SUCCESSFUL SUPERVISION FROM THE STUDENT-TEACHERS' PERSPECTIVE: AN ANALYSIS OF SUPERVISORY TALK[*]

ÖĞRETMEN ADAYLARININ BAKIŞ AÇISINDAN BAŞARILI DANIŞMANLIK: DANIŞMANLIK KONUŞMASI ÇÖZÜMLEMESİ

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ABSTRACT: This study aims at analyzing supervisory talk and student- teachers' interpretations of it in order to find out the qualities that characterize successful supervision which leads to a change in student- teachers' beliefs. To achieve this, supervisory feedback sessions with four supervisors were recorded, transcribed and then analyzed for linguistic and interactional features that appeared in conversations in these sessions. To have a deeper understanding of how the student-teachers perceive the feedback sessions, they were asked to fill in a feedback form after each session. The student-teachers were also interviewed regarding the effectiveness of their feedback sessions with their supervisors. By triangulating the data gathered from the analysis of transcriptions with student-teachers' interpretations compiled from feedback forms and interviews, key conversational features with specific reference to speech acts associated with successful supervision were identified. In addition, supervisor behaviors that student-teachers view as most contributing to the success of the supervisory feedback sessions were also discussed.

Keywords: successful supervision, student-teachers, supervisory talk.

ÖZET: Bu çalışma, öğretmen adaylarının etkin öğretme konusundaki düşüncelerinde değişikliğe yol açan başarılı danışmanlık konuşmalarının niteliklerini belirlemek için yapılmıştır. Bu amaçla, dört ayrı danışmanın, öğretmenlik uygulamasından sonraki dönüt verme toplantıları konuşmaları kaydedilmiş, çözümlenmiş ve bu konuşmalardaki dilsel ve iletişimsel özellikler belirlenmiştir. Bu sonuçlar, değerlendirme formları ve görüşme yoluyla elde edilen öğretmen adaylarının bu konuşmalar hakkındaki yorumlarıyla desteklenmiştir. Araştırma, dilsel ve iletişimsel özelliklerin yanında, dönüt verme toplantılarını etkili kılan danışman davranışlarını da ortaya çıkarmıştır.

Anahtar Sözcükler: başarılı danışmanlık, öğretmen adayları, danışmanlık konuşması.

1. INTRODUCTION

In teacher education programs the practical experience gained in teaching practicum is one source of student-teachers' knowledge in addition to the theoretical information presented in formal classroom settings. The input and especially critical reflection by which supervisors create platforms for student-teachers to discuss the reasons underlying their classroom behaviors and alternatives to these behaviors are expected to support this experience. This sort of input and critical reflection usually shows itself in the interaction that takes place between the supervisor and the student-teacher in the post-lesson feedback session which bears great importance in terms of student-teachers' learning and the quality of their future teaching. However, Turney et al. (1982) warns that the feedback has not got as powerful an effect as supervisors suppose it to be unless it meets some specific set of criteria such as sociality, mutual understanding of each other's perspectives of teaching and classroom incidents, matched values, supervisors' attitude toward the student teachers. A number of studies focusing on the nature of interaction embedded in the supervisory conferences (e.g., Wang, Strong, and Odell, 2004; Zeichner, Liston, Mahlios, and Gomez, 1988; Lamm, 2004; Bunton, Stimpson, Lopez-Real, 2002) strongly suggest that it is also essential to constitute a relaxed and humane atmosphere in which the student-teachers can articulate their thoughts through reflection,

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which in turn leads to change. To this end, the language used by the supervisor in the feedback sessions should be carefully decided on (Wajnyrb, 1994; Eken, 1996). As Lemke (1998) points out language in use always creates three interdependent kinds of social and cultural meaning: presentational, orientational and organizational meaning. Presentational meaning refers to saying what is going on or thematic content. Orientational meaning relates to interpersonal and attitudinal aspects of language such as formality, intimacy, status and power, role relationships and speech acts. Organizational meaning includes the ways in which language creates wholes and parts. Drawing on the first two dimensions of verbal meaning, this study aims at analyzing the language used in supervisory talk and student-teachers' interpretations of it in order to find out the qualities that characterize successful supervisory talk. The study mainly focuses on the identification of topics covered in the feedback sessions and speech acts performed by both supervisors and student-teachers.

2. METHODOLOGY

This study stems from a previous research (İlin, 2003) conducted to look for change in the beliefs the student-teachers' held regarding effective teaching during their practicum. The results reached revealed that some of the student-teachers had gone through significant changes while some others showed no change in their beliefs regarding effective teaching. These findings guided the selection of the participants in the present study. Of the four supervisor participants (two male and two female), two were the ones whose student-teachers showed no change and perceived by their student-teachers as unsuccessful, and the other two were those whose student-teachers showed significant change and considered as successful. All the supervisors were the ELT staff members of Faculty of Education, Çukurova University. At the time of the study, they had been teaching for more than 15 years. As for the student-teachers, they were senior ELT students who were doing their practice teaching in the secondary schools for a period of ten weeks.

In the practicum employed in teacher education programs, supervisors and student-teachers come together for pre- and post-lesson conversations. Before the student-teacher's lesson, the supervisor reviews the student-teacher's lesson plan and makes suggestions if necessary. In post-lesson feedback sessions, the supervisor reviews and analyzes the student-teacher's lesson, comments on his/her performance, and makes suggestions for improving teaching. For triangulation purposes (Nunan, 1992), data were collected from several sources; namely audio-taped interactions between the supervisors and student-teachers in post lesson feedback sessions, the feedback forms given to the student-teachers to reflect on their supervisors and feedback sessions, and follow-up interviews with the student-teachers.

Out of eight feedback sessions (approximately 360 minutes), one audio-recording session for each of the four supervisor student-teacher pairs was randomly selected for the purpose of data analysis. In the feedback forms, the student-teachers were asked to reflect on such issues as what they have (not) learned with their justifications, what they found most effective, what they will (not) do from that session on, how this session would be more effective, and what they agree or contradict with during that specific feedback session. In the follow-up interviews, they were also invited to dwell into similar concerns to those in the feedback forms.

The four audio-taped supervisor and student-teacher feedback sessions were transcribed and coded for content and form. The first step taken for the analysis is transcribing and coding each interaction for initiation and response sequences. Then, the major issues of discussion were identified. Third, each of the topics emerging in these interactions were labeled as referring to (1) supervisor: themes such as supervisor's expectations and student teacher's feelings of   feedback; (2) materials: textbook, supplementary materials; (3) teaching: methodology, techniques; (4) context: limitations imposed by the school and classroom environment; (5) students: learning strategies, background, classroom behavior; (6) mentor: mentor's practices and expectations from students; (7) student-teacher: student teacher's feelings and classroom behaviors; (8) classroom management: monitoring, error correction, turn taking, classroom organization; (9) curriculum: English language program followed by the schools; and (10) goals: objectives of the lesson. Finally, each initiation-response unit was coded for speech acts based on Searl (1962) and Austin (1969). For reliability purposes, the data

coding was cross-checked by the researchers until a final agreement was reached. As for the analysis of the feedback forms and interviews, content analysis was done. Representative samples of student-teachers' views on successful supervision were selected and displayed to support the findings emerged from the transcriptions.

3. FINDINGS

In line with the purpose of the study, this section firstly deals with the findings acquired from the transcripts of supervisory talks, specifically the topics emerged and then the speech acts as well as findings obtained from the interviews and feedback forms. Table 1 below displays the units of conversations emerging from the analysis of audio-taped supervisory talks of the supervisors conceived by student-teachers as unsuccessful:

Table 1: Units of Conversations in Feedback Sessions

US1-ST	US2-ST
1.Supervisor's observation notes	1.Supervisor's and student-teacher's feelings of the lesson
2.Supervisor- student teacher discussion	2.How to introduce language structures
3.Supervisor's observation notes	3.Student-teacher's feelings of the lesson
4.Structure of the lesson	4.Supervisor- student teacher discussion
5.Aspects to be improved	5.Supervisor- student teacher discussion
6.Structure of the lesson	6.Structure of the lesson
7.Use of time	7.Mentor's behaviors
8.Aspects to be improved	8.School context
9.Aspects to be improved	9.Supervisor- student teacher discussion
10.How to close the lesson	10.Student-teacher's methodology
11.Supervisor- student teacher discussion	11.Curriculum
12.Supervisor- student teacher discussion	12.Supervisor- student teacher discussion
13.Student's feeling about supervisor's criticism	13.Students' background
14.Lesson planning	14.Student-teacher's planned activities
15.Aspects to be improved	15.Student-teacher's feelings of individual students
16.Supervisor-student teacher discussion	16.Encourage student-teacher to think
17.Goal of the lesson	17.Supervisor proposing alternatives
18.Supervisor's feeling of the methodology	18.Student-teacher's feelings and expectations for future practices
19.Encourage student-teacher to think	19.Supervisor-student teacher discussion
20.Supervisor proposing alternatives	20.Student-teacher's view of the mentor
	21.Supervisor-student teacher discussion
	22.Student-teacher's personal experiences as a language student
	23.Course materials and language learning activities
	24.Student-teacher's reflection on methodology
	25.Supervisor's observation notes
	26.Supervisor's observation notes
	27.Student- teacher's feelings for the supervisor's feedback
	28.Supervisor-student teacher discussion
	29.Students' background
	30..Supervisor proposing alternatives for the follow-up lesson
	31.Student-teacher's comment for the follow-up lesson
	32.Supervisor's expectation for the follow-up lesson
	33.Student-teacher expressing his anxiety
	34.Evaluation of student-teacher's performance
	35.Individual student's behaviors

US1: Supervisor conceived as unsuccessful **US2:** Supervisor conceived as unsuccessful
ST: Student-teacher

When we analyze the conversations between the supervisors and the student-teachers who deemed them unsuccessful, we observe that similar topics emerged in both cases. As seen in Table 1 above, in both the first and the second conversations, 12 units were related to teaching (1, 4, 6, 11, 12, 13, 14, 15, 16, 18, 19, 20 in the first and1, 2, 3, 6, 10, 12, 14, 19, 21, 24, 25, 34 in the second conversations). The second mostly referred topic was materials. Three units in the first (3, 8, 9) and four units in the second conversation (17, 30, 31, 32) were concerned with this issue. We also found units concerning classroom management (7, 10 in the first and 26, 28 in the second). The last common topic found was supervisor (2 in the first and 27 in the second conversation). There were also topics which individual supervisors were concerned with such as goals (17) in the first conversation and context (4, 8, 16), students (5, 13, 15, 29, 35), mentor (7, 9, 20), curriculum (11, 23), and student-teacher (18, 22, 33) in the second conversation.

Table 2: Units of Conversations in Feedback Sessions

SS1-ST	SS2-ST
1. Supervisor-student teacher discussion	1. Distribution of turns
2. Structure of the lesson	2. Supervisor observation notes
3. Structure of the lesson	3. Student teacher's feelings of the lesson
4. Student teacher's goal of the lesson	4. Student teacher's behaviors
5. Discussion on the textbook	5. Giving feedback
6. Discussion on the textbook	6. Selection of vocabulary items to teach
7. Teaching style	7. Monitoring students' behaviors
8. Teaching style	8. Students' behaviors
9. How to introduce language structures	9. Applying principles of teaching reading
10. Discussion on language practice activities	10. Student teacher's goal of reading-aloud
11. Using supplementary materials	11. Supervisor-student teacher discussion
12. Student learning	12. Supervisor's feelings of student teacher's reading aloud
13. Checking understanding	13. Student teacher's practices in teaching reading
14. Checking understanding	14. How to present vocabulary items
15. Student learning	15. Student teacher's vocabulary teaching practices
16. Classroom management	16. Student teacher's error correction practices
17. Student teacher's feelings of the lesson	17. Students' expected classroom behaviors
18. Teaching style	18. Students' background
19. Importance of the role of the teacher	19. Aspects to be improved
20. Classroom management	20. Giving feedback to students
21. Supervisor's feelings of classroom management	21. Giving feedback to students
22. Student teacher's feelings of classroom management	22. Student teacher's feelings of her own teaching practices
23. Classroom management	23. Supervisor-student teacher discussion
24. Classroom management	
25. Supplementary materials	
26. Applying teaching principles	

SS1: Supervisor conceived as successful   **SS2:** Supervisor conceived as successful
ST: Student-teacher

We found a similar picture concerning the topics covered in the conversations between the student-teachers and the supervisors deemed successful. Table 2 above shows that in both the first and the second conversations, the most frequently discussed topic was related to teaching (2, 3, 7, 8, 9, 10, 13, 14, 18, 19, 26 in the first and 6, 9, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23 in the second conversations). The second mostly referred-to topic was classroom management (16, 20, 21, 22, 23, 24 in the first and 1, 2, 5, 7 in the second conversation). Student-teacher (17 in the first and 3, 4 in the second conversation) and students (12, 15 in the first and 8, 17, 18 in the second conversation) were other common points of discussion. Similar to the supervisors in the first group, those in the second also talked about topics related to materials (1, 4, 5, 6, 11, 25 in the first) and goals (10 in the second conversation).

Figure 1: Topics Emerged in Supervisory Conversations
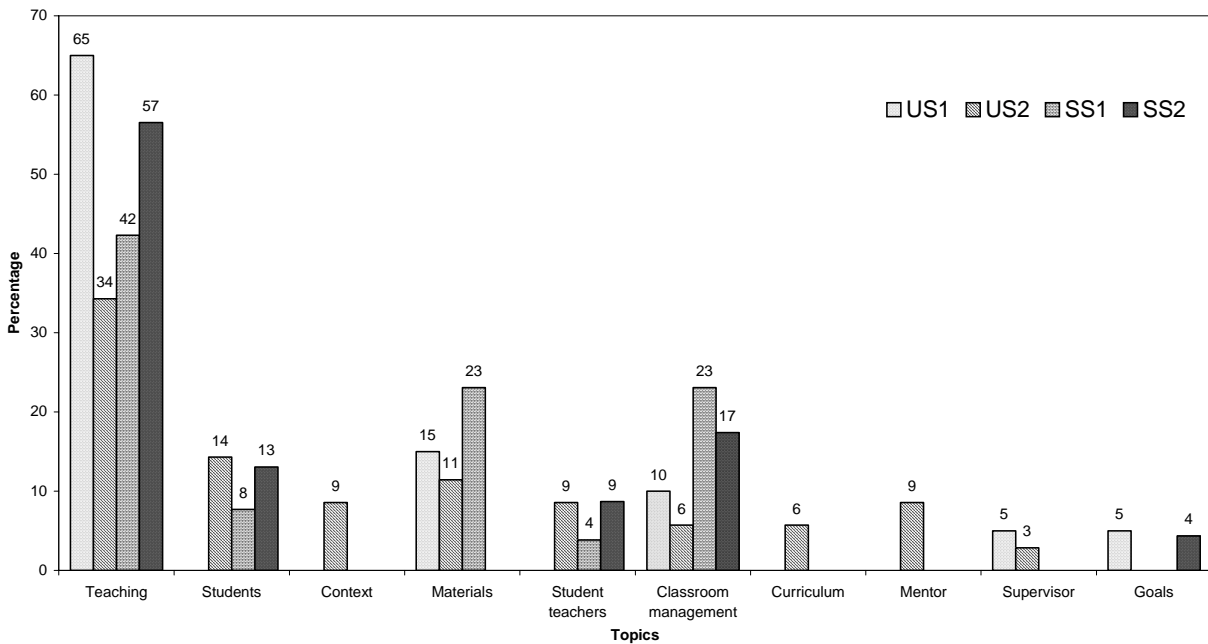
As displayed in Figure 1, the topics covered in all supervisory conversations showed the same general pattern with a dominant combined focus on teaching and classroom management. For example, teaching (65% in US1, 34 % in US2, 42 % in SS1, and 57% in SS2) and classroom management (10 % in US1, 6 % in US2, 23 % in SS1) emerged in all supervisory talks as a topic. The other topics such as materials, students, student-teachers, supervisor and context received less attention as compared to the topics of teaching and classroom management. Findings suggest that there were no apparent relationships between the quality of supervisory talk (i.e. whether it is deemed successful or not) and the topics discussed.

Regarding the speech acts observed in all the participant supervisors' and the student-teachers' talks, they can be classified into two separate groups, namely, those pertaining to both successful and unsuccessful supervisors and to those of their corresponding student-teachers. We found 29 different sorts of speech acts in the supervisory talks, and 21 in the student-teachers' talks. For the purpose of this study, we interpreted these acts as bearing either a positive or a negative connotation in terms of assisting student-teachers' development and change. In that respect, for example, inquiring was accepted as positive as it directly serves to enhance student-teachers' thinking and development. For example,

Extract 1
Supervisor: The students easily managed the task. Have you thought about this? Were they doing it consciously? **(Inquiry)**
Student-teacher: I think they are doing it consciously. Because most exercises in the book are very easy, so I skipped them. **(Reporting and grounding)**
Accusing, however, was considered as negative since it leaves no room for critical reflection on student-teachers' current practices. The following extract illustrates this clearly:

Extract 2
Supervisor: I didn't understand why you started the lesson with the exercise, without warm-up. **(Accusing)**
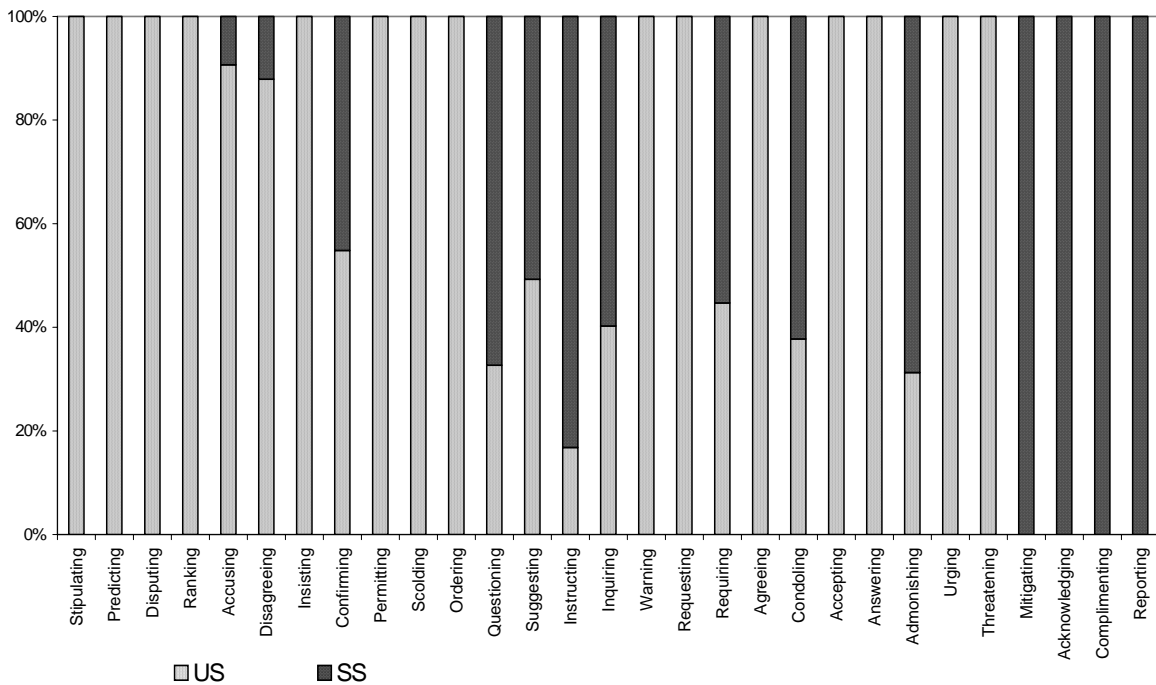Student-teacher: Because the course book was like that. **(Attributing)**

Figure 2: Distribution of Speech Acts of the Supervisors

Figure 2 above shows the distribution of speech acts produced by the supervisors. As seen in the figure, the supervisors deemed successful adopted a supportive manner and their speech includes acts such as mitigating, acknowledging, complimenting, and reporting. The extract below illustrates such a supportive manner:

Extract 3
Supervisor: I remember my first lesson. I was as nervous as you were in your session. But, don't worry, things change in time. I know, this is not your ultimate teaching style. You certainly will create your own style. What I am trying to do is just to trigger your mind and guide you if I can. O.K.? **(Condoling)**
Student-teacher: O.K. You know all these much better than I do. Experience. It will help me and I will keep these in mind. **(Acknowledging)**

Extract 4
Supervisor: This may happen to anybody. You should try to give equal turns to your students. In time, you will manage this. Maybe if you had had a more cheerful warm-up, then the students would have been more motivated, it seems to me. **(Mitigating)**
Of course, I appreciate your situation. **(Condoling)**.
The findings acquired from the feedback forms and interviews seem to support this. For example, the student-teachers who recorded a significant change in their beliefs as to effective teaching during their practicum acknowledged their supervisors' manner in the supervisory sessions as in the following:
"Experiencing teaching prompted me to think. I observed my peers and my supervisor was very **supportive**. **His feedback also led me to think. He did not impose on me,** but his criticism made me aware of my weaknesses and strengths" (feedback form-student-teacher 1).
"During my feedback sessions, my supervisor really tried to make sure about the necessity of using different activities for different purposes. **She was very sincere.** She gave me examples, listened to my explanations with **patience** and she really tried to understand me. **Her understanding attitude toward me influenced me a lot"** (interview- student-teacher 2).

On the other hand, when we go through the speech acts of the supervisors deemed unsuccessful, we find that they used a more negative attitude which is reflected in their speech acts such as ordering, disputing, threatening, and scolding. These different attitudes show themselves in the speech acts common in both supervisory talks. Of all instances of instructing, accepted as positive, for example, the majority (80%) was found to take place in the successful supervisors' talk. In contrast, 90% of all occurrences of disagreeing, accepted as negative, were found in the unsuccessful supervisors' talk. For instance,

Extract 5

Supervisor: If you do not practice what you have learned in the methodology courses then, why are we teaching you all these? Then, perhaps, we should invite   mentors to give these courses to you? **(Disagreeing and Scolding)**

Student-teacher: But you have to follow the syllabus in the school. **(Disagreeing)**

Supervisor: In fact, you can. Your mentor is not that much strict. You can do whatever you like in his lessons. **(Insisting)**

Student-teacher: Well, O.K then, I have no objections. **(Resigning)**

Figure 3: Distribution of Speech Acts of the Student- teachers
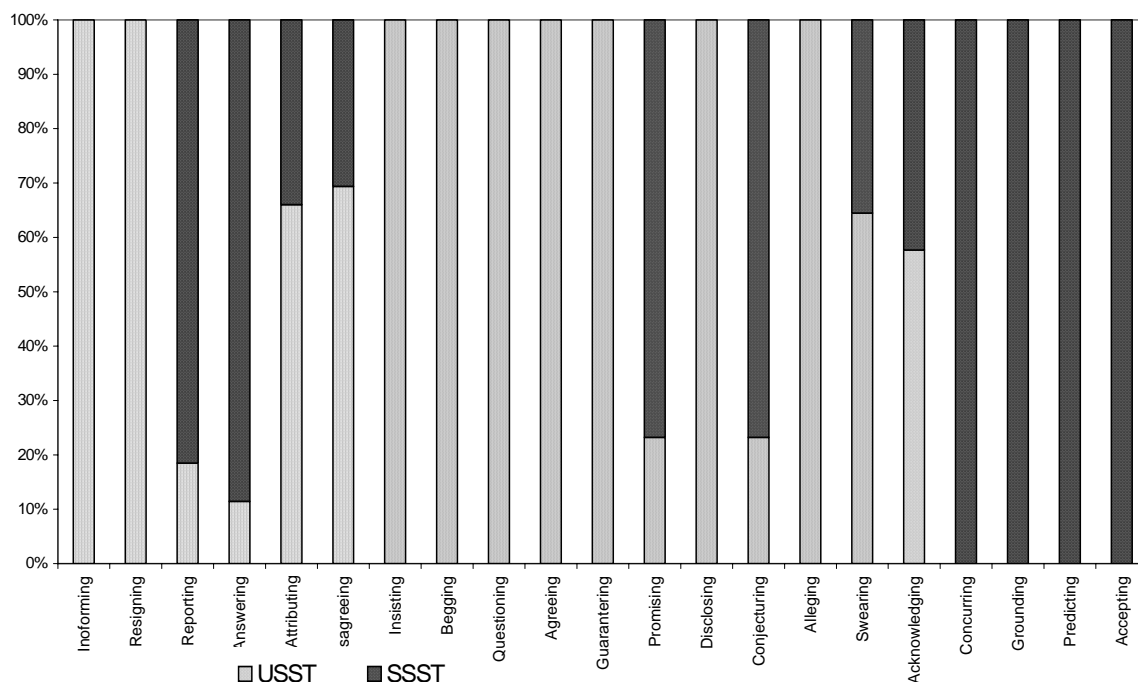
As for the speech acts of the student-teachers, we found that they showed a pattern parallel to the supervisors' manners. For instance, in response to the positive context provided by the successful supervisors, the student-teachers were responsive, reflective, collaborative, and explanatory Thus, the speech acts observed ranged from reporting, answering, and accepting to grounding, concurring, and predicting as Figure 3 displays (also see Extract 1 above). Yet, among the acts of the student-teachers who worked with unsuccessful supervisors, we found acts such as resigning, disagreeing, insisting, and alleging (see Extract 5 above).

4. DISCUSSION

The findings indicate a great deal of similarity between the two supervisory talk (the ones perceived as successful and unsuccessful by their student-teachers) with regard to the substance of the interaction between the supervisor and the student-teacher. In other words, regarding the presentational meaning, the thematic content of the feedback sessions in both cases mainly focused on

student-teachers' teachings (methodology and techniques used), students taught in the classrooms, materials, students-teachers themselves (their emotions and classroom behaviors), and classroom management issues.

On the other hand, concerning the orientational meaning of language, the analysis of the recordings of the feedback sessions revealed a difference in the speech acts exhibited in the sessions of supervisors involved. For example, acts with positive connotations such as reporting, complimenting, acknowledging, and mitigating were observed only in the supervisors' talks deemed successful by student-teachers. Accordingly, student-teachers who worked with successful supervisors used speech acts as accepting, predicting, grounding, and concurring. This indicates that conversations including such speech acts create opportunities for the student-teachers to reflect on their teaching practice, ask and answer questions, and articulate reasons for their classroom behaviors. These all in turn contribute to the student-teachers' professional growth. These opportunities for student-teachers seem to be limited in the believed unsuccessful supervisors' speech that involves acts with negative connotations like threatening, warning, insisting, scolding, ordering, and disputing and student-teachers' responses with such speech acts as resigning, begging, and disagreeing.

Data compiled from feedback forms and interviews also revealed a difference in the manner towards the thematic content of the discourse in both supervisory talks. The supervisors who were seen as unsuccessful by their student-teachers were criticized for being in complete disagreement with the student-teachers and directing them to plan and conduct the lessons according to their own personal theories. In contrast, the supervisors who were perceived as successful by their student-teachers were seen as **willing to help** and **co-operate**. The student-teachers mostly pointed out that their supervisors really tried to **establish rapport** with themselves and they were highly influenced by the **sincerity** of their supervisors during the feedback sessions. The student-teachers appeared to be very glad when **approved** and **praised** by their supervisors. **Positive criticism** was seen as the most effective aspect of the feedback sessions. The remarks made by the student-teachers in the interviews imply that they were highly motivated by the supervisors' **supportive manners** during the feedback sessions. Last but not the least, the supervisor's attitude **prompting the student-teachers to think** was pointed out as an important aspect of successful supervisory talk. The present research has confirmed findings from other research (e.g., Dobbins, 1995; Vieira and Marquez, 2002; Hudson, 2004) indicating that in order for the student-teachers' learning in the practicum to be enhanced, the supervisors have a central role in providing them with structured opportunities to think and reflect on their current teaching practices rather than giving them prescribed rules.,

5. CONCLUSION

The findings of this study emphasize that interaction between both parties play a crucial role in order for the supervisory sessions to be more successful and leading to change in student-teachers' way of thinking toward professional development. We acknowledge the fact that individual supervisors have their own idiosyncrasies embedded in the way they supervise student-teachers. Moreover, they may be skilled professionals in their fields. However, this may not necessarily mean that they have the required skills to provide a supportive, challenging, encouraging, and motivating supervision. For such supervision, supervisors need to be provided with specific guidelines, experience-sharing meetings with colleagues, and training seminars. Reflective interaction in collaboration with student-teachers will also contribute to such endeavor.

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Extended Abstract

Most teacher education programs are organized to provide student-teachers with opportunities to practice teaching. Generally speaking, it is claimed that practical experience is vital for people to learn because people change as they learn and this is a cycle of experience, reflective observation, abstract conceptualization and active experimentation. This cycle is true for student-teachers' teaching practice period as well. They have their personal experiences, they observe peers and established teachers, construe over their new experiences, actively experiment them. The input and critical reflection about practicum provided by supervisor teachers support the experience student-teachers gain during their teaching practice period. Supervisory feedback provided by the supervisor teachers regarding student teachers' performance before, after and/or the teaching practice sessions seems to be quite influential on student teachers in terms of leading them to reflect on their personal theories, which may end up with change. In the field of language teaching, the interaction that takes place between the supervisor and the student is of great importance in terms of learning. The quality of interaction student-teachers have with their supervisors may be an enhancing factor for them to improve the quality of their teaching. There are various factors affecting the quality of supervisory feedback. Among the others, the language used in practice feedback sessions is of extreme importance for a successful supervision. This study aims at analyzing supervisory talk and student- teachers' interpretations of it in order to find out the qualities that characterize successful supervision which leads to a change in student- teachers' way of thinking on effective teaching. To achieve this, four supervisory feedback sessions held between the student-teachers and supervisors after the practice sessions were recorded, transcribed and then analyzed for linguistic and interactional features that appeared in conversations in these sessions. The first step taken for the analysis is transcribing and coding each interaction for initiation and response sequences. Then, the major issues of discussion were identified. Third, each of the topics emerged in these interactions were labeled as referring to (1) supervisor: themes such as supervisor's expectations and student teacher's feelings of feedback; (2) materials: textbook, supplementary materials; (3) teaching: methodology, techniques; (4) context: limitations imposed by the school and classroom environment; (5) students: learning strategies, background, classroom behavior; (6) mentor: mentor's practices and expectations from students; (7) student-teacher: student teacher's feelings and classroom behaviors; (8) classroom management: monitoring, error correction, turn taking, classroom organization; (9) curriculum: English language program followed by the schools; and (10) goals: objectives of the lesson. Finally, each initiation-response unit was coded for speech acts. For reliability purposes, the data coding was cross-checked by the three researchers until a final agreement was reached. It was found that the topics covered in all supervisory conversations showed the same general pattern with a dominant combined focus on teaching and classroom management. The other topics such as materials, students, student-teachers, supervisor and context received less attention as compared to the topics, teaching and classroom management. Findings suggest that there were no apparent relationships between the quality of supervisory talk (i.e. whether it is deemed successful or not) and the topics discussed.

Regarding the speech acts, the acts observed in all the participant supervisors' and the student-teachers' talks are discussed as two separate groups, namely, those pertaining to both successful and unsuccessful supervisors and to those of their corresponding student-teachers. Twenty-nine different sort of speech acts in the supervisory talks and 21 in the student-teachers' talks were identified. For the purpose of this study, we interpreted these acts as bearing either a positive or a negative meaning in terms of assisting student-teachers' development and change. The findings revealed that the supervisors deemed successful adopted a supportive manner and their speech includes acts such as mitigating, acknowledging, complimenting, and reporting. When we go through the speech acts of the supervisors deemed unsuccessful, we found that they used a more negative attitude which was reflected in their speech such acts as ordering, disputing, threatening and scolding. To have a deeper understanding of how the student-teachers perceive the feedback sessions, they were asked to fill in a feedback form after each session. The student-teachers were also interviewed regarding the effectiveness of their feedback sessions with their supervisors. By triangulating the data gathered from the analysis of transcriptions with student-teachers' interpretations compiled from feedback forms and interviews, key conversational features associated with successful supervision were identified. Supervisor behaviors that student-teachers view as most contributing to the success of the supervisory feedback sessions were also discussed. Findings indicate that successful supervision mainly entails effectively establishing rapport, feeling empathy with student-teachers, being in a supportive manner by praising and directing thought-provoking questions.