



Meta-Analysis Of The Role Of Supervisory Feedback In Efl/EsL Teacher Education

Dr. Muhammad Tariq Bhatti, Assistant Professor, Teacher Education Department, Faculty of Education, Shah Abdul Latif University, Khairpur. Sindh, Pakistan, mtbhatti2004@yahoo.com, tariq.bhatti@salu.edu.pk

Dr. Roshan Ali Teevno, Lecturer, Government Syed Noor Muhammad Shah Degree College, Tharushah, Sindh, Pakistan, teevno@yahoo.com

Dr. Shila Devi, Assistant Professor, Sindh Teacher Education Development Authority Karachi, Sindh, Pakistan, shiladevi@gmail.com

Abstract

This article reviews the worldwide literature on supervisory feedback practices of mentor teachers in the field of English language teaching. The aim of this article is to provide an in-depth and up-to-date analysis of scholarly literature on the steps taken towards supervision in the ELT area; thus, this research reviewed 17 qualitative and quantitative studies published in English between 2010-2021 following the PRISMA guidelines. This review synthesized studies on in-service and pre-service teachers', supervisors', cooperating teachers', principals', and university advisors' perspectives of supervision, the enactment of corpus-based studies, the nature of the supervisory feedback, and the contribution of supervisory post-conferences to teachers' professional growth with a discourse analytic perspective as well as qualitative and quantitative paradigms. The results indicated that in many studies supervisors in the English language teaching domain implemented a directive supervisory style, although there were some occasions when a collaborative approach using power dynamics such as expert power was used. Furthermore, the findings of studies with a linguistic analysis perspective showed that the use of conversational techniques such as responsive mediation, mitigators, elicitation, recapping, prospective talk, and meta comments in supervisory talk play a central role in supervising pre-service and in-service English language teachers.

Keywords: supervisory feedback, English language teaching, systematic review

Supervision in ELT

Supervision is defined as a number of responsibilities carried out to aid teachers' in their professional development (Allan, 1990. as cited in Kayaoğlu, 2012). Interestingly, early definitions of supervision refer to a process in which an authority, who has a judgmental attitude try to find faults or deficiencies in the practice of teachers being observed (Sullivan & Glanz, 2000. as cited in Kayaoğlu, 2012). However, in the newer definitions there is a shift in the field towards a

more sociocultural theory-oriented supervision paradigm (Chen & Cheng, 2013). In the field of English language education supervision has a crucial role in maintaining the quality of teaching and helping teachers to develop their teaching practices both during the practicum process as pre-service teachers and in the duration of their continuous development as in-service teachers. As Lewis (1998) discusses, supervisory feedback helps to connect theory to practice, and encourages a collaborative dialogue between the supervisor and the supervisee thanks to evaluative comments and formative evaluation of the supervisor, which takes the form of input or uptake by the supervisee (as cited in Mehrpour & Agheshteh, 2017).

A number of researchers put forward that there are certain qualities that mentors need to have for an effective supervision to take place. For instance, Iran, Razmjoo and Rasti (2014) argue that there are four kinds of skills that supervisors need to possess, which are interpersonal relation skills, knowledge of the subject matter, pedagogical content knowledge, and being sensible to contextual differences (as cited in Mehrpour & Agheshteh, 2017). Thus, when the supervisors have adequate skills to aid their mentees', they could adjust their stance towards them during this process. In line with this view it is also put forward that supervisors need to approach the supervisees according to their readiness level within the principles of situational supervision model by Bedford and Gehlert (2013), and ignoring the supervisees' readiness level can cause frustration and anger. Therefore, keeping these principle in mind four supervisory approaches that are teaching, consulting, counseling, and evaluating are proposed with teaching representing the lowest ability and evaluation the highest ability level (as cited in Mehrpour & Agheshteh, 2017). Regarding the skills that the supervisors need to possess, Murdoch's (1998) has also put forward a supervision taxonomy that has components that include encouraging the supervisee, collecting data of teaching to be analyzed by the supervisor and supervisee collaboratively, linking classroom teaching to ELT pedagogies, considering the contextual differences in the supervision process, ensuring the quality of feedback that is in-depth and positive, and establishing a good rapport with the supervisee (as cited in Atefinia & Alavinia, 2019).

Considering the skills that the supervisors need to have a number of researchers came up with supervisory models. To illustrate, Goldberry (1988) describes three kinds of supervision models that are nominal, prescriptive, and reflective models. In nominal supervision the status quo is continued with the supervisor taking an administrative role trying to meet the expectations and requirements by the authorities. In prescriptive model, the roles of the supervisor include making the teachers aligning with the standards and rules, finding weaknesses or deficiencies in teaching practices, and prescribing solutions to the deficiencies that they detected. On the other hand, the reflective supervisory model centers on supervisors' being aware of the characteristics of contextual differences, learner needs, goals, and teaching practices that arise from the interrelationship between these factors (as cited in Atefinia & Alavinia, 2019).

Freeman's (1982) supervision model also consists of supervisory, nondirective, and alternative approaches. In this model whereas the supervisory approach

refers to a directive model in essence, nondirective stance adopts a nonjudgmental posture. Moreover, alternative supervision indicates proving teachers with options in a collaborative manner. Similarly, Wallace (1991) also makes a distinction between classic prescriptive and classic collaborative approaches. While the teacher has little autonomy and control over the teaching in classic prescriptive approach, teachers have more power and agency thanks to the collaborative ones (as cited in Mehrpour & Agheshteh, 2017).

In addition to supervisory style specific strategies that are employed in giving supervisory feedback to teachers have been investigated in the literature. One such strategy is described by Wajnryb (1995), which is an “above-the-utterance level mitigation” implemented to hedge the criticisms directed at teachers to build a positive atmosphere (as cited in Mehrpour & Agheshteh, 2017). The supervisory practices are especially crucial in teacher education because teachers may internalize the way of teaching that they observe and build their teaching practices according to lived experiences. According to Lortie’s (1975) apprenticeship of observation student teachers internalize norms of teaching behavior and effective teaching based on their own observations. Even when they learn new theories about supervision of language teaching, they could still be under the influence of the supervisory beliefs that they constructed and adopted (as cited in Atefinia & Alavinia, 2019). Therefore, the supervisors’ help and suggestions for improvement become vital for the professional development of future teachers.

Aims of the Study

To date, to the author’s knowledge no systematic literature reviews have been conducted on the supervisory practices of English language teachers. Thus, the aim of this paper is to explore the supervisory practices of both pre-service and in-service teachers in terms of the nature of the feedback given and the contributions of the feedback given by mentors to teachers’ professional development. The studies leaning on supervisory feedback in post-lesson conferences between university supervisors, school mentors, and student teachers were reviewed in this systematic study with the aim of illustrating the nature of supervisory talk given during the internship period of pre-service EFL teachers and in-service teacher development programs. In line with this aim the following research questions will be answered:

- (1) What is the quality of supervisory feedback delivered by university supervisors, cooperating teachers, and other stakeholders?
- (2) What strategies do mentors use to give supervisory feedback to teachers of English?
- (3) What are the beliefs of pre-service and in-service EFL and ESL teachers on their supervision experience?

Methodology

In this study a qualitative systematic review methodology will be used to discuss the worldwide literature on supervisory feedback practices in the English language teaching field. “A systematic review is a review of a clearly formulated

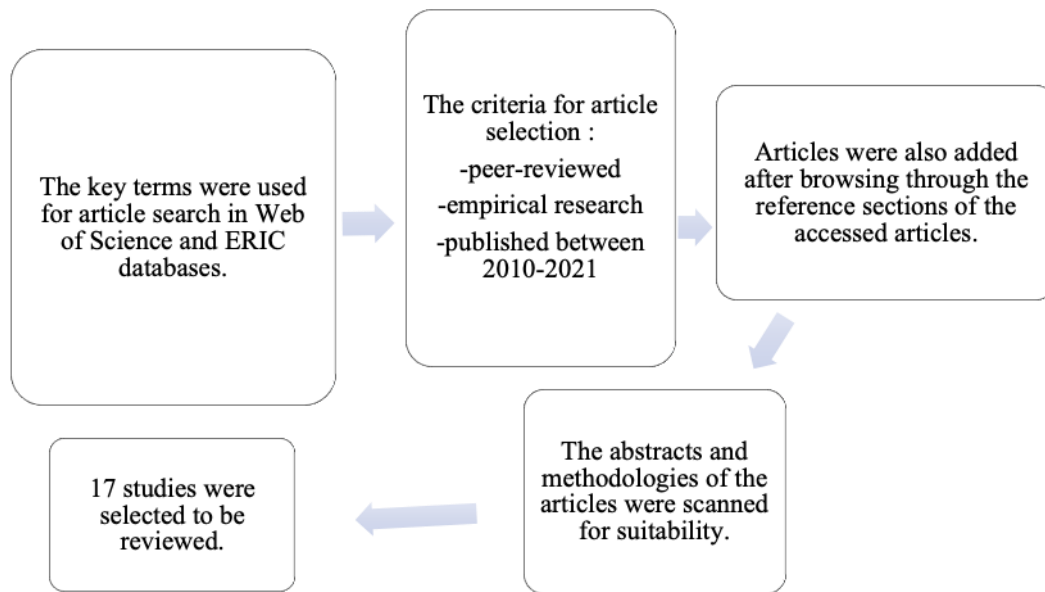
question that uses systematic and explicit methods to identify, select, and critically appraise relevant research, and to collect and analyze data from the studies that are included in the review” (Moher et al., 2009, p. 874). According to Petticrew and Roberts (2006), systematic reviews are tools that help readers to interpret a bulk of information, and experiment with effective or ineffective implementations in the field as well as illuminating the research areas in which more studies need to be conducted.

The steps identified by Cooper (2017) and the PRISMA guidelines by (Moher et al., 2009) for carrying out systematic reviews were followed in the synthesis of the studies. That is, after the problem is identified, the literature is reviewed and more information is collected regarding the research problem. After the article selection process, the articles were reviewed for information such as aims, research context, participants, research design, tools, and outcomes measured as to supervisory styles, the nature of feedback, and the beliefs of pre-service and in-service ELT teachers that would answer the research questions of this review. Then, the results of the studies were investigated and synthesized under separate themes. The themes for this study were constructed after a constant and ongoing comparative qualitative coding process. Depending on the outline table studies were analyzed through a meta-aggregative approach so as to form broad categories, and subcategories, which would encompass the outcomes established on the basis of similarity (Munn, Tufanaru, & Aromataris, 2014). Figure 1. illustrates the article review process.

The evaluation criteria for this systematic review study are:

- Only the articles published between 2000 and 2021 will be included in the review.
- The articles that are peer-reviewed will be chosen for conducting a systematic review study.
- The articles focusing on pre-service and in-service teacher supervision will be selected.
- The articles need to be related to supervisory feedback in English language teaching.

Figure 1. Article review process



The Web of Science and ERIC databases were used to retrieve the articles for this systematic review study. Moreover, the journals in the area of “Teacher Education”, “Mentoring” were exploited. Table 1. demonstrates the source journals for this study.

Table 1. Source journals for literature review 2010-2021 (from Web of Science and ERIC, August 2021).

Publication	Number of articles
ELT Journal	2
Mentoring & Tutoring: Partnership in Learning	2
Teacher Development	2
The Modern Language Journal	1
Australian Journal of Teacher Education	1
Higher Education Studies	1
International Journal of English Language & Translation Studies	1
Journal of Education for Teaching	1
Classroom Discourse	1
Journal of Teacher Education and Educators	1
International Journal of Applied Linguistics and English Literature	1
European Journal of Teacher Education	1
Language Teaching Research	1
Iranian Journal of Language Teaching Research	

The following key terms were used: mentor feedback in EFL/ ESL practicum, supervisory feedback in EFL teaching practice, school mentor practicum feedback, university supervisor EFL teaching experience feedback, university supervisor EFL practicum feedback, the nature of feedback in EFL/ESL practicum, reflective feedback in EFL ESL practicum, interaction in post-

conferences in EFL/ESL practicum, supervision types EFL/ESL teaching practicum experience, practicum feedback EFL teachers, supervisory models pre-service EFL teacher practicum, cooperating teachers' feedback EFL/ESL, the nature of mentor teachers' feedback, and supervisory feedback in English language. In this review only the articles published in English were examined. The reviewed studies are indicated with an asterisk sign in the reference section.

The reviewed studies were analyzed in terms of the modes of feedback used in supervisory feedback (e.g. oral feedback through post-conferences, and written feedback through evaluation sheets etc.) during the practicum experience. Moreover, the role of discourse of the supervisory talk in efficiently encouraging student teachers to self-examine their teaching practice critically were used as a theme in the review process of the articles (Akcan & Tatar, 2010). Furthermore, the focus and content of the feedback, the differences in the practices of novice and experienced teachers in giving supervisory feedback, and the impact of teacher education programs and curriculum in different countries in the diversity of supervisory feedback were examined in the studies reviewed. The suggestions for further practice might guide future teacher educators in training pre-service and in-service teachers.

Findings

In this section an analysis of all the studies reviewed in terms of the aims, methodology, participants, and general outcomes will be discussed.

What are the aims of the studies?

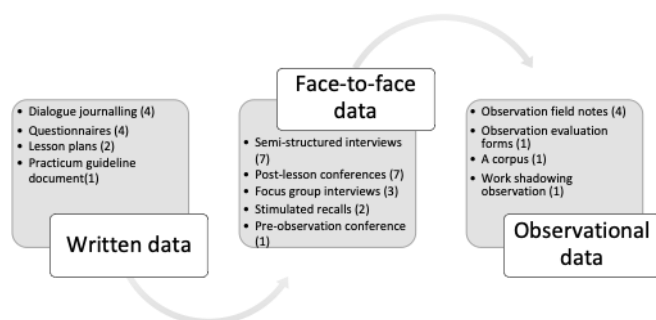
The findings showed that the studies mainly focused on beliefs, perspectives, the essence of feedback, and the strategies implemented by teachers. In-service and pre-service teachers', supervisors', cooperating teachers', principals', and university advisors' perspectives of supervision were investigated in these studies (e.g. Agheshteh & Mehrpour, 2021, Barahona, 2019; Getu & Teka, 2018; Mehrpour & Agheshteh, 2017). Positive effects of mentoring such as attaining skills of subject matter knowledge, self-reflection and autonomy were discussed as crucial elements in a number of studies (e.g. Ali & Al-Adawi, 2013; Kourieos, 2019; Ong'ondo & Borg, 2011). Also, the efficacy of supervision, the contribution of supervisory post-conferences to teachers' professional growth, the role of mentoring, student teachers' needs and expectations of the mentors, identity, and power dynamics were the remarkable topics discussed within the supervisory practice domain in ELT (e.g. Agheshteh & Mehrpour, 2021, Donaghue, 2020).

The studies also covered pre-service and in-service teacher's perspectives and practices regarding supervisory feedback, roles, and experiences of the stakeholders. Moreover, studies that focused on the discourse analysis of the interaction between supervisors and supervisee in terms of supervisory feedback were highlighted, and process and product of mentoring with a focus on mentor and mentee interaction, and the nature of the supervisory feedback were examined (e.g. Donaghue, 2020; Engin, 2015; Le & Vasquez, 2011; Mena et al., 2015; Smith & Lewis, 2015).

What sort of methodology is used?

The reviewed studies employed a number of data collection tools and research designs. Figure 2 illustrates the use of approaches, designs, and data collection tools employed by the reviewed studies.

Figure 2. Data collection tools used in the studies



As demonstrated in Figure 1, semi-structured interviews, post-lesson conferences, and dialogue journaling, observational field notes were the mostly used data collection tools in qualitative studies. Additionally, some studies made use of both a qualitative and a quantitative design to construct in depth data about the perspectives and practices about supervisory feedback. Researches that focused on supervision in language teaching employed a number of qualitative data collection tools such as work shadowing observations, stimulated recall conferences, pre and post observation interviews, lesson plans, and reflections, quantitative tools like questionnaires.

Who are the participants of the studies reviewed?

This study encompassed a wide array of studies conducted with language teachers and supervisors in many countries such as Chile, Cyprus, Ethiopia, Iran, Kenya, Oman, Spain, the Gulf States, Turkey, and the USA. The studies reviewed in this study had a spectrum of participants that consisted of pre-service ELT teachers, in-service ELT teachers, coordinating teachers at practicum schools, mentors, university supervisors, and principles working at primary, secondary schools, and university contexts. This study demonstrated that most of the studies on supervision in language teaching research were carried out with pre-service teachers. Overall, nine out of seventeen studies had pre-service teachers (e.g. Agudo, 2016; Akcan & Tatar, 2010; Yoon and Kim, 2019), whereas five studies illustrated the experiences of in-service teachers (e.g. Agheshteh & Mehrpour, 2021; Atefinia & Alavinia, 2019; Donaghue, 2020; Lindahl & Baecher, 2015; Mehrpour & Agheshteh, 2017). Moreover, in some studies MA TESOL interns were the participants (Le & Vasquez, 2011; Smith & Lewis, 2015). Furthermore, there were other mixture of participants from different settings such as in-service teachers and university supervisors (e.g. Mehrpour & Agheshteh, 2017), pre-service teachers, the school mentors and university supervisors (e.g. Agudo, 2016; Ong'ondo & Borg, 2011), a written corpus consisting of supervisory reports of in-service teachers (e.g. Atefinia & Alavinia,

2019), student teachers, university supervisors, teacher educators, cooperating teachers and coordinators (e.g. Getu & Teka, 2018). Therefore, it was found that although in-service teachers were one of the most crucial participants in these kinds of studies, the studies taking place in that context were few in number.

What are the general outcomes of these studies?

This section will show an illustration of the outcomes emerging as a result of the review of the articles. Among the studies reviewed, the outcomes of the studies will be synthesized under the categories of discourse analysis of the supervisory interaction, the supervisory styles adopted by the supervisors, the nature of the supervisory feedback, and perspectives of pre-service, in-service, and cooperating teachers, and university supervisors. Table 2. demonstrates the general outcomes of the reviewed studies. It can be maintained that these studies explored the perspectives, beliefs, and attitudes of pre-service teachers, in-service teachers, MA TESOL interns, university supervisors, coordinating teachers, in terms of principles of prescriptive versus the reflective supervisory styles of supervisory feedback in the ELT domain. However, a number of studies have demonstrated that many supervisors were not able to implement a reflective model of supervision that would have triggered self-reflection by reflecting in practice, critical thinking, and autonomy in the teachers in practice (e.g. Agheshteh & Mehrpour, 2021; Barahona, 2019; Kourieos, 2019). In these studies, the supervisees pointed out that they had problematic issues such as not being able to get field specific feedback and the nature of the feedback being too directive and evaluative. Even though also many other supervisees and supervisors also demonstrated a positive stance towards their supervisory experiences, there is still a need towards a better training of supervisors who would guide student teachers and in-service teachers to improving teaching practices.

Moreover, as it can be seen from the Table 2, in this systematic review few studies were carried out regarding the supervisory experiences of ELT in-service teachers. Therefore, the perceptions, perspectives, and attitudes of in-service have not been represented on a large scale. Nonetheless, as illustrated in these studies many in-service teachers also need guidance and effective supervision to be able to better their teaching practices as well as assure the quality of instruction at schools. Therefore, more studies could be conducted in this field that reflect on the teaching practices of in-service teachers with regard to their use of teaching methods, design of the materials, and attending to individual and contextual differences in their language learning and teaching experiences.

Table 2. Summary of published empirical studies of ‘English language teaching’ and ‘supervisory feedback’

Study	Research Questions	Settings and Participants	Methodology	Main findings and conclusions
Agheshteh & Mehrpour	How is the situation of power balances	Iran; 110 teachers and 41	A questionnaire, interviews, and	A directive supervisory style

(2021)	in English language teacher education supervision?	supervisors	focus groups	
Agudo (2016)	How do mentors provide the quality of feedback?	58 4th year Spanish EFL student teachers, the school mentors and university supervisors	A questionnaire and semi-structured interviews (10 student teachers)	A need for more in-depth mentor feedback
Akcan & Tatar (2010)	What is the nature of feedback provided by the cooperating teachers and university supervisors in a Turkish EFL settings?	52 pre-service ELT teachers, 30 cooperating teachers at primary and secondary schools, and four university supervisors in Turkey	An exploratory case study Field notes, post-lesson conferences with cooperating teachers and university supervisors, and written evaluation forms	While the university supervisors had a collaborative supervisory style, the cooperating teachers adopted a prescriptive stance.
Ali & Al-Adawi (2013)	What kinds of feedback are implemented in practicum post-conferences? What are the views of student teachers and mentors on the supervision process?	46 ELT pre-service student teachers in Oman, and 20 university mentors	Exploratory descriptive study A questionnaire and a focus group interview with 12 mentors, and field notes	Both written and oral feedback were given to students. The mentors believed that general teaching skills need to be incorporated into the supervisory feedback practicum assessment.
Atefinia & Alavinia (2019)	How are compliments, criticisms, and suggestions	An existing corpus that has supervisory	A mixed methods design One-way	There was a significant difference between three

	used in written feedback? Is there a relationship between teachers' experience and the type of feedback used?	records of 30 Iranian EFL teachers with varying teaching experiences was used.	ANOVA (Kruskal-Wallis test)	groups only in terms of compliments with teachers who had the most experience having the highest rank.
Barahona (2019)	What are the characteristics, roles, and significance of supervisors?	Pre-service teachers, 52 teacher educators (survey), and 32 university supervisors (interview) in Chile	A survey, semi-structured interviews, and work shadowing observation (2 supervisors)	A directive style of supervision was in practice. Teachers as mothers, carers, and quality assurers
Donaghue (2020)	What identities are revealed during post-teaching conferences?	A Gulf-State federal tertiary institution; four native teachers	Linguistic analysis of audio-recordings	Supervisees demonstrated expert power in post-teaching conferences.
Engin (2015)	What is the nature of trainer talk and feedback during post-observations of Turkish EFL teachers?	15 ELT students enrolled at a joint BA/ MA course? in Turkey, and university supervisors	23 feedback sessions	Cued elicitation, recapping, prospective talk, and meta comments were used.
Getu & Teka (2018)	What are the roles of the stakeholders, the focus and type of feedback?	Student teachers, university supervisors, teacher educators, cooperating teachers and coordinators two Ethiopian	A semi-structured interview and practicum guideline documents	"A one size fits all approach" in which PCK was ignored in giving feedback.

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Kourieos (2019)	What are the factors impeding successful mentoring practices?	State primary schools in Cyprus 15 Pre-service primary ELT teachers and 14 cooperating teachers	Semi-structured interviews	A prescriptive approach was adopted.
Le & Vasquez (2011)	What is the nature of supervisory feedback of ELT supervisors in terms of speech acts?	English Language Institute of a public university in the US Five TESOL mentors and five MA interns in TESOL	Observation and post-observation feedback, 12 semi-structured interviews observation notes Discourse analysis with investigation of speech act patterns	Mitigators, mild criticisms, and alternative suggestions were used rather than directives.
Lindahl & Baecher (2015)	To what extent is there an emphasis on language in the observation cycle?	CBI and CLIL student teachers in MA TESOL programme at a US urban university Ten supervisors (TESOL background) and ten supervisees (both pre-service and in-service teachers)	Original and revised lesson plans, pre and post-observation feedback by supervisors, reflective commentary	Need for more language-focused feedback

Mehrpour & Agheshteh (2017)	To what extent is supervisory feedback effective?	10 Iranian in-service teachers, 8 supervisors, 3 focus groups (4 teachers for each)	Semi-structured and focus group interviews	The characteristics of effective feedback included the use of above-the-utterance mitigation, reckoning the ZPD of teachers, and being contextually sensitive.
Mena et al. (2015)	How is knowledge discussed and created in three different mentoring styles?	168 Spanish students BA Education practicum (delivering English and Math classes), and	Dialogue journaling (71 pages) Stimulated recall (14STs) and regular conferences (10 STs) propositional and legit analysis (discourse analysis)	Inferential knowledge through the use of rules and artifacts were most common in stimulated recalls that were considered to be the most efficient style of mentoring.
Ong'ondo & Borg (2011)	What is the influence of supervision on EFL student teachers' practicum experiences in Kenya?	Six student teachers, six supervisors and five cooperating teachers at a teaching practicum at secondary schools in Kenya	A qualitative case study 24 observation forms, semi-structured interviews,	Evaluative, directive and general feedback were given. Pedagogical content knowledge was disregarded, while there was an emphasis on generic teaching skills.
Smith & Lewis (2015)	What approaches and questioning strategies do mentors use towards more facilitative and	Seven mentors Post-MA TESOL mentor training program	A case study 80 hours of mentoring reflections by the mentees, informal discussions,	"Broad to narrow questions, broad questions within a directive

	catalytic supervisions?		observations	framework, and broad questions that caused critical self-reflection, specific non-judgmental questions”
Yoon & Kim (2019)	How is mediation used in mentoring?	Master’s program for TESL for becoming a mentor at a North American research university two pairs of MA Student teachers (mentees) and mentor teachers	A stimulated recall session, video recordings, debriefing sessions, lesson plans, and reflective journals A micro genetic analysis	Responsive mediation is used.

What are the similarities and differences between the supervision studies reviewed?

In this section the reviewed studies will be synthesized in terms of discourse analysis of the supervisory interaction, the supervisory styles adopted by the supervisors, the nature of the supervisory feedback, and perspectives of pre-service, in-service, and cooperating teachers, and university supervisors.

Discourse analysis of the supervisory interaction

The first emergent domain in the synthesis of these studies is the studies that deal with discourse analysis of the supervisory interaction. As Bailey (2009) argues, “principles of sociocultural theory and discourse analysis offer teacher educators ways to improve upon the practice of language teacher supervision” (p. 275). Therefore, to illustrate the contribution of sociocultural theory and discourse analysis to supervisory practices in the ELT field, related studies have been reviewed in this section. The studies reviewed reported that the examination of the supervisory talk aids in illustrating the practices of teacher supervisors and demonstrating clear-cut examples of how to give effective feedback to pre-service or in-service ELT teachers for their future professional development. For instance, with the aim of enhancing the opportunities for professional development of mentor teachers via a reflective training in language teaching field, a study was carried out to examine strategies used by mentor teachers during post-conferences. Engin (2015) investigated the use of scaffolding in trainer talk in post-observation feedback sessions via linguistic analysis through the examination of strategies employed by mentors such as modeling, questioning, cognitive structuring, and delivering instructions. The use of questioning, prompting, and directing by the mentors to raise mentees’ awareness, and the outcome as illustrated by the impact of scaffolding on the mentee with a demonstration of the uptake during a scaffolding talk were analyzed in the scope of the study. It was found that at some instances mentors used an explicit and direct language while scaffolding the mentees contrary to the expectations that the mentees could have been given more opportunities to explain their rationales for their teaching behaviors. However, mentors also tended to use shorter, more focused questions that gave more chances for scaffolding to the mentees. Moreover, the use of strategies like cued elicitation, recapping, prospective talk, relating to former incidents, and metacomments were found both in the mentor and mentee talk. Also, as it is put forward by Martin (2018), scaffolding “necessarily incorporates the student teachers’ perspectives since true scaffolding is characterized by its interactive dialogic nature” (p. 132). Therefore, scaffolding as a common theme in many of the studies reviewed emerged as an effective paradigm encouraging more learner interaction in the discourse analysis of the supervisory talk.

In the area of the examination of supervisory discourse years of teaching experience was found to be another impacting factor. In the Iranian context Atefinia and Alavinia (2019) used an existing corpus of supervisory report of 30 EFL supervisees in their investigations of the use of criticisms, suggestions, and compliments by supervisors in the supervisory discourse. The study aimed to find if there were any significant differences in the use of compliments,

suggestions, and criticisms used in supervisory reports of English language teachers who had varying years of experience in teaching. According to the results, there was a significant difference between three groups of teachers, who were categorized according to teaching experience, only in terms of compliments, and the mean rank of compliments being higher for the teachers who had the most teaching experience. The less teaching experience these teachers had, the more suggestions and criticisms were utilized in the supervisory reports.

Le and Vasquez (2011) also investigated the mentoring strategies and the interaction patterns in the use of compliments, criticisms, and suggestions and the questioning techniques used by teachers in giving supervisory feedback to involve the mentees in the interaction with a discourse analytic approach. The aim of the study was to investigate what characteristics of the feedback in actual talk could be deemed as constructive. The findings showed that the mentors used elicitation to encourage mentees to analyze their own teaching. Also, they started with asking more general questions and continued with more specific ones to encourage the mentees to contemplate upon the rationale behind instructional choices later during the post-conference feedback session. Furthermore, while delivering feedback the mentors commenced with something positive and continued with criticisms and suggestions for improvement, thereby, softening criticisms by following a pattern of "Compliment-Criticism-Suggestion". Also, in the use of compliments, the mentors paid attention to explaining why certain activities worked during that specific part of the lesson. The intensifiers such as 'very' and 'absolutely' were also used to increase the positive power. Suggestions were also proposed in the forms of alternatives rather than directives with the use of 'should' and 'must'. Similarly, in the delivery of criticisms mentors were careful to respect the self-esteem and confidence of the mentees by softening criticisms with methods like using mitigators, delivering mild criticisms and indirect messages.

Illustrating a case of a reflective practice, the why questions in the post-observation interaction by student teachers were also found to be a contributing factor that triggered them to think more about their pedagogical practices critically (Akcan & Tatar, 2010).

In their examinations of supervisory discourse Yoon and Kim (2019) adopted Vygotsky's (1978) social cultural perspective and examined mentor-mentee interaction with an aim of exploring the process of mentoring taking place in educational settings, and illustrating the outcomes of this mentoring process. They analyzed the interaction between the mentors and mentees to show how the mediation is carried out by mentors, how it is taken by the mentees, and potential outcomes of such interaction for the mentees. It was found that through the use of 'responsive mediation' the mentees were capable of reaching an internal plane where they could perform agency in their teaching from an initial state of a social plane in which the mentees' actions were mediated during the interaction with the mentor. During the interaction, when mentees showed signs of cognitive/emotional dissonance or emerging ZPDs that illustrated that they were in need of assistance by the mentors, the mentors provided them with

assistance by implementing a strategy of responsive mediation via which they could give direct externalized or implicit help with a developmentally sensitive stance that resulted in learner uptake most of the time. Therefore, the use of instructional talk, back channeling, elaboration questions, and collaborative dialogues led to a dialogic conversation between the mentors and mentees.

Therefore, as it was found in Mehrpour and Agheshteh (2017), the five factors for an effective supervision could be a need for a collaborative rather than prescriptive feedback, contextual-sensitivity, attention to the ZPD of teachers, the use of mitigation strategies and having good interpersonal skills, and valuing teachers' beliefs and attitudes.

All in all, the studies in this section referred to the strategies used by mentors in the supervisory talk with pre-service and in-service teachers. The results suggest that there is a need for the supervisors to use instructional talk with implementing interactional tools such as scaffolding, elaboration, compliments with intensifiers, suggestions, mild criticisms with mitigators, responsive mediation, back channeling, cued elicitation, recapping, prospective talk, relating to former incidents, and meta comments. Thus, the analysis of the studies and illustrating these features to the knowledge of the student teachers, in-service teachers, supervisors, and other stakeholders in the education system could lead to better practices of the implementation of supervision thanks to an enhanced awareness of what constitutes an effective scaffolding and nurturing supervising talk.

The supervisory styles adopted by the supervisors and the nature of the supervisory feedback

The second domain in the supervision of English language teachers and teacher candidates regarded the supervisory styles adopted by the supervisors and the nature of the supervisory feedback. To specify if mentors implemented a directive or a facilitative mentoring style with the use of catalytic interventions, the approaches and questioning techniques used by mentors were examined (Smith & Lewis, 2015). The analysis of the observation notes and teacher reflection reports showed that the mentors used four ways of questioning strategies. First of all, in funneling technique the mentors asked broad questions then moved to narrower questions that would lead to a new understanding in teaching while providing the teacher with needed direction within a directive style of observation. Second, the scaffold technique that consisted of broad questions inside a directive framework was implemented as well. Also, in this style there was a move from directive to the facilitative mentoring style in which the mentoring began with the use of scaffolding and it continued with teachers leading the discussion themselves. The third questioning strategy implemented was the springboard in which the mentor asked broad questions to the mentee that would trigger deeper reflection. The last style was the use of specific non-judgmental questions via which the teachers were encouraged to explain their rationale for their teaching strategies by a collegial manner. Therefore, whereas some mentors had a directive mentoring style with an authoritative stance, the others demonstrated a facilitative catalytic mentoring stance in which they helped mentees to be reflective and collaborative.

With the purpose of determining if the use of certain pedagogies in mentoring would lead to better results, researchers also compared the impact of different mentoring styles on language teachers. In line with this view, Mena, Garcia, Clarke and Barkatsas (2015) examined the generation of pedagogical practical knowledge in three modes of mentoring that were dialogue journaling, stimulated recall and regular conferences. The findings showed that through mentor and mentee dialogue narrative knowledge was constructed via appraisals in dialogue journaling mostly, while inferential knowledge was generated by student teachers to describe their practices with the employment of rules and artifacts in regular conferences and stimulated recall meetings. Therefore, face-to-face interactions allowed for a more mutual understanding by “extracting regularities from the practice” (p. 11). Thus, stimulated recalls were the best practices to be employed as it allowed focusing more on specific knowledge with a construction of more elaborated knowledge through the use of recalls, rules, and artifacts with recollection of experiences. Therefore, the use of videos of classroom teaching has been suggested to be used by supervisors as it was found to be effective among student teachers who became more self-reflective and evaluative through analyzing their practice deeply within the perspectives of a collaborative supervision model (Eroz-Tuga, 2013; Kaneko-Marques, 2015).

Other studies also discussed how contextual factors would direct supervisors to deviate from reflective supervisory styles because of the demand by the education system in the country and student teachers’ expectations. Adopting a cultural historical activity theory Barahona (2019) investigated how supervisors impacted pre-service ELT teachers’ current and future professional development during the process of supervision in a practicum program. It was illustrated that the primary roles of the supervisors in the practicum was mainly to evaluate the student teachers’ performance and provide them with emotional support by a carer role in the process. Furthermore, the supervisors gave feedback directed at student teachers’ professional development by using questioning strategies in the teaching post-conference in a supportive and non-judgmental manner that allowed the student teachers to reflect on their own practice. They also gave structured feedback based on the principles of communicative language teaching and student-centered methodologies. The supervisors also implemented the ethnographic records of observed lessons; yet, the student teachers at times showed feelings of frustration while expecting directive advice and feedback from the supervisors. Therefore, to meet the expectations of teacher standards in the system the teachers reported using a directive style of supervision in the expense of promoting autonomy and self-reflection of student teachers.

In line with Barahona’s (2019) study in Chile, Ongondo and Borg (2011) also discovered in their studies that a directive style of mentoring was used extensively in the context of Kenya within the organization of supervision in an undergraduate level practicum course. Yet, a number of problems were reported in the interviews that were a lack of alignment between the coordinating teachers and supervisors, supervisors’ having a non-ELT background, lack of time for a meaningful interaction between the supervisors and school teachers,

and the non-coordinating relationship between the university and schools. As to the supervisory feedback, rather than focusing on the specific ELT related methodologies, it was mainly based on general teaching pedagogies, and there was only one instance when a supervisor made a comment about emphasizing the effect of the stress on meaning. The feedback was also evaluative and directive in nature; that is, the supervisors made comments regarding what is done correctly or faultily, and they only filled out the evaluation forms that were competency based and that had discrete point evaluative criteria for generic skills. The student teachers were evaluated based on the areas such as writing objectives in lesson planning, and awarding the students suitably in the lesson, and they did not touch on the implementation of the pedagogical practices at all. Moreover, the role of the student teachers was mainly a receptive one, as they did not have any chances to get involved in a collaborative and reflective dialogue about their teaching with the supervisors. The supervision process was also heavily directive, as because of the pressure of being assessed, the student teachers obeyed to what they have been told to do next time in their teaching practices without any agency. Consequently, the impact of the supervision on student teachers were fear of supervision and adopting an attitude to please the supervisors rather than focusing on the teaching and learning process based on the contextual and individual factors in the classrooms.

Other studies have also studied the nature of supervisory feedback in relation to the educational background of supervisors with a focus on general pedagogic knowledge and pedagogical content knowledge (Getu &Teka, 2018). In the study teachers who did not have an English language teaching background carried the task of supervision. Therefore, the feedback provided by the supervisors to student teachers was covering only the skills of general pedagogical knowledge rather than a combination of pedagogical content knowledge and pedagogical knowledge; thus, a competency-based approach was adopted. That is, the student teachers were only able to get feedback about the skills such as classroom management, lesson planning, and time management that were general pedagogical practice related feedback rather than ELT pedagogies informed evaluation. However, as it is argued by Seidentop (1981) rather than giving feedback on technical properties in very general terms, there is a need for supervisors to give specific feedback that supports the particular behavior of the student teacher; therefore, this practice has higher chances of yielding in more positive changes in return (as cited in White, 2007).

Moreover, in the case of enhancing ELT teachers' and teacher supervisors' awareness of the pedagogical content knowledge, Lindahl and Baecher (2015) investigated the content and coherence of supervisory feedback in terms of focus on explicit language features to analyze teacher language awareness in pre, during and post observation feedback sessions. In their examinations of the feedback and its impact on supervisees in the supervisory cycle process, they focused on three domains that were user, analyst, and teacher, which referred to procedural, declarative, and pedagogical content knowledge of language respectively. The findings showed that during the pre-observation phase, declarative knowledge about the language was emphasized whereas teachers

and students focused on more pedagogical practices in the later phases of the supervisory cycle. However, explicit feedback about language needs to be provided at every phase of the supervisory feedback cycle. Therefore, it is argued that teachers' awareness of the knowledge about the use, structure, and pedagogy need to be increased so that language focused supervisory feedback could be implemented.

Akcan and Tatar (2010) also explored the nature of feedback given by the cooperating teachers and university supervisors in a Turkish EFL context with illustrating a distinction between generic teaching skills and pedagogical content knowledge in the feedback delivered by university supervisors and cooperating teachers at schools. In the study it was found that university supervisors were able to encourage student teachers to self-reflect and evaluate their own teaching practices. The strategies implemented by the university supervisors included not stating their own opinions without hearing the voices of student teachers about their teaching experience in the practicum, pointing at mistakes using direct statements by centering on particular teaching activities, and suggesting practical solutions. Moreover, the university supervisors' feedback was in the areas of appropriateness of activities and transition between each one, maintaining students' interest in the lesson, increasing the flexibility of student teachers considering the contextual differences, and the target language use such as pronunciation, use of voice, intonation, and grammar rules. On the other hand, the feedback from the cooperating teachers was more situation-specific, and they made use of direct descriptive statements in the issues such as classroom management, target language use, and the properness of teaching activities without neither giving an elaborative feedback to student teachers nor allowing them to reflect on their own teaching. Therefore, it is argued that there is a need to form better alignments between the two stakeholders for student teachers to fully benefit from the practicum experience (Akcan &Tatar, 2010).

In relation to alignments between supervisors and supervisees in ELT practicum experiences, Agheshteh and Mehrpour (2021) explored power balance between supervisors and in-service English language teachers in the Iranian context. They found that the supervisory experiences were in line with prescriptive methods in the study, as findings showed supervisors' high tendency to control in-service teachers and bolster sameness among teachers' teaching practices. Moreover, teachers mentioned in interviews that supervisors were abusing their power as an authority by threatening with actions such as promotion withdrawals. They were also denied to have a say during the supervision, as supervisors suppressed to come up with their own solutions. Analysis of post-observation talk also illustrated the use of position power and reward power dominantly. Yet, teachers voiced a need for expert power stemming from theory, second language research, competence, and skill.

Identity fluidity and power dynamics were also other themes found in the literature in relation to supervisory talk (Donaghue, 2020). The researcher also explored the supervisory styles exerted on in-service teachers, and focused on identities that are revealed between supervisors and supervisees during post-observation feedback conversation. Unlike studies conducted in the literature,

supervisees in the study showed confronting identities in the face of criticisms directed at their teaching practice. More specifically one teacher claimed an expert identity by relying on the power of expertise and experience. The research suggests that there is no one supervisory style conducted only by supervisors; rather, teachers could display robust identities and change the nature of feedback sessions by assuming a collaborative role in the supervision process .

Perspectives of pre-service, in-service, and cooperating teachers, and university supervisors

In a number of studies, the viewpoints of the various stakeholders have also been discussed to shed a light on their experiences of the supervisory process in the field of English language teaching. The studies reviewed reflected two perspectives in which EFL pre-service and in-service teachers articulated both positive and negative aspects of their experiences. First of all, Ali and Al-Adawi (2013) conducted a study to examine the types of feedback given to pre-service ELT student teachers by mentors. The results suggested that the use of peer feedback in the practicum experience was effective for student teachers, and most of the student teachers were satisfied with the supervisory feedback provided to them by the mentors. On the other hand, the mentor teachers believed that practicum observations allowed them to get to know their students' teaching practices and to identify any points with which they might need scaffolding. They believed that a good quality supervisory feedback needs to incorporate the components of lesson planning, classroom management, strategies of teaching, personal characteristics, and proficiency in the target language. They also argued that the feedback needs to reflect both positive and negative sides of the practicum observation. Instant feedback was also found to be more beneficial for the student teachers than the delayed feedback, so mentor teachers had better give continued, regular, and detailed feedback. The need for the practicum experience to be aligned with the theoretical principles attained at the undergraduate level was emphasized as well as a demand to have a dialogic talk with student teachers during the process of the supervision.

Agudo (2016) also explored the quality of feedback by mentors in a practicum program and student teachers' perspective about the mentoring quality. The findings illustrated that most of the student teachers were satisfied with their mentoring experience, and only a minority of them felt that their mentors criticized their teaching in a negative manner. They appreciated the fact that feedbacks were continuous and constructive. The mentors were also found to have a flexible and receptive attitude towards them as they provided experiential learning opportunities to mentees with increasing their self-awareness of teaching after the teaching post-conferences. Also, there were few cases in which student teachers' expectations about getting detailed in-depth feedback were not met. Therefore, there was a need by the mentors to inform the mentees about the reasons behind how certain acts of teaching could be deemed more successful in the specific context.

Other studies also reported the barriers to effective mentoring practices at schools. To illustrate, in Kourieos' (2019) study with ELT student teachers and

mentors at a primary school setting, the results demonstrated that the non-ELT background mentors' lack of subject matter knowledge, the use of a prescriptive approach, bad relationships with mentees, student teachers' lack of desire to be mentored, and some contextual factors acted as barriers to having an effective mentoring process. The student teachers mentioned that the mentors did not provide ELT specific feedback and that they could not get constructive feedback as they strictly adhered to rules while disregarding the contextual factors in teaching. The mentors were also reported to use "judgmentoring" as they had negative evaluations oftentimes. Moreover, some mentors were thought to use craft-centered traditional approaches based on their own experiences, which limited mentees' autonomy and learning opportunities. The mentors also argued that prescriptive mentoring model having the perspectives of apprentice model of teaching was highly criticized and rejected by the participants in the study. However, when there is very strict directive supervision, the teachers' progression could be impacted greatly, and they could even have constraints as to taking responsibilities for their own teaching and developing professionally by having a control over their own teaching process (Gebhard, 1984).

Moreover, when there was not a dialogic reflection between the supervisors and student teachers on the teaching experience, student teachers generally were not satisfied with the practicum experience that adopted an applied science model of teacher education (Getu & Teka, 2018). In line with this view, the student teachers in Hyland and Lo (2006) also reported to benefit from the instances when they had the chance to ask for clarification and negotiate for meaning during in their supervisory talk in the post-conferences with their mentors.

Moreover, the practices of the mentors on the feedback were discussed in Atefinia and Alavinia (2019). According to the views of mentees in the study a positive and caring atmosphere was formed by going beyond the power imbalance between the mentors and mentees with the use of effective interpersonal skills.

However, in another study according to university supervisors and practicum coordinators, the aim of practicum programs in post-graduate diploma in teaching was to acquire only pedagogical knowledge, and they deemed this practice suitable. Moreover, there was not a dialogic reflection between the supervisors and student teachers on the teaching experience; thus, all in all student teachers were not satisfied with this practicum experience that adopted an applied science model of teacher education (Getu & Teka, 2018).

In a variety of studies, the nature and types of supervisory feedback, the roles and viewpoints of student teachers, university supervisors, teacher educators, cooperating teachers, and coordinators about the practicum and in-service teaching practices have been explored. Among the factors that were found to be effective by the supervisees were peer feedback, continuous, instant and constructive feedback, and flexible and receptive attitude by the supervisors. In contrast, the supervisors and supervisees criticized the supervisory practices that adopted an applied science model based on an apprentice model craft-centered teaching, on the grounds that they do not contribute to forming a positive atmosphere in which there is a reflective and dialogical relationship

between the supervisor and supervisees. Therefore, there is a need for adopting a reflective mentoring style, because as Ulvik and Smith (2011) puts forward, “with a qualified mentor, students are encouraged to master practical skills and, in addition, to take risks and they may develop beyond their mentor’s level. With a maestro, the mentees learn to master the tradition” (p. 522).

Conclusion and Implications

This systematic review examined some crucial factors related to supervision in language teaching classes. This study demonstrated a descriptive presentation of the studies on supervision and language education within the perspectives of pre-service and in-service language teachers, cooperating mentor teachers at schools, university supervisors, coordinators, and principals. The general outcomes of these studies were reviewed and synthesized on the basis of the discourse analytic studies on the nature of the supervisory feedback, the different supervisory styles adopted by the teacher supervisors, and the perspectives, attitudes, and beliefs of teachers and supervisors. The main issues were the adoption of a directive style of mentoring based on apprenticeship model of teaching versus a social-cultural perspective in supervision. In the directive style the supervisors did not involve the supervisees in the supervisory talk, and their role was mainly to evaluate the teachers based on discrete point competency based behavioristic criteria that merely emphasized generic teaching skills. On the other hand, there were also cases in which a reflective style of mentoring was enacted with the supervisees being indulged in reflective teaching practices thanks to the feedback they received on the issues such as differentiation of teaching according to contextual and individual learner characteristics, and the use of language as well as an emphasis on pedagogical content knowledge. The supervisors acted as ‘mothers’ or ‘carers’ with taking great attention to forming a positive and a supportive atmosphere within this paradigm. Other issues were concerned with the need for collaboration between university supervisors and schools, introduction of supervisor workshops, and the need for more studies including in-service teachers as well as pre-service teachers in the studies conducted in the supervision in the ELT field. This study would shed a light on the language teachers’ and supervisors’ perspectives about the supervisory practices implemented at schools in various countries all over the world. Therefore, researchers, teachers, supervisors, and curriculum planners could benefit from the results of this study. This study encompassed the review of seventeen articles only; therefore, more studies could be included in future reviews to have a wider scope. Moreover, further studies taking place in other settings could also be included in future reviews. Lastly, in the scope of this review studies that had both a qualitative and quantitative paradigm were used. Other studies that encompass only qualitative designs could be carried out for the purpose of getting more in-depth data.

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