

MODERN FOREIGN LANGUAGE STUDENT
TEACHER BELIEFS AND PRACTICES IN
RELATION TO QUESTIONING AND ERROR
CORRECTION: A CLINICAL SUPERVISION
APPROACH

Mustafa Şevik

...ideas for the future...



MODERN FOREIGN LANGUAGE STUDENT TEACHER BELIEFS AND PRACTICES IN RELATION TO QUESTIONING AND ERROR CORRECTION: A CLINICAL SUPERVISION APPROACH

Author: Mustafa Şevik

All responsibility for the content of the book belongs to authors.

Copyright © Vizetek

All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Publications Coordinator: Ferit Resuloğulları

Graphic Design & Layout: Sadık Hangül

1. Edition: Ankara - November, 2021

MODERN FOREIGN LANGUAGE STUDENT TEACHER BELIEFS AND PRACTICES IN RELATION TO QUESTIONING AND ERROR CORRECTION: A CLINICAL SUPERVISION APPROACH

Author: Mustafa Şevik

ISBN: 978-625-8499-14-8

Printing:

Vadi Grafik Tasarım ve Reklamcılık Ltd. sti.İvedik Org. San. 1420. Cad. No: 58/1

Yenimahalle/ANKARA

Tel: 0 312 395 85 71

Publisher Certificate No: 41575

Printing Certificate No: 47479

Communication:

Seyranbağları Mah. İncesu Cad. 10/2 Çankaya/ANKARA

Phone: (0312) 482 00 11

Web: www.vizetek.com.tr

E-mail: vizetkyayincilik@gmail.com

**MODERN FOREIGN LANGUAGE STUDENT
TEACHER BELIEFS AND PRACTICES IN
RELATION TO QUESTIONING AND ERROR
CORRECTION: A CLINICAL SUPERVISION
APPROACH**

Mustafa Şevik

INDEX

RESEARCH IN CONTEXT	5
1.1 Theoretical Foundations of the Study	5
1.1.1 Introduction	5
1.1.2 The social market view of teacher education as a production/consumption system and the craft model of teacher education	7
1.1.3 The platonic or rationalist view of teacher education and the applied science model	8
1.1.4 Criticism of social market view and rationalism	8
1.1.5 The hermeneutic view and reflective model of teacher education	9
1.2 Practical Foundations of the Study: changes in teacher education in Turkey and the restructuring of preservice teacher education	12
1.2.1 Introduction	12
1.2.2 The Latest Restructuring of Education Faculties	17
1.2.3 The education of English Language Teachers	21
1.3 Reflections and Conclusion	24
Teaching Practice, Student Teacher Supervision, and the Clinical Supervision Approach	27
2.1 Teaching Practice	27
2.1.1 Introduction	27
2.1.2 Definitions and Problems about Teaching Practice	31
2.1.3 The importance of Teaching Practice	33
2.1.4 Lack of Research and Interest	36
2.2 Supervision	38
2.2.1 Introduction and Definition	38
2.2.2 A Process of Intervention	41
2.2.3 Conditions for Effective Supervision	42
2.3 Clinical Supervision Approach	45
2.3.1 Introduction and Definition	45
2.3.2 Cycle of clinical supervision	48
2.3.2.1 The Pre-Observation/Planning Conference	50
2.3.2.2 Observation	51

2.3.2.3 Analysis	52
2.3.2.4 Post-observation/Feedback Conference	54
2.4 Reflections and Conclusion	57
Questioning and Error Correction	61
3.1 Questioning	62
3.1.1 The Central Role of Questioning in Classroom Interaction	62
3.1.2 Questioning and Cultural Background	64
3.1.3 Reasons for asking questions	66
3.1.4 The Classification of Questions and the Effects on Student Response	68
3.1.5 Teachers' questioning behaviours	73
3.2 Error Correction	77
3.2.1 The Role and Importance of Error Correction in the Classroom Discourse	77
3.2.2 The Correction of Errors	80
3.2.2.1 Should learner errors be corrected?	82
3.2.2.2 Which learner errors should be corrected?	83
3.2.2.3 When should learner errors be corrected?	85
3.2.2.4 Who should correct learner errors?	86
3.2.3 Teachers Reacting Moves	87
3.3 Reflections and Conclusion	91
RESEARCH METHODOLOGY	93
4.1 Choosing a Research Paradigm	93
4.1.1 Introduction	93
4.2 The Case Study Approach	99
4.2.1 History of Case Studies	99
4.2.2 Defining Case Studies	99
4.2.3 Classification of Case Studies	102
4.2.4 Importance of Context in Case Studies	105
4.2.5 Generalisations from case studies	107
4.2.6 Validity, Reliability, and Triangulation in case study research	110
4.2.7 My Role as a Researcher- First Thoughts	114
4.3 Design of the study	116
4.3.1 Introduction	116
4.3.3 Stages in the Research' Process	119

4.3.3.1 Pre-interviews	121
4.3.3.2 Awareness-raising Sessions	122
4.3.3.3 Planning Conference	123
4.3.3.4 Observation	123
4.3.3.5 Analysis	123
4.3.3.6 Post-observation conference	124
4.3.3.7 Further Analysis of All the Data by the Researcher	125
4.3.3.8 Researcher Roles- Revisited	128
4.4 Reflections and Conclusions	129
ANALYSIS AND DISCUSSION OF PRE AND POST-INTERVIEWS AND AWARENESS RAISING SESSIONS	131
5.1 Analysis and Discussion of Pre and Post Interviews	132
5.1.1 Analysis and Discussion of Participants' Background (pre-interviews only)	132
5.1.1.1 Route into Teaching	133
5.1.1.2 Reasons for Choosing English Language Teaching	135
5.1.1.3 Exploring Views on Current Teaching Practice	136
5.1.1.4 Exploring Views on Current Form of supervision	140
5.1.2 Analysis and Discussion of Student Teacher Beliefs about Questioning and Error Correction (both pre and post interviews)	143
5.1.2.1 Analysis and Discussion of Focus of Inquiry 1	144
5.1.2.2 Analysis and Discussion of Focus of Inquiry 2	151
5.1.2.3 Analysis and Discussion of Focus of Inquiry 3	155
5.1.2.4 Analysis and Discussion of Focus of Inquiry 4 Should student errors be corrected?	158
5.1.2.5 Analysis and Discussion of Focus of Inquiry 5	162
5.1.2.6 Analysis and Discussion of Focus of Inquiry 6	166
5.1.3 Analysis and Discussion of Evaluation of the Study by the Participants (post-interviews only)	169
5.1.3.1 Analysis and Discussion of Focus of Inquiry 1	169
5.1.3.2 Analysis and Discussion of Focus of Inquiry 2	173
5.1.3.3 Analysis and Discussion of Focus of Inquiry 3	175
5.1.3.4 Analysis and Discussion of Focus of Inquiry 4	177
5.1.3.5 Analysis and Discussion of Focus of Inquiry 5	181
5.2 Analysis and Discussion of the Awareness Raising Sessions	184
5.2.1 Analysis and Discussion of the First Session	184
5.2.2 Analysis and Discussion of the Second Session	185

5.3 Reflections and Conclusion	186
ANALYSIS AND DISCUSSION OF QUESTIONING AND ERROR CORRECTION PATTERNS	192
6.1 Analysis and Discussion of the Questioning Patterns	193
6.1.1 Student teachers' reaction towards true/wanted/expected responses	196
6.1.2 Student teachers' reaction when there is no response in the first place	216
6.1.3 Student teachers' reaction towards unexpected/negative/wrong responses	222
6.1.4 Student teachers' reaction towards unfinished/incomplete responses	227
6.1.5 Student teachers' reaction when a response is not heard	231
6.1.6 Interrupting student talk and asking to another student	234
6.2 Analysis and Discussion of the Error Correction Patterns	235
6.2.1 Student teachers treat the error	235
6.2.2 Student teachers let the error go	243
6.2.3 Student teacher is confused and hesitant about making the correction	246
6.2.4 Student teachers can not identify the error	248
6.2.5 Student teacher does remedial work on the pronunciation error	251
6.3 Reflections and Conclusions	252
CONCLUSION, REFLECTIONS AND IMPLICATIONS	258
BIBLIOGRAPHY	272