ABSTRACT
        A discussion of the supervision preservice language
teacher trainees focuses on supervisory methods designed to
facilitate clear, useful, enabling feedback to the trainee.
Specifically, it looks at use of the Six Category Intervention
Analysis, a model for interpersonal skills training, for supervision
of teaching practice. The model is seen here as more than a tool kit
of helping interventions, but as a set of person-centered values and
attitudes about the support and empowerment of individuals in
developing their potential. Language used by supervisors is analyzed
for both linguistic content and intention to point up the
significance of grammatical form and choice of words in an
intervention in conveying information precisely. The model allows
analysis of six categories of intervention: prescriptive,
informative, and confronting, all reflecting authoritative intention
on the part of the supervisor; and cathartic, catalytic, and
supportive, reflecting facilitative intention. It is proposed that
supervisory feedback is most precise when a balance between
authoritative and facilitative intention is maintained. Three kinds
of intervention are distinguished: valid (appropriate); degenerate
(failing in one or more respect); and perverted (deliberately
malicious). (MSE)

ADAPTING THE SIX CATEGORY INTERVENTION ANALYSIS TO PROMOTE FACILITATIVE TYPE SUPERVISORY FEEDBACK IN TEACHING PRACTICE

Bahiyah Abdul Hamid and Hazita Azman

Introduction

The overall perspective of this paper is influenced by the values and assumptions of a person-centered, non-prescriptive, humanistic approach to supervision, supervisory intentions and supervisory feedback in teaching practice in pre-service language teacher education. In this context, a supervisor (Wallace, 1991:107) "is not only a person who has, as substantial element in his/her professional remit, the duty of monitoring and improving the quality of teaching done by others in a given educational situation but he is also a person who is especially concerned with the well-being of his trainees and the goings on in the language classroom". He is also a person, according to Sergiovanni and Starratt (1983:292), who during supervisory contact has not only the intent of improving instruction but also the intent of increasing growth in trainees. In supervisory contact we envision the supervisor playing a significant role in establishing the optimum climate so that he can empower his trainees to make the choices for their own development. We therefore agree with Combs (in Biehler and Snowman, 1990:484) in that the role of the supervisor, "is not one of prescribing, making, molding, forcing, coercing, coaxing or cajoling; it is one of ministering to a process already in being. The role required of the supervisor is that of a facilitator, encourager, helper, assister, colleague, and friend to his trainees".

In applying the Six Category Intervention Analysis to teaching practice supervision, the terms "supervisor" and "trainee" can apply in a formal, occupational setting where two people on different levels in the same organisation relate in terms of their work roles, and in this situation, one person is intervening in relation to the other. The interventions may be about teaching, about classroom management, or even about personal matters that have a bearing on teaching. The structure and norms of the organization, and the job descriptions of those involved, will normally provide a tacit contract, an understanding of the extent of the

88

2

supervisor's remit. In this situation we envision the supervisor as an enabler, and the central enabling relationship is to service the personal development of the trainee.

In pre-service language teacher education in Malaysia, the supervision of teaching practice is often the case of eyeball-to-eyeball contact or face-to-face interaction between a supervisor and a trainee with reference to some classroom teaching that has previously been observed. True to our previously envisioned roles of the supervisor, we feel that the main aim of this contact or interaction should be to discuss and analyse the teaching observed for the sole purpose of empowering the personal and thereafter professional development of the trainee. If this be the case, the supervisory feedback must be facilitative in nature and must be direct, accurate and positive so that this aim can be put across in a precise manner. It is our contention that the clearer the supervisor's intentions, the better the chances are for the actual supervisory feedback to be facilitative so as to empower and encourage the trainee to face the full range of teaching - related problems and opportunities with increasing awareness, self- direction and creativity. Simply stated it could sound like this: "*If your intention is clear then your actual intervention has a much better chance of being clear. The intervention won't be clear if your intention isn't clear*".

We feel that the Six Category Intervention Analysis developed by John Heron is a model that allows for this development. Our immediate objective in this paper is not only to introduce the model as a whole but also to focus on facilitative type feedback and enabling skills so that you may be able not only to transfer the application of the relevant intentions and interventions introduced but also to transfer facilitative type feedback and enabling skills to your own professional context in the domain of your own practice.

THE SIX CATEGORY INTERVENTION ANALYSIS

The Six Category Intervention Analysis developed in 1983 by John Heron in the Human Potential Research Project at Surrey University, is a model for interpersonal skills training designed for people who need to give feedback, evaluation, guidance and support to others in an enabling capacity. It is a model that has been used and tested in a wide range of formal and informal settings where effectiveness in face-to-face interaction is important and where both directive and facilitative skills are called for. It is from this that we believe it has potential for teaching practice supervision. It is very easy to fall into the trap of believing that the Six Category Intervention Analysis is only a toolkit of helping interventions.

89

3

We believe it is more than this, it represents a set of person-centered values and attitudes towards the whole idea of what it means to support and enable the well-being of another person to develop his/her potential. These attitudes and values are the very foundation of our notion of "facilitating development".

Intervention

According to Heron (1990:30) our definition of *intervention* is any identifiable piece of verbal and/or nonverbal behaviour that is part of the supervisor's interaction with the trainee in an enabling situation. For the purpose of this paper, our account of the different interventions refer mostly to the supervisor's verbal behaviour. We realize that the manner and timing of the supervisor's verbal behaviour and the nonverbal accompaniments of verbal behaviour are critical in determining how the verbal behaviour comes across to the trainee. However, because of the nature of this paper and its scope, which are our natural constraints, we think these can best be dealt with in a workshop presentation of the training of the Six Category Intervention Analysis at some future date.

In this paper, we give an account of verbal behaviour in two different ways namely *linguistic* and *intentional*. In the linguistic mode, we give you an ordinary linguistic description of the form of words that can be used in the intervention, for example, advise, give knowledge relevant to needs and interests of trainee and so on. In the intentional mode, we define the intervention in terms of its intention - that is according to Heron (1990:3) "in terms of what its point and purpose is, what the supervisor wants to achieve by it". For example, the supervisor may intend to increase the self-determination of the trainee in choosing more freely, cooperating with others, developing autonomy and so on, (refer to pages 92 - 95 for detailed accounts of linguistic and intentional verbal behaviour). We strongly feel that at this juncture it is best to leave it to you to get the sense of what forms of words and of what particular words to use. An account of the intention of an intervention takes us directly to the whole matter of "facilitating development". It is our contention that the right forms of words will follow naturally from you grasping the intention of the intervention in responding appropriately to a given enabling situation. We are sure you will agree with us that there are multiple ways of stating an intervention and that it may have infinite numbers of verbal forms. This is why we have not given you examples of the actual words to use in fear that you may equate a verbal formula or a given set of words to an intention. We believe that an intervention is a person-to-person intention that can have endless variations of verbal forms. We acknowledge that many interpersonal situations between supervisor and trainee are similar, and so require similar interventions with the same basic sort of intention. But each of these similar situations is also in some

4

ways quite unique and the intervention in it needs a distinctive choice of diction, grammar, timing and manner of speech.

Though it is not within the scope of this paper to give you the actual words to use, we want to emphasize the importance of the grammatical form of an intervention and the choice of actual words used in it because both are critical in getting the intention across with a certain amount of precision. And we think these things, once again can best be dealt with in a workshop presentation for the training of the Six Category Intervention Analysis in which the use of role play can simulate the unique properties of real-life situations, and can provide a context for the choice of words in which a supervisory feedback repertoire can be formulated with great self-awareness on the part of the supervisor. Our purpose now is to clarify basic supervisory intentions and interventions.

The Six Category Model

In adapting the Six Category Model to supervision, we can identify two broad categories of supervisor intentions which may be *authoritative* and/or *facilitative* and six corresponding interventions. According to Heron (1990:4) each category is one major class of intention that subsumes a whole range of sub-intentions and specific behaviours that manifest them. Because of this, we feel this model has great flexibility and power to cover a very wide range of trainee needs and supervisor roles and to cover them with practical intent. At the same time its wide scope makes it possible for supervisors (anywhere, not only in the Malaysian context) to explore variations in the use of language in order to make each intervention more effective in, and more suited to its context. The two intentions, the six categories and the aims of each intervention are shown below:

INTENTION 1   :   Authoritative
INTERVENTION:
   1.   *Prescriptive* - Aim: It seeks to direct the behaviour of the trainee, usually behaviour that is outside the supervisor-trainee relationship.
   2.   *Informative* - Aim: It seeks to impart knowledge, information, meaning to the trainee.
   3.   *Confronting* - Aim: It seeks to raise the trainee's consciousness about some limiting attitude or behaviour of which he/she is relatively unaware.

INTENTION 2 : **Facilitative**
INTERVENTION:

     4.   *Cathartic* - Aim: It seeks to enable the trainee to discharge, to abreact painful emotions, primary grief, fear and anger.

     5.   *Catalytic* - Aim: It seeks to elicit self- discovery, self-direct living, learning and problem-solving from the trainee.

     6.   *Supportive* - Aim: It seeks to affirm the worth and value of the trainee's person, qualities, attitudes or actions.

<div align="right">(Adapted from J.Heron, 1990: 5-6).</div>

The first set of three interventions are called *"authoritative"* because according to Heron they are rather more hierarchical: the supervisor is taking responsibility for and on behalf of the trainee-guiding his/her behaviour, giving instruction, raising consciousness, (see also authoritative power below). The second set of three interventions are called *"facilitative"* because they are rather less hierarchical: the supervisor is seeking to enable / empower the trainee to become more autonomous and take more responsibility for himself by helping to release the emotional pain that blocks his personal power, by eliciting self-directed learning by affirming the trainee's worth as a unique being (see also autonomous power below).

In supervision we want to expound that the authoritative interventions are neither more or less useful or valuable than the facilitative ones: these all together depend on the nature of the supervisor's role, the particular needs of the trainee and what the focus or content of the intervention is. We want to reiterate that it is the specific, concrete context that makes one intervention more or less valuable than another, nothing else. However, it is our observation that most supervisors in our Malaysian context through traditional types of education and training have rather out done authoritative sorts of intervention and have often omitted the facilitative sorts altogether. As we see it, this does not make authoritative interventions bad per se, rather it just makes them look bad because they have a much greater possibility of degenerating when they are used to the exclusion of facilitative ones. Neither are we advocating the over-reliance of facilitative interventions to the exclusion of authoritative ones. We are suggesting that in teaching practice within the Malaysian context, the supervisor should be consciously aware of his role and intention as a supervisor so that he can use interventions to find the appropriate balance for each of his trainees to be able then to move his trainee from other directed authoritative power towards self-directed autonomous power. Hence, the title of our paper. This notion can better be explained through the description of authoritative power and autonomous power below.

Authoritative power: This is the power that is exercised for and on behalf of the trainee by others (usually the supervisor in this context) whose ultimate intention is to help the trainee become self directing and autonomous. The supervisor uses his/her power and skill to help the trainee in situations where the trainee cannot immediately help himself. Implicit in this is the supervisor's assumption that this will help the trainee towards his next most autonomous phase.

Autonomous power: This is the power that the trainee is able to exercise for and on behalf of himself in response to the task in hand, thereby experiencing himself as basically self-directing in taking responsibility for himself, in being self-determining and self-evaluating. The supervisor uses his/her skill to facilitate and support the trainee's autonomy. Implicit in this is the assumption that at some level the trainee has the expertise to know what he needs to do, and how he needs to do it.

(Adapted from A. Underhill, October, 1989:254)

We feel that the balance between the two intentions usually makes the supervisory feedback more precise. What kind of balance depends again upon the total context - the supervisor, the trainee, the supervisory agenda and so on. The balance between authoritative and facilitative interventions is hence, actually about the proper exercise of power: first, the supervisor's power over the trainee, second, the power shared by supervisor and trainee with each other, and third, the autonomous power within the trainee. We support Heron's view (1990:7) that "the three forms of power need each other - always in due measure and ever-changing ratios - to keep healthy". But we want to impress upon you that the supervisor must be willing to relinquish his authoritative power in order to enable/empower the trainee to gain autonomous power.

Points of Interest

There is nothing significant or unchallengeable about the number "six" or about the way the model is conceptually put together. We hope that by introducing it to you, you may be able to amend and modify it via personal experiential inquiry, through testing it against the evidence provided or by using it in action in your own context. We want to remind you that each intervention category is not exhaustive and we have confidence that you may be able to add more entries to it. In using the six categories, you may discover significant areas of overlap between intervention categories. For instance, you may find informative interventions that are confronting, prescriptive intervention that are catalytic and so on. Where such overlap occurs, we suggest that the intervention is classified under that category

7

which covers its primary intent. We want also to reiterate the fact that there is no real value hierarchy among the intervention categories. In Heron's words (1990:7) we may b˙ able to say that not any one of them "is in principle good or bad in relation tc any other: in the abstract they are of equal value." To find the value of the intervcations if need be we suggest that you evaluate them comparatively in use because we feel that the practical context alone will determine whether one category is better or worse than another - this entails the situational value of each category. Nevertheless, from our suggestions earlier, we see in general terms that the catalytic intervention has a key functional value in supervision for it paves the way for trainees' personal power in living, learning and growing. In all, we see the supportive intervention as no less of functional importance in supervision because we feel that in teaching practice supervision all the interventions depend for their validity in action, on a supportive attitude of the mind and being of the supervisor, that is, one that respects the value of the trainee and of his/her autonomy. In supervision, we acknowledge the need for all the interventions to overlap with this kind of tacit support.

Intervention: Valid, Degenerate and Perverted

In learning to use the six categories of interventions you are not learning to use a particular method of counselling, rather you are acquiring a set of analytic and behavioural tools to shape your own method of practice. In the ideal case a skilled supervisor using the six categories will be someone according to Heron (1990:9) who (a) is equally proficient in a wide range of interventions in each of the categories; (b) can move elegantly, flexibly and cleanly from one intervention to another and from one intent to another, as the developing situation and the purposes of the interaction require; (c) is aware at any given time of what intervention he is using and why; (d) knows when to lead the trainee and when to follow the trainee; (e) has a creative balance between power over the trainee, power shared with the trainee and the facilitation of power within the trainee. With these the skilled supervisor must also be aware of whether his interventions are valid, degenerate or perverted.

A *valid intervention* is one that is appropriate to the trainee's current state and stage of development, and to the developing supervisor - trainee interaction. The intervention is appropriate when it fits any or all of the following:

a)   It is the right category of intention (*supervisor may choose authoritative and / or facilitative intention).

b)   It is the right sort of intervention within that category (*supervisor may choose intervention 1 - 3 for authoritative intent or intervention 4 - 6 for facilitative intent, see page 38).

c)   Its content and use of language is fitting for both supervisor and trainee (*see pages 92 - 95 for linguistic and intentional verbal behaviour).

d)   It is delivered in the right manner by the supervisor (see discussion on intervention).

(e)   It is delivered with good timing (see discussion on intervention).

*Note of caution: We agree with Underhill (June 1991, Six Category Training Workshop in British Council course 9165) that any intervention consists of far more than just words the supervisor uses: it consists of the totality of his/her intention, which is transmitted both verbally and non-verbally. This means to effect a significant change in intervention, a significant change in intention is required.

A degenerate intervention is one that fails in one, and usually several of the above respects, because the supervisor lacks personal development himself, or training, or experience, or awareness, or some combination of these.

A perverted intervention is one that is deliberately malicious and seeks to intentionally do harm to the trainee.

(Adapted from J. Heron, 1990:9-10)

This paper has as a whole dealt with valid interventions as far as their basic intention is concerned. We want to give you an account of the degenerate intervention in the following section as well in order to make you aware that all categories of intervention have possibilities of becoming degenerate. In the following section, we have eliminated accounts of perverted intervention solely on the basis of our discussions in the sections entitled "The Six Category Model" and "Points of Interest".

SIX CATEGORY INTERVENTION ANALYSIS
Feedback and Enabling Skills for Facilitating Development

INTENTION 1   :   **AUTHORITATIVE**
INTERVENTION:
1.   *Prescriptive* -
Aim: It seeks to direct the behavior of the trainee, usually behavior that is outside the supervisor-trainee relationship.

Valid Interventions: Linguistic Verbal Behaviour:
1. Advise, suggest, recommend, direct, order. 2. Influence directly the behaviour of trainee. 3. Advise so that advice leaves trainee free to take it or leave it. 4. Advise so that advice does not encroach on self- determining competence of trainee. Intentional Verbal Behavior: 1. To increase self-determination of trainee so that he can choose freely, cooperate with others and develop autonomy.

Degenerate Interventions: Linguistic Verbal Behaviour:
1. Take over benevolently. 2. Oppress by using "should", "ought", "must" and so on. Intentional Verbal Behaviour: 1. To create dependency on supervisor. 2. To oppress moralistically.

2.   *Informative* -
Aim: It seeks to impart knowledge, information, meaning to the trainee.

Valid Interventions: Linguistic Verbal Behaviour:
1. Give knowledge relevant to needs and interests of trainee (can involve outside knowledge, interpretations of trainee's behaviour, supervisor's own experience or supervisor's observations). 2. Give non-confronting feedback. 3. Give information that counters persistent belief that problems are insoluble. Intentional Verbal Behaviour: 1. To encourage trainee to be active in the learning process. 2. To encourage trainee to think independently. 3. To appraise trainee.

Degenerate Interventions: Linguistic Verbal Behaviour:
1. Overteach seductively. 2. Overteach oppressively. Intentional Verbal Behaviour: 1. To put spotlight on supervisor. 2. To treat trainee condescendingly/to patronize trainee.

3.   *Confronting*
Aim: It seeks to raise the trainee's consciousness about some limiting attitude or behaviour of which he/she is relatively unaware.

96

Valid Interventions: <u>Linguistic Verbal Behaviour</u>:
1. Brir₆ to light unaware, damaging behaviour. 2. Highlight rigidities so that insight can occur. 3. Challenge restrictive behaviour, attitudes, beliefs. 4. Invite trainee to acknowledge "games", smokescreen, excuses, distortions, inconsistencies, self-defeating talk and behaviour, defensive awareness. 5. Give support of trainee and understanding of the behaviour in 4. 6. Discriminate between actor and action. <u>Intentional Verbal Behaviour</u>: 1. To awaken trainee's interest in, and commitment to, intentional growth, development and change.

Degenerate Interventions: <u>Linguistic Verbal Behaviour</u>:
1. Sledgehammer. 2. Beat around the bush. 3. Smile and demolish. <u>Intentional Verbal Behaviour</u>: 1. To trigger anxious attacks. 2. To pussyfoot. 3. To sabotage (to stab trainee from the back).

INTENTION 2 : **FACILITATIVE**
INTERVENTION:
  4. *Cathartic*
      <u>Aim</u>: It seeks to enable the trainee to discharge, to abreact painful emotion, primary grief, fear and anger.

Valid Interventions: <u>Linguistic Verbal Behaviour</u>:
1. Clear tension, feeling in order to more forward - to rechannel energy in a more purposeful way. 2. Flush out negative feelings, vent stress, in order to think and feel more creatively because the anxiety of unfinished business percolates our thoughts, expectations and body. <u>Intentional Verbal Behaviour</u>: 1. To alter view of reality after acknowledging or discharging feelings 2. To be aware of tensions and of possibility of their release. 3. To learn from what feelings can tell us. 4. To increase openness to and acceptance of feelings and to manage these feelings creatively - must be followed through for integration, insight and learning to occur.

Degenerate Interventions: <u>Linguistic Verbal Behaviour</u>:
1. Give unskilled or unnecessary exposure to emotions and so on. 2. Go too deep into feelings too soon. 3. End abruptly or unskilfully. <u>Intentional Verbal Behaviour</u>: 1. To trespass on feelings. 2. To give unnecessary exposure to things not meaningful during contact.

  5. *Catalytic*
      <u>Aim</u>: It seeks to elicit self-discovery, self- direct living, learning and problem- solving in the trainee.

11

Valid Interventions: <u>Linguistic Verbal Behaviour:</u>
1. Elicit self-discovery talk and open new doors to facilitate self-direction, self-discovery and learning. 2. Initiate person-centred change. <u>Intentional Verbal Behaviour</u>: 1. To promote self-insight to understand trainee's own processes, influences, causes and effect. 2. To open up new directions, new possibilities, and new choices.

Degenerate Interventions: <u>Linguistic Verbal Behaviour:</u>
1. Give prescription in catalytic clothing. 2. Ask too many inappropriate questions. 3. Collude with trainee's misguided self-direction. <u>Intentional Verbal Behaviour</u>: 1. To prescribe. 2.* To abdicate. 3. To mislead.

    6.   *Supportive*
    <u>Aim</u>: It seeks to affirm the worth and value of the trainee's person, qualities, attitudes or actions.

Valid Interventions: <u>Linguistic Verbal Behaviour:</u>
1. Enhance, validate, affirm fundamental worth of trainee in authentic and caring way. 2. Give unqualified acceptance of the trainee. 3. Show caring and not colluding. 4. Affirm aspects of trainee's work, intention, qualities, achievements and so on. <u>Intentional Verbal Behaviour</u>: 1. To raise self-esteem and hence the ability to move forward.

Degenerate Intervention: <u>Linguistic Verbal Behaviour:</u>
1. Give qualified support: "That's nice, but it's a shame..." 2. Give moral patronage: "You did O.K." or "Congratulations on discovering what I discovered years ago....." <u>Intentional Verbal Behaviour</u>: 1. To patronize.

                    (Adapted from J. Heron, 1990: 1 - 178 and June 1991,
                    "Six Category Intervention Analysis" unpublished
                    handout in British Council course 9165)

    Abdicated Power: This is the degenerate version of autonomous power. It is power that has been inappropriately given to the trainee, not because the trainee is ready to take it, but because the supervisor is unable or unwilling to take it, or because the supervisor understands trainee's need for autonomy, but is unskilled in facilitating it appropriately. Implicit in this may be the supervisor's own confusion and discomfort with his/her role and the projection of that confusion onto the trainee.

                    (Adapted from A. Underhill, October 1989:254)

12

Conclusion

In conclusion we wish to impress upon you once again that the model introduced should only be a guideline in the mind of the enabler, it is not a precise blueprint or programme of behaviour. Thus, we challenge you to engage your own common sense, imagination and creativity so that you can transfer the application of the relevant intentions and interventions introduced in this paper to your own professional context in the domain of your own enabling service. We believe the model introduced is not an elixir to be administered indiscriminately to all. But it comes from the heart and is a powerful conception of what supervision should be and should aim to achieve and that by utilizing the model carefully, we envision the supervisor markly improving his supervisory identity, his supervisory intention, his supervisory commitment, his supervisory performance and his overall effectiveness in supervision.

REFERENCES

BIEHLER, Robert F. and Snowman, Jack. (1990). *Psychology Applied to Teaching. Sixth Edition.* Boston: Houghton Mifflin Company.

*HERON, John. (1990). *Helping the Client: A Creative Practical Guide. Fourth Edition.* London: Sage Publications Ltd.

SERGIOVANNI, Thomas J. and Starratt, Robert J. (1983). *Supervision: Human Perspectives. Third Edition.* New York: McGraw Hill, Inc.

UNDERHILL, Adrian. (October, 1989). *"Process in Humanistic Education". English Language Teaching Journal*, 43(4): 250 - 260.

WALLACE, Michael J. (1991). *Training Foreign Language Teachers: A Reflective Approach.* Cambridge: Cambridge University Press.

British Council Course 9165. June 1991. *"Six Category Intervention Analysis".* Unpublished handout.

* We wish to acknowledge a heavy dependence on this reference in the writing of the paper. However in some places we have adapted, simplified and deviated from the above reference.

13