaching method and also benefit to the teaching and learning too. Three supervision techniques are used in this study. Global scan provides us a through examination for classroom activities. Selective verbatim has several advantages of providing teachers with a selective transcript focuses their attention on what they say to students or on what students say to them, comparing to teachers' attention on just a few verbal behaviors, and providing an objective, non-judgmental record of the teacher's behavior. Interaction analysis has two principal features of verbal interaction categories an d procedures for using the categories to make classroom

南亞技術學院應用外語系講師
收稿日期：九十三年十一月八日　　接受日期：九十四年十一月九日
通訊作者地址：吳景龍　　　　　　　106 臺北市大安區安居街 84 巷 3 號 7 樓
聯絡電話：0936-180578　　　　　　E-mail：michael@nanya.edu.tw

observation. Positive encouragement, praises, and feedback to the students give students learning interests. Asking questions to students in order to stimulate their learning interests and reach the intended learning outcomes and create two-way-learning channels should be conducted in each language learning class. If we want our students to master the four skills of language, we need to provide them as many listening, speaking, reading, and writing opportunities as possible. With a no-pressure-learning environment, and suitable methods of teaching techniques, students can learn faster and better. This is the study for us to self-examine how we perform in the class and how students feel about the interaction between two parties and reach the ways and means of win-win teaching and learning.

Key words: clinical supervision, global scan, selective verbatim, interaction analysis, positive encouragement.

Introduction

Cypres (1999) stated that the language skills for learning English (such as conversation or writing), and the different areas of language (such as vocabulary and grammar) were taught within a business context. That is, indicating business English is just one of the using language functions and skills. Language learners, especially non-native English speakers, should master their basic four language skills, listening, speaking, reading, and writing, and they should master the usage of business English in order to accomplish the rapid business functions and communication everyday. Business English, of course, is useful for language learners; furthermore, it is also very important for business people who need to conduct daily business English communication. However, no matter what language learning purposes are, useful teaching techniques and practical observational evaluation should be always considered by every responsible teacher to self-examine one's performance and adjust both teaching and learning acc ordingly.

Due to the above-mentioned business English used as a tool to enhance learners' abilities of business English and self-examining of one's performance, there are five purposes in this study:

1. to cultivate students in the Department of Applied Foreign Languages in one college to gain professional knowledge of English teaching aspect;

2. to suit the educational mission statement of this department to provide students hands-on experiences of teaching and usage of knowledge learning from the school;

3. to give participants opportunities to gain correct teaching techniques and attitudes;

4. to reach ultimate goals of interacting with business people to have professional communication and problem solving abilities in order to be the business English experts;

5. to self-examine teaching performance via selected clinical supervision techniques to evaluate teaching and learning relationship and adjust the ways and means of teaching accordingly.

In order to reach the above-mentioned goals and purposes, three clinical supervision techniques, global scan, selective verbatim, and interaction analysis were conducted to benefit by both students and intended learning outcome needs. By using them, we can find out how students

learned, how teacher acted, and how well both parties got benefit from this study.

Literature Review

"How does a teacher know he or she is any good? What makes it so? Just saying it doesn't make it so, learning makes it so." (Donaldson , 2001). That is true. No only does learning make teacher any good, but also learning makes both teachers and students growths with each other. There are some ways for doing this. Language learning is a long process. Students need to pay attention to and focus on what they are learning, and teachers should know where to lead the students to reach their goals that can master the language four skills at least. Business English focuses on business content. However, the key points of business English learning should focus on language learning itself and then add the business flavor on it. How we can find effective and efficient ways to help the students get this flavor quicker and faster depends on how we can find the good ways for that.

Acheson and Gall (1992) stated that clinical supervision had as its goal the professional development of teachers, with emphasis on improving teachers' classroom performance. That is, clinical supervision in a process, a strategy, a distinctive style of relating to teachers. Teachers can know how they perform in the classroom and how they interact with students and vice versa. However, most teachers don't like to be supervised and neither do students, especially adult students.Clinical supervision not only helps teachers to know what they have done at the class, but also provides us a clear data analysis to seek the best teaching method and also benefit the student teaching and learning.

Three supervision techniques are used in this study to find how we perform in the classroom to help the students learn fast and grow better. Which technique can let us put our teaching effort to be more effective and efficient and get the best results? The learning processes of students and teachers are influenced heavily by how teachers and students talk to each other. Therefore, teachers can learn how to improve their instruction by very careful analysis of their communication patterns in order to adjust his or her teaching and examine students' learning outcomes.

Global scan provides us a through examination for classroom activities. Date collection and

analyzing a period of time of the classroom movement and question asking are the first technique used in this study. Selective verbatim is a word-to-word data collection process. According to Acheson and Gall (1992), selective verbatim had several advantages. Firstly, it provides teachers with a selective transcript focusing their attention on what they say to students or on what students say to them. Secondly, it focuses teachers' attention on just a few verbal behaviors. Thirdly, it provides an objective, non-judgmental record of the teacher's behavior and this believes to see how teachers treat each individual fairly and how students can learn and how much they can improve students' advancement. Finally, it is simple to use, only a pencil and a pad of paper. Interaction analysis, developed by Ned Flanders (1981), was the third method to be used in this study. It has two principal features: 1.verbal interact ion categories; and 2.procedures for using the categories to make classroom observation. The techniques discussed here are adopted to be participated in this study in order to compare and find out which one is more suitable for teaching and learning.

The Study

A group of adult students, approximately thirty of them, joined the study. Students were selected from the Department of Applied Foreign Languages to conduct teaching and data collection. Two hours a week of total twelve weeks teaching period were given to the learning students, and student teachers to collect the data to be analyzed. The teaching materials were based on business English content. Student teachers conducted their instruction in English to provide learning students more listening skills' development. Totally, three observation data collected from twelve weeks teaching and learning in class were randomly chosen to monitor student teaching and students' reaction. The data collection and analysis were as followed:

Global Scan

1. Observation Notes

1.   20:43   The teacher passed out the material and required the students to do the exercise on
              theanswer sheet.
2.   20:45   The teacher called five students (Bob, Sam, Gary, Mark, Mike) seated on the right-

               hand side to do the exercise on the blackboard.

3.   20:46   The teacher walked through all the students' seat to check whether they had a question or not.

4.   20:50   The teacher gave the students direction and answered all the questions that were done on the blackboard and asked other students whether they could answer all the questions or not. Five students (Marsha, Lila, Joan, Wanda, Susan) seated on the left-hand side raised their hand but the teacher just called two students (Lila, Marsha) to ask and answer the question.

5.   20:51   "How many of you can answer this portion?" the teacher asked. Ten students raised their hand but he just called five students (Bob, Sam, Gary, Steve, Judy) to do the exercise on the blackboard.

6.   20:52   "What are differences between these problems?" he asked. No one answered.

7.   20:53   The teacher was lecturing and answering the exercise.

8.   20:54   The teacher called two students (Bob, Sam) to answer the questions. At this moment, five students seated on the left-hand side raised their hand to want to ask questions but the teacher ignored them and continued to give students a lecture.

9.   20:55   "Any other questions?" he asked. Nobody answered.

10.   20:56   The teacher gave the students direction (do exercise). Every student moved his/her chair and desk to work together. At this moment, the students made a lot of noise. The teacher began to collect the answer sheet.

11.   20:58   The teacher began to lecture. "Look at the top page" he asked. Students made a lot of noise. He asked a student (Mike) seated on the right-hand side to read the definition on the textbook and than asked students the question. Seven students raised their hand but he just calls on two students (Steve, Judy).

12.   21:00   A student (Mark) raised his hand and asked, "How much does it work?" The teacher answered this question for him. Two students (Lesa, Jerry) seated on the right-hand side were talking. He asks, "Before we do anything else, what are we going to do first?" All of the students in the classroom raised their hand. The teacher just called three students (Bob, Sam, Mike) to answer.

13. 21:02   The teacher continued asking questions. Sixteen students raised their hand but the teacher just called two students (Sam, Mark) to answer. "What are we going to do next step, Bob?" Bob did not answer this question.

14. 21:03   The teacher continued lecturing. At this moment, seven students did their own things such as talking. The teacher ignored this situation.

15. 21:05   One student (Betti) seated on the left-hand side raised his hand. The teacher ignored this student and did not call her.

16. 21:06   The teacher asked a question to the students. Two students seated (Bob, Kathy) on the right-hand side raised their hand but he just called Bob to answer. One student (Susan) seated on the left-hand side raised her hand. The teacher ignored. Two students (Judy, Wanda) were talking but the teacher ignored and continued lecturing.

17. 21:08   Three students (Joan, Lila, Kay) seated on the left-hand side raised their hand but the teacher ignored.

18. 21:10   The teacher asked questions. Twelve students raised their hand and wanted to respond but the teacher just called two students (Gary, Bob) seated on the right-hand side to answer. At this moment, a student left (Linda) his seat and walked to outside of classroom.

19. 21:12   Everybody was quiet.

20. 21:13   The teacher asked questions. Fifteen students raised their hands but he just called two students (Sam, Mark) seated on the right-hand side to answer.

21. 21:15   "What's the answer about this situation?" he asked. Nobody responded."How many twelve already are here?" he asked. Nobody answered. At this moment, there was a lot of noise outside the classroom. The teacher went to the front door and closed it.

22. 21:16   The teacher required students to do some practices. One student (Frank) was coming from outside and went directly to his seat and sat. The teacher did not ask why he was late. The teacher continued lecturing and walking through every student's seat.

23. 21:18   The student (Frank) who were late left his seat and went out the classroom. The teacher did not have any reaction.

24. 21:20   The teacher called Bob to answer the question. Bob did not answer the question. The

teacher continued lecturing. The teacher called Sam to answer the question but he did not answer. Two students (Joan, Susan) seated on the left-hand side raised their hand but the teacher ignored.

Three students (Margie, Debbie, Sandy) seated on the left-hand side were talking at this moment. The teacher ignored and continued lecturing.

25. 21:21   The teacher asked a question. Every student raised his/her hand, but the teacher just called three students (Sam, Mark, Bob) seated on the right-hand side to respond.

26. 21:22   Two students were talking and playing, but the teacher ignored. "How many are there in this building?" Bob? Bob answered this question.

27. 21:24   "What do we need to do if we want to go there? Sam?" Sam answered this question. At this moment, five students seated on the left-hand side raised their hand, but the teacher ignored.

28. 21:26   The teacher required students to do the practice. All of the students were doing their practice. The teacher walked through every student's seat to see whether he/she needed help or not.

29. 21:27   "Raise your hand if you have questions." Twelve students raised their hand. The teacher called Sam's name and went to his seat to give him help.

30. 21:28   Two students (Cheryl, Greg) seated on the left-hand side were talking. The teacher calls Lydia seated on the right-hand side to answer the question. At this moment, five students seated on the left-hand side raise their hand but the teacher ignored. One student (Rose) seated on the left-hand side was playing her keys and made noise, but the teacher ignored.

31. 21:30   Bell rang.

2. Date Summary

The Global Scan observation was done in the Department of Applied Foreign Languages. It was an adult business English class. Twenty-seven students were present. The following information shown in table 1 indicates that the teacher spends her time or asks questions to an individual student. The number following the name means that we can find this interaction in different timeline on observation notes. An "R" or "L" means the students seated on the right or

left-hand side of the classroom.

Table 1   Global Scan Data Summary

NAME	NUMBER (ACTION)	GENDER	SEATED
Bob	2, 5, 8, 12, 13, 16-18, 24-26	M	R
Sam	2, 5, 8, 12, 13, 20, 24-26, 29	M	R
Gary	2, 5, 18	M	R
Mark	2, 12, 13, 20, 25	M	R
Mike	2, 12, 13	M	R
Steve	5, 11	M	R
Lesa	12	F	R
Jerry	12	F	R
Lydia	30	F	R
Kethy	16	F	R
Frank	22, 23	M	R
Marsha	4	F	L
Lila	4, 17	F	L
Joan	4, 17, 24	F	L
Wanda	4	F	L
Susan	4, 16	F	L
Betti	15	F	L
Judy	5, 11, 16	F	L
Kay	17	F	L
Margie	24	F	L
Debbie	24	F	L
Sandy	24	F	L
Chery	30	F	L
Greg	30	M	L
Linda	18	F	L

From the information provided above, it was apparent that most of the male students were seated on the right-hand side of the classroom. The teacher paid more attention to them because most of the interactions or reactions were directed to them, especially Bob, Sam, and Mark. The teacher often called those students to ask or answer the questions, and we could find these interactions on the timeline number 2, 5, 8, 12, 13, 16-18, 20, 24-26, and 29.

The teacher often ignored those female students who sat on the left-hand side of the classroom because from the data and the timeline number 4, 8, 12, 13, 15, 16, 17, 18, 20, 24, 25, 27, and 29, we could clearly know when those students raised their hand, the teacher ignored them or just called those students who sat on the right-hand side of the classroom, or when male

students and female students raised their hands at the same time, the teacher usually called male students to respond the questions.

The teacher also ignored the class management. From the timeline number 10, 11, 12, 14, 22, 23, 24, and 30, we could see when the students made a lot of noise or talking, and the teacher usually ignored those situations and continued lecturing. From the timeline number 23 and 24, Frank was late for the classroom but the teacher did not ask the reason, and when Frank left the classroom, the teacher did not ask neither.

The teacher also forgot to give the students positive feedback when the students responded his questions because from the data, we could not see any positive reinforcement revealed on it. The teacher never said a positive word to the students. All she had to do was to ask questions, to answer the questions, and to lecture. Although the data revealed that the teacher often called males to answer the questions and ignored those females who sat on the left-hand side of the classroom and lacked the ability of classroom management, the teacher still had some good teaching attributes that revealed on the data sheet. For example, the teacher provided the individual help (number 3, 22, and 28), and used cooperative learning teaching strategy (number 10) to teach the students. From the number 2, 22, and 28, we knew that the teacher walked through to the students' seat to check whether they needed help or not. From the number 10 action shown in the observation notes, we could understand that the teacher require d the students to work together in order to solve the problems (cooperative learning strategy).

Selective Verbatim
1. Observation Note

Teacher Questions

1. 19:50 Tell me a litter bit of your company's symbol, vampire bat?
2. 19:52 How big are they?
3. 19:53 How tall are they?
4. 19:54 Where was it?
5. 19:54 Where are they living?
6. 19:54 Where you can find them?

7. 19:55 How many of you see the real one?

8. 19:57 What country?

9. 19:57 How did he discover?

10. 19:57 how much do they weigh?

11. 19:58 What color?

12. 19:59 Do you think what color is?

13. 20:00 Can you find them in the United States?

14. 20:00 Which state? Lydia?

15. 20:00 Where?

16. 20:01 What kind of climate?

17. 20:03 What kind of climate do they exist?

18. 20:03 How many types of vampire bats?

19. 20:05 What was that?

20. 20:07 What can you tell me?

21. 20:10 Can you give me some pieces of information?

22. 20:11 What was the food source?

23. 20:11 What else? Linda?

24. 20:13 What else besides chicken?

25. 20:13 What else?

26. 20:13 What else? Sam?

27. 20:13 What else?

28. 20:17 What kind of virus? Linda?

29. 20:17 What else are going to happen beside dying?

30. 20:17 What else?

31. 20:17 What else?

32. 20:18 Do you know what kind of animals carry this kind of virus?

33. 20:21 How many of you have pets?

34. 20:21 Do you remember what kind of specific skills they have? Linda?

35. 20:25 What do you think about wolf and werewolf?

36. 20:25   Why?

37. 20:26   Why are you afraid of wolf? Linda?

38. 20:26   Why? Arthur?

39. 20:26   Just give me something when you look at this picture?

40. 20:27   OK! tell me some sentences?

41. 20:33   Please list all of the details from each of those?

42. 20:36   Linda, have you ever seen that before?

43. 20:36   Marcy, do you?

44. 20:37   Linda, please tell me more, OK?

45. 20:39   Linda, did you get that paper?

46. 20:39   Did everybody have one?

2. Data Summary

    It was a conversation and reading class. Twenty-nine students were present. Before class began, the students had already read the same brief handout on the life of vampire bats. The student teacher also assigned students to read the same brief handout on the introduction of werewolf after 20:25.

    From the data, it is apparent that the teacher emphasizes fact questions as indicated by phrases like "How big are they?", "What color?", and "Can you find them in the United States?" Thirty of the total forty-six questions asked by the teacher were "fact" questions. Only five questions (the question 35 to 39) asked by the teacher were high cognitive questions. From the data shown above, we can figure out that the lesson's purpose is to teach and review facts and routine skills.

    In the category of amount of information, of the forty-six questions asked by the student teacher, fourteen questions were narrow question including "Where are they living?", "What kind of climate do they exist?", and "Where you can find them?"; and seventeen questions were board questions such as "Tell me a litter bit of vampire bats?", "How did he discover?", and "What else are going to happen besides dying?"

    In the category of redirection, we can see that the teacher asked a series of questions by naming the students they wished to respond (from the question 23 to 31). In the category of

multiple questions, the teacher also asked multiple questions in the first, eighteenth, twentieth, twenty-first, twenty-ninth, thirty-second, thirty-fourth, thirty-fifth, thirty-seventh, and thirty-ninth recorded statements.

Interaction Analysis

Data Summary

The Interaction Analysis observation was done at a reading class. The total time of observation was forty-eight minutes. The following information shown in Table 2 was the time that the teacher spent in each category.

Table 2   Interaction analysis date summary

NO	CATEGORY	TIME (MINUTES)
1.	Accept feeling	0.27
2.	Praises or encouragement	0.39
3.	Uses ideas of students	0.15
4.	Asks questions	10.51
5.	Lectures	9.54
6.	Give directions	5.03
7.	Criticizes students	0.00
8.	Student talk (response)	19.06
9.	Student talk (initiation)	0.57
10.	Silence or confusion	0.48
TOTAL		48.00 (MINUTES)

From the timelines, we can clearly see that the teacher uses a "direct" style of teaching. The teacher emphasized lecture and asking questions. She totally spent nine minutes and fifty-four seconds on a lecture, and ten minutes and fifty-one seconds on asking questions.

The pattern of teaching style reveals that the teacher uses 4-8-5-4 pattern to teach in this class. That is, she usually asked questions (category 4), elicited a student response (category 8), gave a lecture (category 5), and asked questions (category 4). The pattern also reveals that the teacher was engaged in a rapid question-and-answer interchange with students. This kind of pattern shows that the teacher focused on fact recall.

From the timelines and the data showed above, we also can find that the teacher seldom gave

praises or encouragement to students when the students responded each question that was asked by the teacher. She just spent thirty-nine seconds for praises and encouragement on the total ten minutes and fifty-one seconds of entire asking questions time. Besides, she also gave students much time on direction.

The pattern, "indirect" teaching style, is not revealed on this time's observation. That is, the teacher does not start by giving some information on a curriculum topic. Then the students are invited to offer their own ideas on the topic. After each student responses, the teacher takes care to acknowledge the student's idea and, in some cases, to praise it. The only thing that the teacher did was that the teacher started by giving lecture. Then she asked questions to the students. After each student response, the teacher starts giving lecture, and asked questions. Basically speaking, this is a traditional teaching style.

Conclusion

The method of global scan observation was a little difficult especially in trying to capture all the details when the class was running. I do not know why the teacher always calls male students to answer the questions and ignores females. From this observation, positive encouragement and feedback are very important for students to enhance their learning interest. Every teacher needs to praise students often in order to increase their self-esteem and confidence.

How to ask questions to students in order to stimulate their learning interest and reach the intended learning outcomes is a kind of technique. Normally, our education style here does not emphasize asking questions. Teachers always give students a lecture and seldom ask questions of students. This kind of teaching style results in why students seldom ask question in the class. From the data collection, I found that both teacher and students were benefited by asking questions and gained more effective learning outcome. This kind of interaction, which asked questions between teachers and students, gave me a deep impression. Students should be trained to ask questions in order to solve their problems by themselves.

The feedbacks, praises and encouragement, are very important in teaching strategy. Very

suitable feedback can increase students' learning interest. This is the point all the teachers should know and what I have learned from this observation. The teacher that I observed neglected to give the students suitable feedback when they responded each question that was offered by the teacher. I do not think that this is good for the teacher to teach her students. A positive reinforcement should be given to students no matter what kind of answer the students respond in order to let students have confidence and interest in his/her learning. I do believe that for those who don't practice this technique should improve this teaching technique in order to stimulate his/her students learning interest on a daily basis.

Clinical supervision provides us a deep thought of how we teach and how students react between each other. It also gives us many opportunities to rethink how we can improve our teaching in order to provide the best suitable teaching style for our students. Positive encouragement, praises, and feedback to the students give students learning interests and positive reinforcement which is also a tool to boost their learning motivation. Asking questions to students in order to stimulate their learning interest and reach the intended learning outcomes should be conducted in each language learning class in order to create the two-way learning channels. Language is a tool of communication. If we want our students to master the four skills of English, we need to provide them as many listening, speaking, reading, and writing opportunities as possible. With a no-pressure-learning environment, and suitable methods of teaching techniques, students can learn fast and better.

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選擇性課堂臨床觀察督導技巧法
在教與學上之應用－
以商用英文課程爲例

吳景龍

摘　要

　　課堂臨床觀察督導技巧，對教師們的專業教學態度，及提升教師在教室中的表現，佔有很重要的成敗因素。也就是說，臨床觀察督導技巧是與教師教學相關的一種特有的程序、策略、與類型。它不只是要幫助教師們了解在教室中對課程及學生所做的一切，同時也提供了我們一個明確的資料分析，去找出對課程最好的教學方式，來更進一步的達到教與學的雙贏目的。本研究中使用三種不同的臨床觀察督導計巧。綜合觀察（Global scan）提供給我們一個課堂活動的綜合檢視。逐字選擇（Selective verbatim）給於教師在課堂上關於學生與教師間言語往來的互動上，提供一種客觀及非評判式的紀錄。互動分析（Interaction analysis）在言語互動及課堂進行程序這兩個類別上來進行課堂觀察。教師對學生的正向鼓勵、稱讚、及回饋則提供了學生學習的興趣。藉由問題的詢問，來刺激學生，並達到預期學習的效果以建立一種雙向學習的管道是我們在每一個課堂上必須做到的。如果我們要學生能流利的使用英語，則必須在英語的課堂上提供更多聽、說、讀、寫的機會。在使用適當的教學方法及沒有壓力的學習環境之下，學生可以更快及更好的學習。而本研究就是以這三種方法爲例，針對英語課程來對教學上作資料的蒐集及探討，以自我檢測教師及學生之間的課堂互動，進而找出有效之教學法及互動方式來幫助教師及學生的雙贏教與學。

關鍵詞：臨床督察、綜合觀察、逐字選擇、互動分析、正向鼓勵。