

UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

SUPERVISOR'S AND SUPERVISEE'S ROLES IN THE PROCESS OF
RESEARCH WRITING: THE CASE OF NATIONAL ENGLISH LANGUAGE
COMPETITION 2013/2014

MA thesis

KADRI GREEN
SUPERVISOR: *Asst. Lect.* EVA REIN

TARTU
2014

Abstract

With the adoption of the new education reform compulsory student research was introduced to the upper secondary school curriculum. Research supervision has been thoroughly studied by different Anglo-American researchers and there is reason to believe that supervision process influences the student's development and the outcome of the research paper (Lee 2012: 12).

As research writing is a new requirement for both students and teachers this thesis aims to study the supervision process in upper secondary schools by focusing on the supervision process between the participants of the National English Language Competition and their supervising teachers. It was decided to study how the supervisors and the supervisees perceived their roles in the research writing process, how they understood the process and finally, what kind of supervision models there could be identified in Estonian upper secondary school level.

This thesis consists of an introduction, two main chapters and a conclusion.

The introduction gives an overview of the new education reform and the National English Language Competition. The first chapter discusses different approaches to supervision that could also be relevant in Estonian upper secondary schools. The second chapter focuses on an analysis of the empirical data that was collected from 12 semi-structured interviews with the participants of the National English Language Competition and their supervisors. The conclusion summarises the main findings of the thesis.

The thesis is based on 27 sources.

Acknowledgements

The author of the current thesis would like to thank all the students and the teachers who participated in the interviews giving valuable and original insight to research writing supervision in upper secondary school.

Table of Contents

Abstract.....	2
Acknowledgements	3
Introduction	6
1. Basic Concepts, Literature Overview and Research Methodology	10
1.1. Basic concepts	10
1.1.1. Supervision and Roles in Supervision	10
1.1.2. Research paper	11
1.2. Literature Overview	11
1.2.1. Technical Rationality Model and a Negotiated Order Model in Supervision.....	13
1.2.2. Orientations to Research Higher Degree Supervision	14
1.2.3. Anne Lee's Conceptual Framework of Research Supervision	15
1.2.3.1. Functional Concept.....	17
1.2.3.2. Enculturation Concept	18
1.2.3.3. Critical Thinking Concept	19
1.2.3.4. Emancipation Concept.....	20
1.2.3.5. Relationship Development Concept	21
1.2.4. Criteria for Success in Supervision.....	22
1.3. Research Methodology	24
1.3.1. Qualitative Research	25
1.3.2. Qualitative Data Analysis	26
1.3.2.1. Framework Analysis	26
2. Supervisor's and Supervisee's Roles and the Process of Supervision in Research Writing	28
2.1. Research Questions.....	28
2.2. Research Process	28
2.2.1. Sample	29
2.2.2. Data Collection	30
2.2.3. Data Analysis	32
2.3. Findings and Discussion	33
2.3.1. Motivation.....	33

	5
2.3.1.1. What motivates the students?	34
2.3.1.2. What motivates the teachers?	37
2.3.2. Responsibilities and Roles	38
2.3.2.1. What is supervision to students?	39
2.3.2.2. What is supervision to teachers?	39
2.3.2.3. Students' Responsibilities and Roles	40
2.3.2.4. Teacher's Responsibilities and Roles	42
2.3.4. Research Writing Process	46
2.3.4.1. Information about the competition and choosing the topic	47
2.3.4.2. Reading Literature and Working on the Material	48
2.3.4.3. Writing	49
2.3.4.4. Interaction	49
2.3.5. Problems During Supervision Process	51
2.3.5.1. Students who did not finish their research paper	52
2.3.5.2. Students who did not want to be supervised	53
2.3.6. Teachers' Experience and Preparation in Supervision	54
2.4. Discussion	56
Conclusion	61
References	64
Resümee	68

Introduction

The year 2010 saw the adoption of the Basic Schools and Upper Secondary Schools Act in Estonia. In 2011 the new National Curriculum for Upper Secondary Schools came into effect. It introduced a series of innovative changes to the previous educational system, including a compulsory student research project. According to the new Estonian National Curriculum for Upper Secondary Schools, students who finish their upper secondary school studies have to be able to write a research paper, and therefore, conduct a small scale research, or present a practical project work. Their teachers (or other school employees), on the other hand, should supervise this process. (State Gazette 2011a: §18 p 4, State Gazette 2011b: §3) In its essence, the research that the upper secondary school students in Estonia have to be able to carry out involves the basic principles of any research meaning that the students learn and know how to formulate a research question, collect data, analyse it, organise their work and time, compose a scientific text, correctly format their paper and orally defend it (State Gazette 2011b: §2).

However, this is a relatively new rearrangement in the Estonian upper secondary education system, and consequently it may raise a lot of questions for the students who have to write the research paper and the teachers who have to supervise their writing process. In today's school the process of writing a research and supervising it has become much more relevant than it was before the educational reform.

Extensive research (Wisker 2005; Lee 2007, 2008, 2012; Kärtner 2011) that has been done on supervision around the world for some years now gives reason to believe that the teachers would benefit considerably from an in-depth research to supervision in the context of Estonian upper secondary schools as supervising student research has partly become their new work requirement. Moreover, effective supervision leads to improvement of research quality that in long term is beneficial for students who wish to

continue their studies in the university or other higher education institutions. Anne Lee (2012: 12) finds that:

Cause and effect have still to be explored, but we can surmise that the academics' approach to creating a research environment will have an impact on how a student will do their research, and that the academics' approach to teaching will have an impact on how those students develop.

Therefore, teachers' contribution can affect greatly the success of the research process.

As the research writing requirement is new to upper secondary schools and teachers may lack sufficient knowledge or experience to supervise their students successfully, a study that helps to understand the supervision process in upper secondary schools could be of relevant assistance. Besides, in the light of the new educational reform there is a necessity of specialized training for teachers to cope with the new work requirements. Understanding of supervision in upper secondary schools would lead to better preparation in designing specialized research supervision trainings for teachers or other school employees.

This thesis intends to study the importance of supervision by concentrating on the roles of the supervisor and the supervisee and the process of research writing in Estonian upper secondary schools. As discussed above it might be expected that the students and the teachers lack relevant experience in the roles of supervisees and supervisors in the context of the new educational reform, but this does not mean that there is no research supervision in Estonian upper secondary schools. In fact, students have been writing research papers for different national competitions in various subjects for years. Therefore, there is a number of teachers and students who voluntarily take part in research writing and can be of great help in understanding the supervision process in upper secondary schools.

For instance, for the National English Language Competition organized by the University of Tartu the participating students have been writing research papers for seven

times in the past fourteen years (The Gifted and Talented Development Centre of the University of Tartu 2013). Thus, there is a reason to believe that the teachers who have prepared and supervised their students to participate in the National English Language Competition for some years, have significant experience and knowledge that should be studied in depth in order to understand better the supervision and supervisor's and supervisee's roles in this process.

The Department of English at the University of Tartu has organized the National English Language Competitions since 2001. It is an annual event that is held alternately by the University of Tartu and the University of Tallinn. Every other year the competition is held either in Tallinn where listening, speaking, writing and grammar skills are tested or in Tartu where students are expected to present a written research paper in the first stage and in the second stage orally introduce and defend their work in front of the competition committee and the public. (The Gifted and Talented Development Centre of the University of Tartu 2013) The competition of the year 2013/2014 was held in Tartu and the participants were expected to write a research paper on translation (The Gifted and Talented Development Centre of the University of Tartu 2013/2014: para 3).

The research paper that the participants of the National English Language Competition have to write should follow the principles and formatting requirements of the general Anglo-American research style that are also used in the Department of English at the University of Tartu (The Gifted and Talented Development Centre of the University of Tartu 2011/2012: para 18). Therefore, it is assumed that there might be a similar research process in secondary school research writing as there is in general academic research writing. Nonetheless, it must be taken into consideration that there might not be any kind of systematic supervision at all or it is very limited. This stresses even more the importance of studying the supervision process and roles of students as supervisees and teachers as

supervisors.

This paper consists of two main chapters. The first chapter concentrates on the concept of supervision and other basic concepts relevant to this thesis, literature overview and research methodology. The second chapter presents the research questions and focuses on the analysis of the empirical data collected by carrying out qualitative semi-structured interviews with five teachers and seven students who participated in the National English Language Competition 2013/14. Findings are analysed, discussed and then presented in the conclusion with suggestions for further research.

1. Basic Concepts, Literature Overview and Research Methodology

1.1. Basic concepts

1.1.1. Supervision and Roles in Supervision

In order to comprehend supervisor's and supervisee's roles it is essential to understand what supervision is. The term supervision is used in very different disciplines from psychology to education. Even though this thesis concentrates on educational supervision, Julie Hewson's (2001: 65) interpretation of supervision that is actually meant to describe integrative approach to supervision captures very well the essence of supervision in its most general sense, illuminating aspects of supervision relevant to all disciplines where it is applied.

Supervision is an art and science, a relationship and a knowledge base, an encouraging and supportive process as well as a monitoring one. The art of supervision is the ability to create a safe space, a relationship where the re-creation of natural curiosity and observation can be validated and enhanced. Supervision is the development of trust and respect, and the willingness to meet in an encounter of mutuality and mentorship. It requires sensitivity to the potential emergence of shame, needing an eye and an expertise not only to the subject matter but also in how to enhance the learning environment. (Hewson 2001: 65)

Gina Wisker (2012: 40-41) who recognises that personal relationships are also important in educational supervision discusses supervision as a role that focuses on the professional relationship. The goal in this kind of collaboration is the student's development to obtain necessary knowledge and proficiency to become an independent researcher.

In this thesis supervision is considered as collaboration between students and teachers of upper secondary school while preparing a research paper for the National English Language Competition. It is assumed that the students were responsible for writing their research independently, but they received constructive guidance and help from their English teachers or other school employees. Therefore, in the context of this thesis supervisor is generally a teacher of English who controlled and managed the research writing process of his or her student. The term supervisor is used here alternately with the

term teacher as in most cases both roles are performed by the same person. Also the term supervisee might be replaced by the term student, but when using the term student it is meant the student who is participating in the research writing process as a supervisee.

Another term that needs to be specified is role. In the present thesis it implies responsibilities, that is, what the teachers as supervisors and the students as supervisees understand as their respective duties in the process of supervision.

1.1.2. Research paper

The instructions for the National English Language Competition stated that the student's research should contain the following aspects: creativity, originality, suitable research question, relevant theoretical background information, analysis of the material and conclusions (The Gifted and Talented Development Centre of the University of Tartu 2013/2014: para 3, 4). Those aspects are also characteristic of academic research papers.

Gina Wisker (2012: 38) claims the following:

An undergraduate dissertation is a first step in research, demanding the development of research and writing skills. A postgraduate dissertation or thesis is a similar product and process, but is much longer, deeper, more original and more conceptually complex.

Therefore, it is assumed in this thesis that upper secondary school student's research is also comparable to undergraduate dissertation as well as to postgraduate dissertation, but is not as complex and sophisticated. This gives reason to believe that academic research supervision can provide useful information that can be used to explain and understand supervision process in upper secondary school.

1.2. Literature Overview

Research and supervision in the academic level has been studied extensively in different Anglo-American countries (Wisker 2005; Lee 2007, 2008, 2012). In Estonia

academic supervision has been studied by Piret Kärtner (2011). As the research writing process on the upper secondary school level is a relatively new field in Estonian educational system then there is a certain gap when it comes to finding relevant background information to support the research questions of the current study. Therefore, it was found justified to give an overview of the advances made in the field of higher education supervision research in the Anglo-American research and later analyse whether it would help to understand the supervision processes in the context of the National English Language Competition 2013/14. Although it is doubtful to what extent we can compare the results of academic research supervision worldwide and the case of the National English Language Competition student research, we can have the academic research models as a starting point of analysis and comparison. Piret Kärtner (2011: 158) has discussed differences between supervising bachelor's, master's and doctoral students. She suggests that:

BA students possibly rely more on their supervisor than MA or PhD students who have already experienced research procedures and practiced academic writing. It is more likely that BA students prefer more guidance and directions whereas MA and PhD students might need to reflect their ideas on somebody or have Socratic discussions with their supervisor.

It gives reason to assume that bachelor's students prefer "more guidance and directions," because they are not as experienced as master's or doctoral students, furthermore, bachelor's thesis might be their first research that they have to conduct. Thus, writing research in upper secondary school might perhaps become a relevant step that could be compared to writing bachelor's thesis in student's development as a researcher. Gina Wisker (2012: 38) believes that "an undergraduate dissertation is a first step in research, demanding the development of research and writing skills." Therefore, research writing in gymnasiums becomes student's first contact with research process. Consequently, this stresses even more the importance of studying the research process and its supervision in upper secondary school. By understanding how the students and the teachers perceive the

supervision process and how they understand their roles in this process we can provide the students useful knowledge and preparation for further and higher education studies and we can guide the teachers to become better supervisors.

The following overview focuses on studies that discuss supervision models and different aspects that influence supervisor's and supervisee's roles in the supervision process as well as its success.

1.2.1. Technical Rationality Model and a Negotiated Order Model in Supervision

A study by Sandra Acker, Tim Hill and Edith Black (1994) proposed two supervision models that could be taken into consideration: a technical rationality model of supervision and a negotiated order model.

The technical rationality model involves structuring the supervision process in a way that the supervisor guides the student by giving him clear guidelines to follow. It focuses on how to reach the final goal. The negotiated order model, on the other hand, is not that structured and the process is negotiated by the supervisor and the supervisee so that the organization of the work procedure can easily change. The supervisee has more independence and also responsibility. Meanwhile, the role of the supervisor is more of a facilitator rather than a director.

Acker et al (1994: 496) found that the supervisors preferred the technical rational model as it provides a clear structure and it makes the supervision process easier to manage, while students mostly adopted a role where they had “to come to terms with whatever the situation offered” (Acker et al 1994: 496), meaning that they tried to learn to adapt to the supervisor's style regardless of their own supervision and research preferences. However, in practice many supervisors claimed that they had to originate from the negotiated order model as they had a different understanding of the research process

compared to their supervisee. Therefore, Acker et al (1994: 496) summed up their findings:

This conclusion should not be taken to mean that there is nothing to be gained by attempting to insert some order and control into the process. It may, however, be the case that supervisors cannot be 'trained' in any overly simplified way to adopt a series of steps which will inevitably lead to a satisfied student and a completed thesis. It is ironic that supervisors, in moving towards greater directiveness, appear to be responding to the calls for supervision to be conducted on technical- rational lines, while our results suggest that it is a complex, changing, negotiated process.

It appears from this study that supervisors, even though they prefer the technical rationality model, apply also the negotiated order model as they see that the former does not help them to achieve expected results. Consequently, supervision is a complex process that is influenced by various aspects that are also discussed in relation to the following model.

1.2.2. Orientations to Research Higher Degree Supervision

Noela Murphy, John D. Bain and Linda Conrad (2007) studied supervisors and supervisees beliefs about higher degree supervision. Murphy et al (2007: 214-219) conducted interviews with supervisors and supervisees and constituted a belief profile that included specific orientations to supervision. They suggested that there are four orientations that in turn can be divided in to two categories. On the one hand, there are the beliefs about the responsibility of the supervisor: the supervisor is either controlling, taking most of the responsibility or guiding, mutually sharing the responsibility with the supervisee. On the other hand, supervision process orientations can be seen as task-focussed or person-focussed. The former are concentrated on performing certain tasks and obtaining research skills to reach the goal that is the completion of the research paper, thesis or dissertation, while the latter focus more on the personal development of the supervisee in the very process of writing research.

The results show that “there is a systematic tendency for controlling beliefs to be accompanied by beliefs that are task-focussed, and for guiding beliefs to be accompanied by beliefs that are person-focussed” (Murphy et al 2007: 220). This model of four

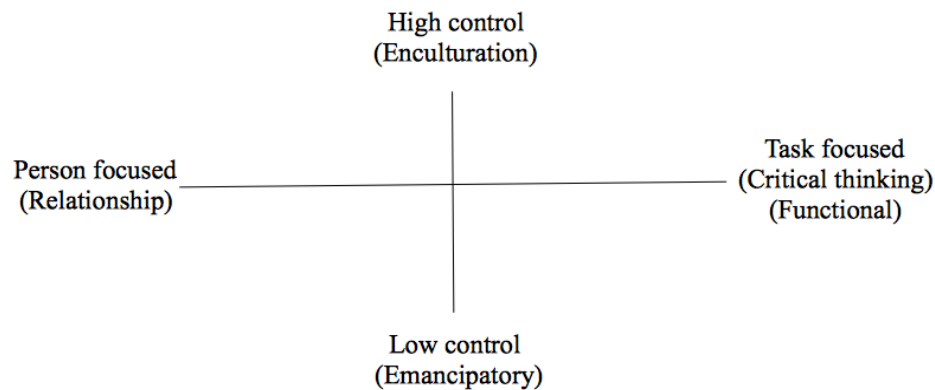
orientations to supervision has been criticized by Anne Lee (2012: 20) who claims that even though this matrix provides us a lot of useful and detailed information about supervisors' and supervisees' beliefs about supervision it “is more limiting in terms of analysis”.

1.2.3. Anne Lee's Conceptual Framework of Research Supervision

Anne Lee (2008: 267) argues that supervision has mostly been studied as a doctoral research process and that there is a considerable amount of research done in the field of functional approach where the supervisor is given a list of functions that he or she has to perform in order to achieve success as a supervisor, but Lee (2008: 268) finds it more relevant to study “what influences a supervisor's approach to their work with doctoral students” so as to comprehend better both the roles of the supervisor and the supervisee in the supervision process. Moreover, Lee (2007: 684-689) suggests a list of concepts of research supervision that should be considered to realize how the research process evolves and how it also affects the students. Primarily, there are five models: functional, enculturation, critical thinking, emancipation and relationship development.

In the previous section orientations matrix by Murphy et al (2007) was described and analysed. Lee (2012: 20) finds it “useful”, but “limiting”, because it provides us four models while Lee’s framework provides five models. She contrasts the models in the following figure:

Figure 1. An interpretation of Murphy et al's model (2007) contrasted with Lee (2008). (Lee 2012:20)



According to Lee (2012: 20) the main weakness of the four-quadrant model is that it merges the concepts of functional model and critical thinking and, therefore, limits the possibilities of analysis.

Lee's approach stands out because it is multi-dimensional. According to Lee (2012: 13), “the framework is holistic and integrative, it includes organisational, sociological, philosophical, psychological and emotional dimensions.”

Lee (2007: 682) developed the supervision models based on Angela Brew's (2001) phenomenographic study on research. Brew (2001: 276-280) claims that there are four distinguishable research variations – domino, layer, trading, journey – that may vary between disciplines. Domino research is based on the idea of taking different steps or events that later will be combined into one integral research. In the layer variation previous research, data or theories are seen as layers that the researcher has to organize and make sense of. In the trading process the research is seen as a part of a social phenomena in which research is a product that can be traded “for money, prestige or /.../ recognition” (Brew 2001: 277). Journey variation indicates that the research is a process that is also affected by the researcher's personal life and career; it involves researcher's personal and professional development.

Brew (2001: 273) also suggests that understanding of such differences in research may indicate that there are also certain “conceptions of teaching.” Lee (2007: 682, 685) then developed supervision models matching Brew's research conceptions, but added also the relationship development model, because emotional intelligence has proved to play an important role in research quality. Lee (2012: 22) has conducted interviews with academics in the UK and the USA, added “experimental elements” from workshops carried out in Sweden, Estonia, Denmark and the UK and has organized focus groups with students in order to test “the generalisability of the proposed framework and the acceptability and range and depth of information that each method produced.”

The five models described in the following subsections are not innovative concepts about research supervision, but adapted by Lee from previous research in order to present a framework including aspects that are more or less present in every supervision process in a clear, organized and manageable way for supervisors to use it in practice.

1.2.3.1. Functional Concept

The functional model could be considered an easy model for a supervisor to follow. The model provides clear instructions and steps to take in order to be successful. Functional model is present in many guides that break the supervision process into different tasks, checklists or responsibilities (Lee 2008: 684-685). Supervisor acts as a director under whose supervision the student performs certain tasks to reach the goal that is the research paper. In this model the student is supposed to be “organised and obedient” (Lee 2007: 691).

For example, Lee (2012: 30) advises that Adrian Eley's and Rowena Murray's book *How to be an Effective Supervisor* (2009) is a good guide to supervisors who follow

functional supervision model. Eley and Murray (2009: 7-10) focus on doctoral supervision and provide a list of precepts that will help the supervisor to direct the supervision process successfully and effectively. These precepts help to keep track of the procedures and provide guidelines to use in practice.

Even though this approach may seem very appealing to supervisors, as it is relatively easy to follow practical advice on how to be a successful supervisor, Lee (2012: 31) also draws attention to the downside of this conception as it does “not give academics a conceptual model to use in reflecting upon their beliefs about what supervising research students is about.” Lee (2012: 47) suggests that functional model alone is not enough for successful supervision, but combined with other approaches it makes the whole process meaningful and gives the student a valuable experience.

1.2.3.2. Enculturation Concept

According to the enculturation model the supervisor is the one who welcomes his supervisee to the research community:

The supervisor may see themselves as being like the family doctor. They will provide some specific expertise but will also be a gatekeeper to many more learning resources, specialist opinions and networks. The supervisor can choose which gates to open, particularly in the early stages of the researcher's life. Within this understanding therefore, there is also an understanding of the power of the supervisor in its widest sense. (Lee 2007: 687)

Consequently, the researcher student in this model has to adapt to a role of a novice who is willing to follow a role model of his supervisor.

Enculturation model is clearly focused on academic studies as it deals with preparing the student in becoming a member of a certain department in the university or following the rules of the given discipline. As Lee (2012: 51) has pointed out, “The enculturation process is about the student developing an academic identity and it is assumed that the supervisor is central to that process for the research student.” Usually the

student aims a career in research and is expected to become a part of a certain research community.

In the context of this thesis it is important to mention that “enculturation involves helping students to understand what constitutes academic writing and work in their disciplines through feedback and assessment” (Lee 2012: 49). In this model the student is welcomed to the academic research world by teaching him or her the practical skills in academic writing (how to write a literature review, create an argument, structure the paper, etc).

1.2.3.3. Critical Thinking Concept

In the model of critical thinking the supervisee is more independent. The researcher is expected to question and reason himself while the supervisor acts as a Socratic or constructive inquirer. (Lee 2007: 688-690) This concept is concentrated on the student's capability to understand knowledge, solve problems, create arguments and also think logically. Lee (2012: 70) points out that “It is an approach in which we deliberately depersonalise the relationship and the student, so that we can examine the substantive thinking processes free from emotion.” She further explains that even though we are not entirely able to “depersonalise” either the relationship or the student, “it is important to establish what the goals might be before feelings have to be taken into account” (Lee 2012: 70).

In the critical thinking model supervisors encourage students to constantly ask questions and reflect on different points of view. According to Lee (2012: 73), “this approach focuses on the quality of argument, and the process can move through three stages: problematising, finding connections and uncovering conceptions.” The concept of

critical thinking is not new to western academic tradition and is actually the core of evaluating and analysing information (Lee 2012: 72).

Lee (2012: 76-92) suggests that there are six key components of this model that the supervisors should keep in mind when aspiring to supervise by the critical thinking approach. Students should learn or be able to define or describe the problem, “select what is important,” “understand the key symbols and conceptions,” make/draw inference, synthesise information and test validity.

1.2.3.4. Emancipation Concept

In addition, there is the model of emancipation where the supervisor is considered as a mentor. The mentoring process relies heavily on supporting the supervisee to transform his or her knowledge into performance using his or her skills of critical thinking (Lee 2007: 686). The supervisor’s goal in this model is the personal growth of the supervisee, rather than the development of the supervisee to become part of a certain discipline or research field which is characteristic to the enculturation model (Lee 2012: 94). Emancipatory supervision model is comparable with enquiry-based learning approach which is a creative process where the students and the teacher collaborate in “designing the questions, researching and constructing knowledge” (Lee 2012: 95). In this model the academic has a guiding role and he or she is not expected to be the source of knowledge (Lee 2012: 99).

Besides support emancipatory supervisors should challenge their supervisee in order to teach them to cope with difficult situations. Interviewed academics claimed that they accept that the students are in the stages of becoming independent and they are not controlling it, but trying to prepare them for it. (Lee 2012: 104-105)

Though emancipatory supervision is based heavily on emotional bond, the relationship between the supervisor and the supervisee is still considered professional. The emancipatory relationships can be different, but Lee (2007: 687) stresses that “the mentoring supervisor does not direct, they ‘midwife’ the dissertation.” In some cases this can lead to supervisor doing more in the process of research than he or she is ought to.

1.2.3.5. Relationship Development Concept

Finally, the model of relationship development implies that the emotional intelligence between the supervisor and the supervisee is an important factor that contributes positively to the research process. Lee (2012: 110-112) even suggests that the type of relationship that is essential here is friendship. Moreover, it is considered natural as postgraduate research lasts over a longer period of time and personal relationships support the overall process.

In this model supervisors follow the example of their own supervision experience. They take over the patterns that they found useful from their previous supervisors and try to avoid behaviour that they considered disturbing or unnecessary. (Lee 2007: 685)

Lee (2012: 113) points out that there still exists a power hierarchy and, therefore, it is up to the supervisor to decide what kind of relationship there is going to be. Nevertheless, both parties have to agree on the terms of their relationship. For example, it is important to have a healthy relationship that is based on trust and ability to keep promises that is essential in relationships in general. Additionally, the elements of therapeutic relationship such as willingness to help, support, facilitation and collaboration towards a shared goal also contribute to developing a strong relationship. (Lee 2012: 117-118) However, Lee (2012: 114-115) also warns that one should be careful about delicate

issues such as gender, caring and sexuality.

Lee (2012: 130) declares that “The best relationships arise where values and expectations are shared, where trust is high, feedback is kindly but honest, where problems become opportunities to learn and all parties are respected for their contribution.” Obviously this kind of relationship may rarely occur and definitely it should not be forced, but when the relationship approach does apply it can be emotionally rewarding for both the supervisor and the supervisee.

1.2.4. Criteria for Success in Supervision

Students' attitude towards academic research may very likely depend on their first experience in participating in a research writing process. The role of the supervisor can be considered notably relevant for a successful research project. Booi Hon Kam (1997: 101) confirms that the supervision process itself and the actual relationship between the supervisor and the supervisee can affect the quality of the research. He found that there can be no determined research supervision model as each student has individual needs and requires a different approach. However, it is important to acknowledge that there is no clearly defined supervision strategy which would lead to expected quality as the results depend on the roles that the supervisor and the supervisee take, and moreover, if their perception of those roles is similarly understood (Kam 1997: 101).

Renske A.M. Kleijn, Tim Mainhard, Paulien C. Meijer, Albert Pilot and Mieke Brekelmans (2012: 925) studied the supervisor's and supervisee's (students) relationship in Master's research process. They studied its relation to the outcomes of the research (final grade) and supervisee's satisfaction in terms of the overall result and supervisor's contribution to the process. They found that the students who were controlled most by their supervisors received the highest grades and reported satisfied with the process, but only to

a certain level. To a certain point too much control lowered the level of student satisfaction.

The controlled supervisor-student relationship was contrasted to affiliated relationship. Affiliation in this study was characterized as “the emotional distance and interpersonal proximity between a supervisor and a student” (Kleijn et al 2012: 927). Though, the students perceived mostly a controlled supervision relationship, the students who experienced an affiliated supervision were reported satisfied with the supervision. Therefore, Kleijn et al (2012: 934) concluded that “students who perceive more affiliation from their supervisor receive higher final grades, are more satisfied, and perceive their supervisor to have made a larger contribution to their learning.” Hereby it can be assumed that a good relationship between the supervisor and the supervisee contributes to the supervision process positively.

Lee’s holistic framework of the five approaches described above allows it to see the advantages and disadvantages of the respective research supervision models (see Table 1) as well as move towards a mutually rewarding and successful supervision strategy.

Table 1. Advantages and disadvantages of different conceptual approaches to doctoral supervision.
(Lee 2008: 279)

	Functional	Enculturation	Critical thinking	Emancipation	Relationship
Advantages	Clarity, consistency, progress can be monitored	Encourages standards, participation, identity, community formation	Rational inquiry, fallacy exposed	Personal growth, ability to cope with change	Lifelong working partnerships, enhanced self-esteem
Disadvantages	Rigidity when confronted with the creation of original	Low tolerance of internal difference, sexist, ethnicised	Denial of creativity, can belittle or depersonalise student	Toxic mentoring (Darling 1985) where tutor abuses power	Potential for harassment, abandonment or rejection

	knowledge	regulation (Cousin and Deepwell 2005)			
--	-----------	--	--	--	--

Each of the models teaches special skills and develops supervisees in becoming successful researchers. According to Lee (2012: 12), “The new academic will want to concentrate on mastering the processes involved in the functional approach, but once they are mastered they (and their students) will gain immeasurably from working with the other approaches as well.” Lee (2012: 13) also observes in her framework what she calls “an overarching tension between the professional and the personal which surfaces particularly in the academic’s role as a supervisor or advisor.” While employing a functional approach, their professional side is foregrounded, whereas in a situation in which mutual relationship is paramount, their personal self is a prime mover. Lee argues that “Both selves can combine and provide perfectly satisfactory supervision, but from the research it appears that the academic who is outstanding will be able to work from any of the five approaches as it becomes appropriate.” (2012: 13) Furthermore, for successful research it is very likely that these five concepts need to be mixed and merged in order to avoid the disadvantages each concept has and focus on the advantages and apply them where possible (Lee 2012: 132). The literature review has shown that research supervision is a complex process and supervisors’ approaches to providing a research environment affect the ways in which students do their research.

1.3. Research Methodology

The aim of this thesis is to study how students and teachers of upper secondary school perceive their roles as supervisees and supervisors, furthermore, how they

understand the overall process of supervision. Nelson (2008: 579) claims that peoples' perceptions about the world around them are a delicate matter that is influenced by a number of factors. Therefore, face-to-face interviews are suitable as it enables the interviewee report his or her thoughts about the specific topic while the researcher has the possibility to ask prompt questions to clarify any relevant issues. Moreover, in the particular case of this study it was considered extremely important to give the participants a possibility to express their ideas freely and spontaneously on the research topics of this thesis. For this reason qualitative methods were chosen to achieve the purpose of this thesis.

1.3.1. Qualitative Research

Qualitative research seeks to understand the world from the perspective of those living in it. It is axiomatic in this view that individuals act on the world based not on some supposed objective reality, but on their perception of the realities that surround them. Qualitative studies try to capture the perspectives that actors use as a basis for their actions in specific social settings. (Hatch 2002: 7)

In other words qualitative studies aim to find out what people see in the world around them, how they perceive and understand it. It is the researcher's task to interpret and understand the meaning behind people's actions and words. (Hatch 2002: 8-9)

Hatch (2002: 9) believes that "qualitative work starts with the assumption that social settings are unique, dynamic and complex. /.../ Qualitative reports are usually complex, detailed narratives that include the voices of participants being studied."

Qualitative analysis does not pretend to be entirely objective as it is not descriptive but focused on interpretation. Moreover, "the stance of qualitative research is to concentrate on reflexively applying their [the researchers'] own subjectivities in ways that make it possible to understand the tacit motives and assumptions of their participants" (Hatch 2002: 9). Therefore, it is natural that to some extent the researchers' interpretations

and presence influence the research outcome and to some extent it is intended, because the attempt to give people's perceptions, actions and attitudes a certain meaning gives a possibility to understand and explain social phenomena around us.

1.3.2. Qualitative Data Analysis

In order to analyse those social phenomena around us the researcher is expected to collect information that could be analysed. Liz Spencer, Jane Ritchie and William O'Conner (2003: 200-201) claim that when it comes to an analysis of qualitative data there are no fixed rules that would determine how to approach the qualitative data, but there are a number of different traditional methods to analyse qualitative data. An appropriate method or approach is chosen by the researcher according to epistemological background or beliefs and the aim of the research. Taking into consideration the purpose of this study, the possibilities to collect relevant data, analyse the data and the limited timespan, it appeared that the most suitable and convenient method for analysis would be framework analysis.

1.3.2.1. Framework Analysis

Framework analysis was developed by Ritchie and Spencer within the context of applied policy research. The aim was to generate an approach that could be used for analysing various types of data and focus on answering very precise questions since objectives in applied policy research "are usually clearly set and shaped by specific information requirements." (Ritchie et al 2002: 307) Another important objective was to create a time efficient approach that could be used effectively also in research teams. In addition, this approach is clearly staged and, therefore, the process of analysis is more clear

and explicit for the reader. (Ritchie et al 2002: 307-308)

Ritchie et al (2002: 309) claim that “qualitative data analysis is essentially about detection, and the tasks of defining, categorizing, theorizing, explaining, exploring and mapping are fundamental to the analyst’s role.” Hence, the following five steps should be taken in order to detect necessary information: familiarization, identifying a thematic framework, indexing, charting and finally mapping and interpretation. This kind of clear structure of analysis enables the researcher to manage the data, sort the material and go easily back from the general patterns to the original context. In the interpretation stage the initial research question(s) will be answered according to the themes and information that appeared in the data, also issues that emerged themselves are being discussed. (Ritchie et al 2002: 321) After the interpretation stage the information can be used to create concepts and typologies depending on the purpose of the study. Furthermore, finding associations and connections between different phenomena might help the researcher to provide explanations, which is the general objective of qualitative research. (Ritchie et al 2002: 321-326)

The role of the researcher, as in any other method of qualitative data analysis, is crucial in this approach. Therefore, Ritchie et al (2002: 321) draw attention to the role of the researcher or the person who analyses the data:

The analyst reviews the charts and research notes; compares and contrasts the perceptions, accounts, or experiences; searches for patterns and connections and seeks explanations for these internally within the data. Piecing together the overall picture is not simply a question of aggregating patterns, but weighing up the salience and dynamics of issues, and searching for a structure rather than a multiplicity of evidence.

2. Supervisor's and Supervisee's Roles and the Process of Supervision in Research Writing

2.1. Research Questions

In order to improve the research quality in Estonian upper secondary schools and encourage teachers as well as students to continue their writing endeavours in research, but also to provide a general insight to upper secondary school supervision, the following research questions were posed:

- How do supervisors and supervisees (participants of the National English Language Competition of 2013/2014) understand the process of writing a research paper?
- How do supervisors and supervisees perceive their roles in the supervision process?
- Which supervision models can be identified in the supervision process in Estonian upper secondary schools compared to supervision models in academic levels?
- If specific models can be identified, how do they apply in upper secondary schools in Estonia, that is, how the process in upper secondary school differs from the academic one?

2.2. Research Process

Due to the small number of participants in the National English Language Competition and the purpose of this study to find out how the supervisor's and supervisee's roles are perceived, the data was collected in semi-structured face-to-face interviews. Face-to-face interviews were chosen to collect the data, because it provides flexibility and possibility to change the course of the research in case this would be needed (Knight 2002: 50). Immediate contact with the participants enabled to discover topics that were

unexpected and appeared naturally in the course of the interview.

2.2.1. Sample

The final sample consisted of twelve participants (five supervisors and seven supervisees) of the National English Language Competition 2013/2014. There were two basic principles for electing the participants to take part in the research interviews. On the one hand, the possibility to meet the participants in person taking into account the factor of time and location to conduct the interview and on the other hand, their own interest and willingness to participate. Limited timespan and the geographical location of the participants impeded the possibility to meet and provide all the participants and their supervisors the same interview conditions. Therefore, twenty-two participants were contacted via e-mail and requested to participate, two of them refused to take part, eight did not respond and twelve agreed to participate. These twelve participants were interviewed in the time frame of four weeks after their research papers had been sent to the competition's committee. To the knowledge of the author of the current thesis (the interviewer) all the participants contributed to the research voluntarily.

The supervisors in this study have been coded by letters. There are five supervisors: A, B, C, D and E. The letters have been chosen randomly and have no particular meaning besides being able to address respondents and give the reader a better overview of the data. All the supervisors besides B are currently working as English teachers and have previous experience in supervising for the National English Language Competition. Both Russian and Estonian upper secondary schools are represented in this study.

The supervisees have also been coded by letters. There are seven supervisees: AB, AC, CD, CG, CE, DN and EN. Two letter combinations refer to students whereas the first letters link the students to their supervisors. The second letter has no other meaning as to

distinguish supervisees who had one common supervisor. For instance, supervisor A had two supervisees AB and AC, while supervisor E had one supervisee EN. Supervisor B collaborated with supervisor A and therefore supervisees AB and AC also correspond to her.

However, to guarantee the anonymity of the supervisors and supervisees as well as the confidentiality of their responses, in the final version of the thesis the quotations from the interviews are presented without the above mentioned codes.

2.2.2. Data Collection

The data was collected in face-to-face interviews that lasted from 15 to 45 minutes. All together there was 278 minutes of interview data that was later transcribed according to Gail Jefferson's (2004: 24-31) transcription system and, therefore, the following transcription symbols appear in the quotes:

- ((text)) doubled parenthesis contain interviewer's/transcriber's clarifying comments
- . a full stop indicates a stopping fall in tone.
- text underscore indicates word stress
- (.) a dot in parenthesis indicates a short pause
- (3) a number (seconds) indicates a longer pause
- :: colons indicate that the speaker has stretched the preceding sound or letter. The more colons the greater the extent of the stretching.
- a dash indicates a cut-off

The interviews were carried out in Estonian and English. Nine interviews were conducted in Estonian as it was the participants' native language and it was considered that it would provide more in-depth and reliable data. Three interviews were conducted in English, but nonetheless this data was considered trustworthy because all the participants were assumed to have a sufficient level of English to be able to express their opinion

freely. The main argument supporting this assumption was that the respondents were either English teachers or presumably above average English students. In either way students in Estonian upper secondary schools are expected to have by the end of their studies independent user language level B which means that the students should be able to express experiences, feelings, opinions and justify their thoughts in a way that does not affect comprehension. (State Gazette 2011c: 1, 16-17)

Due to the fact that some of the interviews were held in Estonian the exemplifying quotes are also presented in Estonian and quotes that are in English are from interviews that were held in English. All the quotes are presented in their original form in order to avoid double interpretation.

Interviews were planned as semi-structured because very specific information was aimed to collect to find answers to the research questions. Interviewer used a set of questions that all the participants were asked and then according to the course of the interview asked clarifying questions about new information that emerged from the conversation. Questions to teachers and students were different, but the questions were inspired by following topics:

- Motivation
- Research writing process
- Agreed or assumed responsibilities and actual responsibilities
- Qualities of supervision, supervisor, supervisee and research
- Previous experience in supervision and research writing
- Relationship between the student and the teacher

There was also a set of topics that emerged in the process of interviewing. In some cases supervisors themselves pointed out topics that they felt were relevant to the study. For example, lack of training and knowledge, students' general lack of interest in

participating or links between National English Language Competition research and the general upper secondary school research. Another interesting topic that arose in some interviews was the issue of supervisees who decided to quit in the middle of the research writing process. This topic emerged spontaneously and provided important insight to the writing process. It was intended to incorporate all the information that was collected in each interview to the next following interviews in order to be able to collect more relevant information. The interview process was in constant development.

Each interview started by explaining the interview participant the aim of this study and the background of the interviewer and the author of this thesis. Special attention was paid to clarify that the interviewer did not participate in the jury of the National English Language Competition, neither would she have the possibility to read the research papers presented for the competition. It was aimed to hold the interview in a friendly and trustful environment.

2.2.3. Data Analysis

After the interview the recordings were transcribed by the author and analysed according to the framework analysis approach described above. Firstly, transcription and familiarization process happened simultaneously as writing down the conversations provided a possibility to go through the whole data and detect main themes and concepts. Secondly, while reviewing the data main themes were identified and data was indexed. For the indexing process a web-based software Dedoose (Dedoose 2014) was used in order to maximize the efficacy of the data analysis process. Dedoose software enabled to speed up the charting process, because categorizing and “lifting” the indexes into a thematic framework was basically an automatic process that helped to give a clear overview of the whole data. Moreover, it was easy to retrieve the original data while working on the

thematic charts that again benefitted for a more structured and organized interpretation process. The data was then interpreted following the research questions and patterns that emerged from the data.

2.3. Findings and Discussion

In the following section the findings are be presented and discussed according to the main themes that appeared from the data. It was chosen to present the findings and discussion partly together and partly separately. It is believed that due to the nature of this study, the two first research questions can be best answered by reflecting on the meaning of the findings alongside with presenting them. Thus, the findings regarding the supervisors' and supervisees' understanding of the process of research writing and their perception of their roles are presented and partly discussed simultaneously. In the discussion section the findings will be discussed in the light of the research questions in general and the models of supervision as they appear in the upper secondary school level are elaborated on in relation to Lee's framework of research supervision.

2.3.1. Motivation

Motivation is a complex theme that is considered one of the crucial aspects of supervision and research writing. According to Zoltái Dörnyei (2001: 7), there are two dimensions to motivation: on the one hand, the choice of doing something and on the other hand, the effort and persistence that is put into achieving it. "Motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity" (Dörnyei 2001: 7). For this reason, it was believed to be important to see in the context of this thesis the essential question of why the students are willing to write a research paper for the national competition and why the teachers are

willing to supervise them. It is extremely important, because it is one of the aspects that differentiates the nature of the national competition student research that is considered to be optional from the upper secondary school research that is compulsory. Therefore, students' and teachers' motivation to collaborate in the process of research writing influences all the other aspects of supervision as well.

2.3.1.1. What motivates the students?

There are several reasons why students in upper secondary schools chose to participate in the National English Language Competition that required writing a research paper. First of all, many students said that the teacher encouraged them to participate. Some even claimed that the teacher told them to do so. Nevertheless, it does not appear that anyone participated involuntarily as it seems that the teachers informed the students about the competition and advised them to participate. For example, one teacher explains the process:

Ma nagu teen ettepaneku tervele klassile niiviisi, et kes sooviks ja siis vaatan sügavalt silma ühele teisele ja kolmandale ja siis muidugi. Ja ega keegi ei ole ka nii enesekindel, kes ütleks kohe, et jaa mina tahan, eksole. Aga kui sa lähed räägid talle, et vot, et sul on see elus edaspidi vajalik eksole, kui sa lähed ülikooli, siis sa pead ju ka nii palju niukseid töid tegema, et see on ju siis see algus, kui sa koolis hakkad proovima neid töid teha, see on sulle tohutu kogemus, mida sa saad edaspidi kasutada ja siis nad usuvad ja, ja on nõus siis tegema hakkama.

The most common reason that six out of seven students stated as the reason for their participation was that they have a personal interest in the particular topic or the subject (English) in general. For example, students say that English is the subject at which they are the best in school or their future goal is related to translation (the research topic of this school year's competition).

Another important aspect that is indirectly related to their personal interest in the topic, is their conscious focus on self-development. Five students claimed that they strive

to learn more and develop their proficiency in research writing. For example, a student describes the reasons why he participated, “It does not matter if he ((talking about himself)) takes some kind of place or not, but when he finishes working on the (.) program he will know what was the difficulties of the work and he will manage then in the future.” Another student states that her objectives were far more long-term, “Ma tahan välismaale õppima minna ja rohkem seda keelekasutust saada, et ametlikku, et võib-olla seda ja kuidas nagu – jah kogu see sõnavara mis – see ametlikum pool. Et ma pean seal ka inglise keeles kirjutama hakkama ja siis mul on mingi kindel aluspõhi olemas.”

Two students also argued that they decided to participate in the National English Language Competition as the research paper that they wrote for the competition was accepted in their schools as the compulsory gymnasium research. One student explained his plan as follows, “Mul oli see nagu strateegiline manööver, sest et ma teadsin, et järgmine aasta pean ma niikuinii tegema, aga see inglise keele oma see pidi olema minu meelest palju lühem kui see, mis me tavaliselt peame tegema, nii et ma valisin selle.” It could be considered as a rational reason as the student found it to be easier to write the national competition research paper than the upper secondary school research paper. Another student also claimed that she found it useful to participate, because she believed that writing for the national competition would prepare her for the compulsory school research the following year.

There were also reasons that could be considered rare or that were pointed out only by one student out of seven. For instance, one student said that she liked to participate in such competitions:

Ma olen (.) eelmine aasta osalesin ma näiteks ((nimetab aine)) olümpiaadil ja ka sel aastal ((nimetab aine)) olümpiaadil ka veel, et ma ei tea mulle meeldivad olümpiaadid üldiselt üldse ka. Et osalemine, et kui mõni õpetaja pakub, siis üldiselt ma ‘ei’ ei ütle.

Another rather unusual answer was that the student wants to make her school

proud, “I think that participating enough is enough of an honour like what I basically wanna do is like. Like make my school proud.”

An interesting aspect emerged in one particular case. While at first, the student did not appear to be that much interested in either the topic or the national competition by claiming that “tegelikult ma tahtsin just ära saada ruttu selle asja, et siis järgmine aasta ma ei pea mitte midagi tegema” then later, during the process he got genuinely interested in research and believes that he will seek a research-related job in future: “Ma arvan, et (1) ma valin sellise nagu elukutse (.), kus ma hakkan väga palju uurimustöid kirjutama (.) teaduslikke töid, nii et see on selline nagu hea harjutamine.” This particular interest may have been initiated by his supervisor who reflected on the research writing process as follows:

Et ma tean, et ühel õpilasel kindlasti tekkis selle perioodi jooksul väga süvenenud huvi selle teema vastu. Et alguses oligi võib-olla selline, et teeme ära. Aga lõpuks oli nagu see, et ma tahan head asja teha. Et olümpiaad oli nagu prioriteet (.) lõpuks. Mitte see et ma saan linnukese kirja.

The teachers were also asked why they think that the students participated in the National English Language Competition. It seems that some teachers additionally tried to motivate the students. For example, teachers offered their students extra bonuses for participating in the competition: “Pisut boonuseks oli siis see, et nad oma tavapärasest kodulugemist ei pidanud tegema.” These bonuses, however, seemed to serve as small rewards that very minimally affected the motivation of the students, because the students themselves did not mention that such bonuses would motivate them. Moreover, the teachers themselves did not say that it actually motivated anyone to participate. However, one teacher observed that the topic was very complex and it was difficult to motivate the students in general to participate, because there are not many competitions or events where the student who is interested or talented in English can participate:

Mul ei ole mitte millegagi neid motiveerida ka neid tugevaid tegijaid et võib-olla see on see koht kui me tahame ikkagi seda keelt natukene ka võib-olla teha populaarsemaks /.../ inglise keele

õppijatel väljund on väga väike, see üks vabariiklik võistlus on kõik.

Most of the teachers believed that the students who participated did so because they were actually interested in the topic. However, one teacher argued that there are not many students who would be genuinely interested in doing research: “Üheksa aastat tagasi oli kaks poissi, kellel oli nagu omavahel väike selline *competition*, et ja siis nemad puhtast huvist tegelesid asjaga. Aga viimasel ajal pole olnud.”

2.3.1.2. What motivates the teachers?

Supervision is collaboration and, therefore, teachers' dedication and motivation also affects the whole process and was therefore also discussed in the interviews.

When teachers were asked why they agree to supervise their students then the most common answer was that it was emotionally rewarding to work with motivated students.

One teacher elaborates:

Ma olen igakord kui ma olen ära juhendanud teatud gruppi või kasvõi ühte inimest, siis ma ütlen, et ma rohkem enam ei juhenda. Ja siis tuleb järgmine aasta ja kõik hakkab otsast peale. Et tegelikult on see väga põnev, et noh kui kõik saavad tööd valmis, siis on endal väga hea meel. Et suur asi on saavutatud.

Another teacher adds that it is hard to say no to a student who is genuinely interested in the topic, “Lihtsalt mõni nii sãrasilmne, selline õpilane tuleb juurde, et tahaks teha eksole, et kuidas sa ütled talle siis, et ei tee.” All in all, it is considered a pleasure to supervise students who are interested in what they are doing:

Mind ikkagi mind motiveerib see, et sa saad ikkagi tegeleda ütleme niisuguselt tõsiselt süvitsi inimesega, kes on huvitatud. Keda sa ei pea tagant lükkama ega tõmbama. Suruma. Vaid ta ongi huvitatud. Ta esitabki õigeaks ajaks. Tal on oma nägemus (1) Noh see on ju hoopis midagi muud. See töö on niisugune meeldiv.

Another aspect that all the teachers pointed out as one of the reasons why they supervise their students was that it is now compulsory or part of their work to supervise students in their school. One teacher says, “Sisuliselt meie koolis ja üldse tänapäeval ma ei

saa enam esitada sellist küsimust endale mis mind motiveerib. See on üks osa minu tööst.”

Though mentioned only by one teacher, it appears or it could be expected that schools favour participating in the national competitions:

“Üldiselt meil peetakse seda koolis väga oluliseks, väga väärtustatakse seda või peetakse oluliseks seda kui lapsed olümpiaadidel (.) esinevad ja kaasa teevad jne ühesõnaga maakonnas niikuinii ja vabariigis seda parem, et see on nagu puht selline kohuse – /.../ ikka niimoodi siis selline moraalne kohustus esindada kooli. Puhtalt moraalne kohustus et kool peaks ikka väljas olema.”

One interesting aspect about motivation was mentioned by two supervisors who worked together as a supervision team. They both found that it was motivating to work in a team. One supervisor claimed that, “Mulle nagu tundub, et õpetajal on kas sellevõrra lihtsam endas seda motiveeritust leida (.) seda teha, kui tal on kõrval keegi veel, et kolm inimest on nagu tiimis, et see on meeskonna töö, et noh, et nagu kõik oleksid kogu aeg informeeritud.” The other supervisor agrees, “Koos oli meil nagu fookus, me pidime ju omavahel ka kokku leppima seda, seda, seda, et kahekesi kumbki hoidsime teineteist nagu joone peale, et see aasta sai tõesti hästi tehtud.” She also claimed that working in such a team gave her an opportunity to learn from the other supervisor.

2.3.2. Responsibilities and Roles

Another theme that pervaded the interviews was the issue of responsibilities. It is one of the objectives of this study to understand what the students as supervisees and the teachers as supervisors did in the supervision process. Their roles will be presented according to their understanding of the term supervision, their attitude towards supervision and their perception of their responsibilities and actions they had to take in the process of research writing.

2.3.2.1. What is supervision to students?

Supervision was considered almost by all the students as either guiding or giving advice or both: “Mitte nüüd küll siuke hull suunamine aga lihtsalt siukene soovitamine.” Supervision was also considered helping, “Noh abi andmine, noh, kui vahepeal jooksis juhe täiesti kokku, siis küsisin, et kuidas ma selle teen, siis õpetaja andis mõned ideed ja siis ma valisin sealt.” Another student said, “Juhendamine on nagu toetamine, et lihtsalt kõrvalt nõu andmine, mitte et kõik ära tehakse ja aga kui tekib küsimusi või on nagu (.) vaja suunata, siis on nagu kindel nõuandja olemas.”

One student understands supervision as introducing a novice to the procedure of doing research: “Juhendamine on siis, kui keegi ütleb inimesele, kes asjast midagi ei tea, kuidas see asi käib.” This definition seems to reflect the actual state of mind of a student who did not know anything about research writing. It seems that he expected from the supervisor assistance while entering a totally new field, so indirectly it still refers to the guiding nature of supervision.

2.3.2.2. What is supervision to teachers?

Teachers, on the other hand, had a somewhat more varying understanding of supervision. While on one way or another all the students understood supervision as guiding in this specific task, then for teachers it meant different things related to various aspects.

For example, one teacher claims similarly to students that supervision is direction, but she also stresses the collaboration between two parties “it is cooperation between the student and the teacher.” This teacher also states that supervision is a “burden”, but it is also “necessary”, because “without the teacher nothing could work meaning that she sees

her role as the supervisor essential.

Another teacher claims that supervision is her, job referring to the current nature of teaching as guiding or giving directions:

Ja: noh juhendamine tegelikult koolis võib-olla õpetaja amet ongi tänapäeval läinud rohkem juhendamiseks, et ma ikkagi suunan teda. Näitan talle, mis ta võiks teisiti teha. Seletan. Põhjendan. Ja juhendan uuesti - et tee niimoodi, siis on parem tulemus.

However, when talking about research supervision specifically, she says that she does not feel confident supervising research writing: “See ei ole minu põlvkonna inimestele võib-olla väga (2) me ei tunne ennast selles väga kodus.” One more supervisor saw supervision as a job requirement. It used to be a hobby, but now it has become an obligation as it is compulsory for every teacher in their school to supervise student research.

One teacher saw supervision as a challenge. She explains:

Ma tean, et selle taga on alati kohutavalt suur töö ((arusaamatu 3 sekundit, müra)) ma pean leidma alati meeletult lisaaega eksole, et leida aega, et ma nendega kohtun väljapool tunde, siis ma loen neid töid eksole oma vabast ajast jne.

Nevertheless, she finds supervising satisfying and pleasant as well:

Mulle meeldib tegelikult siukene asi. Ma olen ise nagu väga põhjalik, siis mulle meeldibki kohe urgitseda kuskil. Kui ma tundi ette valmistan ka /.../ sest ma juba jälle leian järgmise asja ja tahaks endale seda ennem selgeks teha, et et selles mõttes inimene peab olema väga põhjalik, et ta tahab üldse midagi siukest asja üldse teha.

There is one supervisor who points out that the supervisor is someone who is more intelligent, trustworthy and knowledgeable about the principles of research:

Minu jaoks on juhendamine see et ma lähen endast targema ja arukama inimese juurde. Ma saan talt abi kas struktuuri või sisu või teoreetilise kirjanduse poolest. Inimene, keda ma usaldan. Inimene, kellega mul on sarnased vaated.

2.3.2.3. Students' Responsibilities and Roles

The students claimed that the following aspects were entirely their responsibility: content (for example reading a book that they analysed), practical part meaning writing, “putting the whole thing together” and presenting it properly. One student describes her

responsibilities like this:

Ma arvan et minul oligi see õieti kokku panemise vastutus ja info leidmine sellepärast, et õpetaja tegelikult andis mulle põhimõtteliselt enam-vähem nagu platformi ette, et vot siit sa saad seda ja siit seda, aga mina pidin olema nagu ise piisavalt tark ja taibukas, et kust nagu mida välja võtta ja mida sinna siis sisse panna ehk siis põhimõtteliselt minu ülesanne oligi (.) aru saada, kuidas seda kokku panna ja kuidas seda esitada.

About half of the students also said that finding the relevant theoretical literature about the topic was their responsibility. One student explains what she had to do:

Well, the hardest part for me was going to the library and just getting all those different sources. Finding the information to talk about was very difficult. Umm, but that is definitely not up to the supervisor. That is entirely (.) the person that is writing the work (2) umm, as far as writing it out I'd say it's the same thing.

One student explained that the research writing process was divided into steps or stages that he just followed: “Niimoodi et alguses nad ütlesid mulle, et järgmiseks korraks nii palju tehtud ja siis järgmine kord vaatasime seda osa ja niimoodi edasi. Tükk haaval.”

Students also claimed that it is important for the supervisee to be interested in the topic and be willing to do the research: “[Juhendatav võiks olla] ikka nagu avatud ja võiks olla see, et ta naudib seda tegemist, et mingi teema, mis teda ennast huvitab, mitte et kaelast ära saamiseks ta teeb.”

Like supervisors, teachers also found that the supervisees were responsible for the content, analysing the data and writing the paper. About half of the teachers claimed that it was students' task to find relevant information on the topic and, therefore, the students were also responsible for the accuracy of the paper, because the teacher feels that she is not able to check all the sources: “Mina ei saa kõike kontrollida üle mida ta – kuidas ta kirja on pannud. Kus ta need asjad on võtnud. Ta peab olema aus ja siamaale küll kõik, kes on olnud, on mul nagu ausad olnud”

It appeared that the teachers value in supervisees the following aspects: should be interested in the topic of the research, has creative thinking, is hard-working, must be capable of writing on the topic, has no problems communicating with teachers or older

people, conscientious, wants to learn, is enthusiastic, is honest, has inner motivation, knows how to manage his or her time, keeps agreements and meets deadlines, has ability to conclude and analyse, knows how to look for resources using Internet. One supervisor thought that she had an ideal supervisee:

Meie üks õpilane oligi ideaalne juhendatav. Et ta teadis, kuhu ta jõuda tahab, mis ajaks ta sinna jõuda tahab (.) ta küll oli selles suhtes veidi toores, et ta tõesti noh noh ta küsis üsna palju, aga see on väga hea, sest see näitab, et ta mõtleb teema peale. See näitab, et ta tahab teada, kuidas need asjad käivad. See näitab, et ta tahab teada millist te – kuidas siduda teooriat ja empiirilist osa. Et see oli minu jaoks väga hea näitaja sest, et õpilased ei julge tänapäeval paraku eriti küsida (.) et ma arvan, et mis iganes tüüpi see uurija ka ei oleks, see julgus küsida abi ja nõu on väga oluline, sest et mina ei pruugi alati teada, millest tal puudu on, või kus ta on parasjagu kinni ja lihtsalt, et kui ta juba kinni jookseb, siis on ju oluliselt raskem nii juhendajal kui ka juhendataval siis teda aidata.

Two other supervisors also believed that their students were ideal supervisees.

2.3.2.4. Teacher's Responsibilities and Roles

All the students mentioned that the teachers' main responsibilities as supervisors were helping to format the research paper and correct grammar mistakes. Most of the students also mentioned that they found that the teacher was the one who gave them a professional opinion about the research paper and when it was needed also gave advice on how to improve the paper or gives additional ideas.

Another relevant theme that was mentioned by most of the students (students who claimed that it was their first actual research paper) was the composition of the research paper. They said that their supervisors explained them how to write a research paper, how it is structured and what relevant parts it consist of.

One student pointed out that the teacher played an important part in motivating and encouraging him: “She didn't stop working when I was really tired.” Furthermore, the same student also appreciated teacher's dedication to this process: “When I asked her to meet up and (1) asked her a few questions about the research work (2) she was like yeah why not

and three minutes later we were sitting here and working.” Another student also claimed that her teacher's genuine interest and dedication in this process was important to her: “Ja siis (2) siis ta (3) ta nagu võtab sellest osa. Väga osavõtlik. Ta ei ütle et ah tee lihtsalt mingi uurimustöö selle ja selle kohta ja siis sa ise teed, vaid ta on kogu aeg olemas.” The third student said that she has had bad experience with supervisors who are not interested in supervising the student and only do it because it is their job requirement.

One student argued that the supervisor should not impose his or her opinion on the student and does not discourage the student:

Hea juhendaja siuke noh ongi selline, kes suunab ja ei pressigi liiga peale, et no (.) siukseid õpetajaid on ka, kes (.) näiteks mingi essee esitan ja siis ütleb, et see ei sobi üldse kuigi see on täiesti korrektne ja siukene. Aga hea juhendaja () suunab ja ei laida õpilast maha, siis ütleme niimoodi.

Similar aspect was also mentioned by another student who found it important that the teacher would keep personal emotions and beliefs separated from the supervision process. She says:

Ilmselt ka üsnagi avatud mõtteviisiga, et (.) kui teha näiteks mingi maailmavaadetest mingit uurimustööd, et siis tal ei löö nagu isiklikku blokki ette, et ei ole sinuga sellepärast õel, et talle näiteks ei istu see, mida sa seal kirjutad. (6) Õpetamiseprotsessi ((arusaamatu sõna)), et sa õpid sealt ka ise, et ta on nagu – kui sa suudad oma seisukoha ära põhjendada, miks sa nagu tegid korrektsemalt kui tema, siis ta on suuteline sellest õppima, mitte ei muutu sinu vastu kurjemaks.

It also appears that the student appreciates it, if the teacher is also willing to learn from the process. Moreover, it may suggest that she is expecting a relationship that is more equal where the supervisor is ready to learn from the supervisee as well. Another important task of the supervisor is to facilitate learning by encouraging independent thinking: “Noh selline, kes teeb asja selgeks, aga samas ei ütle kohe kõike ette, et nagu laseb endal välja mõelda natukene, sest et muidu minu meelest ei õpigi üldse.”

While some students and teachers claimed that finding the relevant theoretical background information for the research is the supervisee's responsibility, then some students and teachers believe that the teacher should find or at least help the student find

some information. It seems to be a question of debate. The supervisors who do look for the theoretical literature themselves claim that it is too difficult for the upper secondary school students to find that kind of specific information:

Noh ma peaksin nagu vaatama seda, et need allikad, et et tegelt ta peaks neid ise otsima ausalt öeldes, aga noh, ausalt öeldes enamasti juhendajad ise otsivad need allikad suuresti ja siis näitavad nüüd loe seda, nüüd loe seda, et see allikate otsimine on kõige raskem asi (.) õpilase jaoks ma arvan. Ja (.) jah, ja enda jaoks ka.

Teacher who does not look theoretical literature for her students does not explain why she does not do it, but it seems that she finds it natural that the students work on the literature: “No ma pean ka siis asjaga ju kuidagi ennast kurssi viima. Aga mina muidugi ei töötanud seda kirjandust läbi ja ma ei ole lugenud neid raamatuid ja selles suhtes ma isegi noh ma ei ole ka kontrollinud eksole.” However, it seems that she does suggest literature and places to look for relevant sources, but does not necessarily provide theoretical literature. Her supervisee says:

Ja (1) ma arvan, et ongi, et selle platformi andmine, et (.) juhendab: kuidas sa peaksid alustama, mida sa võiksid kasutada, kust sa võiksid infot saada, mis on sinu selle teemaga seotud. Ja ta ise ka andis mulle paar artiklit selle teema kohta.

Supervision pairs differ when it comes to determining whose responsibility it is to find relevant sources to research. It could be caused by supervisor's general understanding of research and student's familiarity with the topic.

Teachers themselves also find that their responsibility is to familiarise the student with the structure and formatting rules of the research paper, correct student's language use, give their opinion and advise students, if something could be done better.

Some teachers also claimed that they had to control the whole process:

Ma arvan et minu vastutus oli ka see et ta jõudis lõpuni. Et noh, et ikkagi kui ma olin nagu järelvaataja ka, et selleks kuupäevaks ma saatsin, et noh mul ei olnud reeglina vaja aga ta seal vahepeal ta oli haige ja et noh, et ma saatsin kuule kas sa oled – noh nagu niisugust natukene võib-olla järelvalve ka funktsiooni.

Other supervisor said that they kept relatively strong control over the work process, “Pani siis iga kord kirja, millest me rääkisime, kuhu me järgmiseks korra tahame jõuda

ja saatis siis selle kirja meilitsi vastavatele õpilastele, et meil oli jah selline monitoorimine või õpilase tööprotsessi jälgimine üsna tugev.” While it seems that these supervisors felt that they had to provide a workplan and control the process, then another supervisor expected that the students will make their own workplans: “Siis ma ütlesin, et siis esitate mulle oma plaani kuidas te seda hakkate tegema.”

One teacher saw her role as the main resource of support and knowledge. She says, “Without the teacher nothing could work. (2) If they want this work to be done, so they need to prepare students ((probably it was meant teachers)) to some extent and then we should bring that knowledge to our students.” Though, in this context the teacher seems to refer to the gymnasium student research.

Other responsibilities that were mentioned by the supervisors were the following: door-opener to research writing, responsible for content's coherence and fluency, broaden students' mindset in specific subject or in general, make sure not to procrastinate the process:

Et kui mulle kirjutatakse siis ma. Et noh et me töid saatsime ikka mingi etapi tagant niimoodi et ma siis lugesingi kirja alati kohe läbi. Lugesin töö läbi. Kirjutasin sinna oma kommentaarid ja noh, et ma nagu ei jätnud enda taha seda et et (.) et neil jääks see nagu venima.

An interesting aspect was mentioned by one teacher when she was asked what is a good supervisor like. She answered the following:

Noh, suurepärase juhendaja, noh, tegelikult on suurepärase juhendaja ütleme oleks, see, kes suudab õpilast innustada ja ise mitte midagi ei tee praktiliselt. Ja õpilane teeb ise kõik toredasti ära, aga selleks peab olema vastav õpilane. Aga, aga see, kes viitsib aega pühendada. See on hea juhendaja, kes istub siin hommikuti ja õhtuti, hilisõhtul veel istub, istuvad õpilasega koos ja muudkui aga teevad ja teevad ja otsib kõik allikad välja ja näitab ette ja. Siis tulevad tulemused, kui sa mingit tulemust tahad.”

On the one hand, the supervisor feels that a good supervisor is someone who motivates and encourages the student well enough so that he or she would work on his own, but on the other hand, she finds that a good supervisor is someone who is willing to put a lot of time and energy into the process. It seems that the matter here is the goal of the

research paper. Motivating the student to do everything himself or herself suggests that the professional and personal development of the student is emphasized and it can lead to very good research results. However, it seems that the teacher thinks that if one wants to achieve good results in the national competitions, the supervision process should be more controlled and monitored by the supervisor. This example illustrates the fact that reaching the overall goal of the process is an essential aspect of supervision.

2.3.4. Research Writing Process

This subsection deals with the ways in which the students and the teachers saw their research process and brings out any relevant aspects that influenced the work process. If the previous subsection focused on individual roles and role expectations, then in this one the research writing process as a whole is seen and described. The process is addressed by supervision pairs, because main differences appeared between pairs rather than between the students' and teachers' understanding of the process.

There seemed to be a similar pattern to the overall process of research writing. Firstly, the teacher announced the competition, then the topic was chosen, afterwards the students started to work on the material, and finally, they analysed their data and wrote up the paper. It was chosen to present the results by stages mentioned earlier in order to describe the similarities and difference in the research and supervision process. Those stages were actually not that clear-cut and precise, in reality they overlapped and many things were done simultaneously, but dividing these procedures into specific stages gives a better overview of the process.

Another topic that will be added to these stages is the issue of interaction, because it illustrates supervisors' and supervisees' personal and professional relationship.

2.3.4.1. Information about the competition and choosing the topic

All the students found out about the competition from their teachers. Teachers' general practice was to announce the competition to everybody in the class and in some cases also specifically encourage certain students that they thought could be interested in or capable of participating.

When it comes to choosing the topic then four students chose the topic on their own. They had a special interest in a book or in a specific topic related to translation. Even so, there still seemed to be a dialogue, because teachers claimed that they approved the topics that the students chose. In one particular case the teacher described the beginning of the research writing process as follows: “Tal oli endal juba kõik plaan tehtud mis kuupäevaks mida ta esitab. Tal oli konkreetne selline juba tahe olemas, mida ta tahab võrrelda ja siis meil jäi ainult nagu läbi vaadata alguses, et mida ja mis järjekorras ta teeb.” This student is an experienced research writer having participated in other national competitions as well, therefore, it may be that she already had an idea how to start working on a research paper or it is due to her personality and characteristics, because her teacher also says that she is very conscientious: “Ta on ise oma olemuselt ka väga vastutustundlik ja täiskasvanud.”

Other students chose their topics together with their supervisors. Those students also claimed that they had no experience related to research writing. One supervisor explained:

Alguses oli raske nende teemadega ka sellepärast, et (.) ma ei tea, kuidas teistes koolides on, aga, aga õpilased nagu ei kujuta päris täpselt ette, mida see kõik endaga kaasa toob. /.../ ma tegin neile selgeks /.../ et mida huvitavam teema neil on iseenda jaoks, seda lihtsam on neil uurida, et see protsess läheb kiiremini. Et kui võtta mingi igav üksluine teema, siis lihtsalt see jooksebki kinni, kui see sind ei huvita /.../ siis kui ma selle teema ütlesin mis talle silma sarama sai, siis ma ütlesin – silma sarama löi – siis ma ütlesin, et vot selle võtame.

While choosing the topic some supervisors also gave students an introduction to research writing. For instance, one supervisor let her supervisees read example essays.

It seems to be usual practice that there is no definite work plan that is agreed upon from the beginning of the work. Two supervisors claimed that their supervisees presented them a clear workplan that included specific deadlines. Other supervisors say that they did not agree on a certain plan, but they agreed on meetings. For example, one teacher says.

See on töökäigus kujunenud graafik. Mitte me ei pannud seda enne paika vaid me leppisime kokku, et me saame kolmapäeviti kokku. Kas siis üle kolmapäeva või siis igal kolmapäeval. /.../ Eks ole, arutatud temaatika, järgnevad kokkulepped, et mis ta järgmiseks korraks teeb.

On every meeting it was decided what was to be done for the next meeting. Supervisor found it very important to keep those agreements.

Some teachers said that they would actually prefer to have a specific plan that would keep the students on track and would also help them to manage their time, but they found it difficult organize, because they did not know how the whole process was going to go (how long it took the students to read the literature, analyse the material, etc.).

2.3.4.2. Reading Literature and Working on the Material

Reading the literature and working on the material depended a lot on the specific topic that the research was about. Common tendency was that the student worked independently on the material (either they looked it up for themselves or the supervisor pointed out was to be read), but there was constant contact with the supervisor who answered questions, gave advice or suggested ideas. Usually student showed some material that was found or some data that was collected to the teacher and got her opinion, approval or additional advice.

2.3.4.3. Writing

Writing procedure varied among the students. There were students who worked independently and stayed motivated throughout the whole process. They kept in contact with their teacher who corrected the grammar, structure and formatting. For some students it was a longer process, while for others a shorter one. It seemed to be related to their general habits of doing written assignments, because several students reflected their learning habits on the research paper.

One student particularly claimed that at one point she lost her motivation and postponed doing her research paper, because she did not know precisely what to do and therefore it seems that she lost her enthusiasm: “Noh sest ega me keegi väga ei teadnud, mida täpsemalt teha. Pigem ma *procrastinatisin* seda suurem osa, sest väga ei viitsinud tegeleda sellega, aga tehtud ma selle sain.”

2.3.4.4. Interaction

This subsection presents different aspects of communication. It is noticeable that some supervisors and supervisees were in very close contact. On the one hand, it is natural, because besides preparing for the English language competition teachers and the students also met in school. Some teachers said that they did discuss research paper during recesses and sometimes even during the English class. But on the other hand, they also had special meetings where they purposely met to prepare the research paper. One supervision team met weekly, but they also used e-mails or social media to communicate between the meetings. One student said that she wrote her research paper online in a Google Document that she shared with her teacher who was then able to see what she was doing whenever

she found it necessary. Another teacher claimed that they even met up to discuss the research paper on a weekend. Such a close contact could be related to the fact that participants were eager to achieve the best possible results from the competition. However, it also indicates that both the supervisors and the supervisees were dedicated. Unfortunately, the data does not reveal whether it was a one-sided interest. It seems that both parties were interested in the end result of the research process.

When it comes to the nature of their relationship or how they communicated with each other then it also varied in teams or pairs. For instance, one supervisor thinks that the supervision process was like a dialogue where both parties were if not to say equal then on the same level: “Seekord küll jah, et et seekord oli ta raudselt dialoog jah et. No ütleme keeleliselt siiski noh olin võib-olla mina seal. Aga noh ütleme selle aines – selles teemas süvitsi oli tema.”

Then again another supervisor who had two supervisees compares how the two processes differed from each other. She said that when she supervised her aim was to be helpful, friendly and “humane”, but she also points out that it was not always possible. She explains that one supervisee was more open and was not afraid to ask questions when something was unclear. For example, “õpilane kes siis kes julgus küsida. Temaga olime pigem võrdväärised, sest et tal oli arusaam oma tööst ja ta oli järje peal et selles suhtes /.../.Ta vajab juhendamist. Aga ta sai nagu kõik selle vastuse põhjal ise tehtud.” As the supervisee was more open, the supervisor also felt that their communication was on an equal and friendly level. In contrast, the other student was shy and reserved, making it harder for the supervisor to understand in what aspects she needed help. The supervisor was worried that even though she did seem interested in the topic, she was not experienced enough to write the paper on her own. “Et ta küll oli tüübilt selline, et ta tahtis iseseisvalt analüüsida, aga kuna ta ei olnud seda varem teinud, siis see päädis sellega, et ta jooksis

vahel kinni.” Although, she wanted to keep an equal collaboration with both of her supervisees, she admitted that at one point she had to address her more rigorously as there was not much time left to write the paper: ”Pigem püüdsin seda võrdne võrdsega, aga samas kui jõudis kätte kiire periood, siis tuli lihtsalt karmimalt sekkuda, et sul on nüüd vähe aega või et‘püüame nüüd järgmiseks korraks sinnani valmis saada.” This student was also described in the previous subsection, because she claimed that at one point she started to postpone the research writing. Contrasting supervisees and supervisors views on how they saw the process, it does seem that there was a certain lack of communication that prevented the student to ask advice from the moment she felt she lost her interest or motivation. Unfortunately, even though the supervisor did notice that once in a while the student got stuck in her writing process, she did not manage to avoid the situation. Furthermore, this supervisor found that with upper secondary school students encouraging them to ask questions so that they would express their thoughts is challenging. She explains that she had to ask a lot of questions so that they would reach a certain conclusion:

Aga keskkooli õpilastega on kindlasti see, et hästi palju peab nende käest küsima, ‘mida sa ise arvad?’ Et noh (3) et nad oskaksid oma mõtteid formuleerida. Sinnani pidi kuidagi jõudma ja, ja /.../ siis tuli neid natukene motiveerida küsimustega. Õigete küsimustega. Et nad siis ise jõuaksid selle selle vastuseni. Või siis või siis mitte nüüd ilmtingimata selle vastuseni, mida ma ootasin. sest et päris tihti oli ka see, et nad vastasid midagi muud. Mis on väga hea mõte ju, teeme nii.”

Although this supervisor was experienced in research writing and also very knowledgeable of the topic, she was not the supervisees' English teacher. It might be that their relationship was affected by the fact that they were not that familiar with each other.

2.3.5. Problems During Supervision Process

This subsection focuses on different problematic aspects that the supervisors encountered during the supervision process. Surprisingly, some supervisors claimed that in

the beginning they had more supervisees, but some of them did not finish their research paper. Some supervisors also talked about their previous supervisees who did not want to be supervised. It is possible that by analysing these problematic cases we can draw some significant conclusions about the overall process.

2.3.5.1. Students who did not finish their research paper

On two occasions supervisees did not finish their research papers. One teacher explained that in the beginning, the student had trouble choosing a topic, later when she did choose a topic she changed it and then had to be away for a while. Finally, when she came back and presented the paper it did not correspond to the structure of a research paper. The teacher herself points out that there was lack of communication between them:

Seal selle [nimetab] tüdrukuga, kes tegigi nagu viltu see ja ma ütlesin, et see ei vasta sellele uurimustöö struktuurile ja siis ta nagu solvus ja ütles, et ma ei ole mitte kunagi uurimustööd teinud. Ma ütlesin, et ega keegi teine polnud ka teinud, aga me suhtlesime, aga sinuga ma ei saanud ju suhelda.

It appears that the supervisee felt that she was mistreated in this situation, because she did not know how to do a research paper, but while other supervisees were in constant contact with the supervisor they were able to learn from her. This case stresses the importance of interaction between the supervisee and the supervisor. Also the fact that the student could not find a topic that interested her right away might have affected her enthusiasm to work on this research paper. The teacher also suggested that she was not genuinely interested in the topic and, therefore, it did not work out: “Et kui ta ei ole ise nagu konkreetset huvitatud, aga samas ta nagu tahaks teha, aga aga ta ei võta seda nüüd kuidagi nii, et ma istun nüüd maha ja hakkan tegema. Ja siis jääb see asi niiviisi ligadi-logadi.”

When another supervisor describes her experience with a student who did not finish

his research paper similar aspects occurred. This student chose a topic that the supervisor had suggested him, but it seemed to the supervisor that he was not interested in the topic. He started to postpone deadlines and until the moment he had so much to do that he did not manage. Finally, when he did something and it was not done correctly, he decided not to participate in the language competition. On the one hand, the reason that he postponed the process could have been that he was not interested in the topic and he lost his motivation to work on this research paper, or, on the other hand, the inability to perform a certain task may have led to procrastination that stalled the overall process and finally the student quitted:

Vot sellega jäigi, et ma ütlesin, et 'tee palun kõik need graafikud ümber' ja siis ta ei jõudnud neid ümber teha. Kodus tal ei olnud seda programmi ja siis üks asi hakkas kuhjuma ja siis see ei saanud seda jne ja ühesõnaga ja nii ta läkski. Aga noh (.) et tähtaegadest kinnipidamine on kõige olulisem.

2.2.5.2. Students who did not want to be supervised

While from the previous subsection it may be concluded that the students did not finish their papers, because they did not know how to or there was some kind of misunderstanding between the student and the teacher, then in contrast, there are also students who do not want be supervised.

Unfortunately, we do not have enough information about these particular cases where students rejected supervision to draw any specific conclusions, nevertheless, if we reflect on the information that we have, then this kind of behaviour could be considered also misunderstanding on the level of roles or supervision concepts. While the teachers thought that the students did not want to be supervised, the students might have wanted to be more independent or less controlled. Supervisee's and supervisor's similar understanding of the research writing process is a key issue for the process to be successful (Kam 1997: 101). The two following quotes illustrate how the teachers saw these processes:

Et kui on see õpilase huvi suurem – ma mäletan üks aasta tegi peaagu praktiliselt üksinda. Tahtis osaleda ja nagu ei (kuulanud) üldse ka, et tal ei ole abi vaja ja noh suht viletsa tegi ja ma üldsegi imestan, et sai vabariigis edasi ja kõik ja puha ja ei lasknud nagu üldse ennast juhendada.

I participated two years ago if I am not mistaken and so two of my students did such kind of work but I am not sure that they were so successful because the topics they chose – really they did it themselves they did not want it is not a good word want. They didn't, so (3) how to say better? They did not have (2) so much of my supervision that time. So they had what they had. Well, and quite probably I could have advise them to do something more successfully they decided that they could do it on their own and I am not sure that they chose the right topic and (1) whatever.

In the first case it is remarkable that the student's research paper was chosen to the second round, therefore, it had to be quite good. It is likely that the supervisor's participation in the process would have helped to improve the overall result. Moreover, the second quote illustrates a similar tendency. Both cases distinctively highlight how important it is for the supervisor to be able to approach students' supervision in different ways. However, it could also be related to relationship issues that can not be discussed here without knowing more about the background of these students and that specific research process.

2.3.6. Teachers' Experience and Preparation in Supervision

When teachers talk about their experience as supervisors and their preparation for supervising then it occurs that even though most of them have at least a few years experience is supervision and also some kind of training, the supervisors do not feel entirely confident about their knowledge and competence. There are teachers who claim that they do not feel confident supervising a research paper, because they lack the necessary preparation for it. One teacher says that she does not feel comfortable supervising:

Uurimustöö on tegelikult ma pean kohe ütlema vahemärkusena. Mitte konkreetselt sellele küsimusele vastates, et see ei ole minu põlvkonna inimestele võib-olla väga (2) me ei tunne ennast selles väga kodus /.../ Et see on selline nišš või õigemini lausa niisugune auk õpetajate ettevalmistuses. Ma mõtlen minu ealistel. Ma mõtlen mitte need, kes tulevad nüüd kooli. Nii et

ühesõnaga ma ei saa öelda et ma oleks väga kogenud selles valdkonnas.

Another teacher also claims that she feels betrayed by the authorities of education, because new reforms were introduced, but the teachers were not prepared for this. In both cases it seems that the teachers already refer to the compulsory upper secondary school research.

There is yet another teacher who says that she feels comfortable supervising the National English Language Competition research paper, but she does not feel confident supervising the compulsory student research. She also points out that some aspects of research are still unclear to her. She has participated in a research writing course, but was not entirely satisfied. It appears that there are different ways to write the research paper (therefore also supervise) and not all methods or procedures work for all supervisors or in every occasion. She explains it as follows:

Niuksed asjalikud juhendajad olid, aga tead sa nemad räägivad seda oma vaatevinklist. Nii nagu nendel on meeldinud seda teha. Ma ei saa üks ühele seda üle võtta, et ma isegi ei. Mul on see Power Point olemas ja ma veel ükspäevgi vaatasin seda veel niiviisi läbi (2) noh (.) tema teeb oma teatud näite põhjal seda, et mis nende koolis nagu töötas, aga seda ei saa niiviisi üldistada, et see töötab igal pool ühte viisi. Et nad lihtsalt ainult nagu rääkisid ka, et noh mingi ideaalvariandis tohutu detailidega ekssole. Nii detailselt ei tee seda tööd mitte keegi. Aga kui sa annad koolitust, siis sa muidugi peadki niukseid detaile andma.

Therefore, it seems that not only is there a lack of training, but there is also a lack of training that corresponds to different needs. Even so, another interesting aspect arises. One teacher who also has relevant experience in supervising for the National English Language Competition claimed that she is a bad supervisor: “Ma olen väga vilets juhendaja /.../ ma olen suhteliselt jätnud selle nende [õpilaste] vastutusse. Kogu selle asja [räägib eelnevatest olukordadest].” However, when she was asked why she thought that happened, she explained that on the one hand, because of the lack of motivation and time, but on the other hand, also because she had no skills. Nevertheless, she realized that she had also learned a lot in those past years and a special course on supervision had been helpful.

Tahtmisest ja ajast. Teine asi ka, et tegelikul ma- kuidas öelda- (4) jah ((vaikselt oma ette, ei ole arusaada, 2 sekundit)) võib-olla oskustest ka siamaani, kuigi meil on olnud kursus ja kõik ja puha ja ma olen ikka väga palju õppinud viimaste aastatega, et ma oskan nüüd ikka palju paremini kui [nimetab mitu] aastat tagasi paljusid asju teha (.) et meil oli see pikk kursus, mida me oma õpetajad siin tegid kursusetööd juhendamisest. See aitas palju (2) siis olen ise teinud läbi neid online kursuseid see *Google is not enough* või midagi sellist, et kuidas allikaid otsida ja jah.

The examples above point to the need of well-prepared and purposeful training.

2.4. Discussion

In the following section the findings will be discussed in the light of the research questions posed in this thesis and also Lee's framework of research supervision.

It appears from the data that the supervisors in the Estonian upper secondary schools do not prefer one specific approach to research supervision. It seems that many of them actually use several different approaches. In reality it is very natural that supervisors merge approaches and use different methods taking into consideration the specific situation (Lee 2012: 133). Moreover, a good supervisor is flexible and is able to accommodate the approaches to different situations and students (Lee 2012: 13). The findings of this study showed that while the teachers use different approaches to supervision, they do not seem to acknowledge that there are different concepts to supervision and therefore do not feel confident in their actions. For example, one teacher explained how she thinks that she is not a very good supervisor as she was not able to follow a plan that she thought would help the students to be successful in research writing:

Ega mina ei pea ennast ideaalseks juhendamiseks – juhendajaks sellepärast, et vaata (3) ma oleks pidanud jube kohe – mul on tegelikult – tead sõltub kõik ikka tegelikult lapsest eksole, kellega sa tööd teed, aga siin paar aastat tagasi mul oli hästi tubli hästi tublid kaks õpilast ja siis ma tegin. /.../ Tegin endale need etapid selgeks. Et ja hakkasingi kohe niiviisi, et kohe, kui nemad tulid, andsin neile selle esimese etapi nõuded, et vot kirjanduse läbi töötamine. Kui see oli kõik tehtud, nad tulid tagasi, siis ma andsin neile välja prinditud selle teise etapi. Seekord ma jätsin selle tegemata sest ma juba ise nagu hakkasin mõtlema, et noh nad peaksid seda kõike juba enam vähem nagu oskama ja kuna aega hakkas nii väheks jääma. /.../ Peab olema see plaan, et siis see läheb rahulikumat, aga kui seda plaani niiviisi kalendri järgi ei ole, siis tahest tahtmatult kõik – inimestel on nii palju tööd ja lapsed on uppunud sellesse õppimisse ja nad kogu aeg lükkavad seda asja edasi.

It appears that the supervisor believes it to be necessary to follow certain steps so

that the research process could be successful, otherwise it would be hard to manage the time and the amount of work that is to be done. According to Lee's framework the teacher is using functional approach. However, in some aspects she approached students on a more personal relationship focused way. She highlighted how she found the research writing important for students' self-development and showed genuine concern when a student was not able to write the paper because of personal affairs. Her supervisee also points out how she felt that the supervisor's cordial attitude was important to her. She says, "Ja siis (2) siis ta (3) ta nagu võtab sellest osa. Väga osavõtlik. Ta ei ütle, et ah tee lihtsalt mingi uurimustöö selle ja selle kohta ja siis sa ise teed, vaid ta on kogu aeg olemas." The teacher herself also acknowledges that she has good relationships with her supervisees, but does not reflect on how this also helps her to achieve a good research writing environment. Therefore, it seems that the teacher is strictly trying to follow a certain supervision model that has worked for her in the past, but does not necessarily do so in every situation or with every student making her doubt about her role and capacity as a supervisor.

Another teacher who tends to keep a very strong control over the research process also claims that she is not a good supervisor. While describing a good supervisor she says that a good supervisor is someone who can motivate the student to do everything on his or her own. Yet, she adds that a good supervisor is also someone who provides a lot of time and is ready to look for sources and teach the supervisee. Therefore, the supervisor seems to acknowledge that there are different approaches to supervision, but she still claims that she was a bad supervisor in the past, because she left the responsibility of writing the work to her supervisees:

Ma olen väga vilets juhendaja. /.../(2) Ma olen suhteliselt jätnud selle nende vastutusse. Kogu selle asja. /.../ Noh, suurepärane juhendaja, noh, tegelikult on suurepärane juhendaja ütleme oleks, see, kes suudab õpilast innustada ja ise mitte midagi ei tee praktiliselt. Ja õpilane teeb ise kõik toredasti ära, aga selleks peab olema vastav õpilane. Aga, aga see, kes viitsib aega pühendada. See on hea juhendaja, kes istub siin hommikuti ja õhtuti, hilisõhtul veel istub, istuvad õpilasega koos ja muudkui aga teevad ja teevad ja otsib kõik allikad välja ja näitab ette

ja. Siis tulevad tulemused, kui sa mingit tulemust tahad.

But according to Lee's framework it is natural that different students are supervised differently. Moreover, the teachers should not consider themselves bad supervisors because they are not always able to provide as much much time to supervision as possible or motivate the student to do more than he or she is willing or capable. However, it could be beneficial for the teachers to reflect on their actions, various situations that they have to handle and types of students they work with to make the supervision process more efficient for both parties. Being aware of different approaches to supervision may help the teachers to reflect on their supervision and therefore be able to successfully supervise different students in different work stages.

The ability and possibility to combine various approaches becomes especially relevant in cases where problems occur in supervision process. For example, problems described in section 2.3.5 seemed to be caused by different expectations and miscommunication. Consciously acknowledging that each student might need a different approach could avoid these situations.

There is reason to believe that teachers' own experience as researchers or supervisees influence their understanding of supervision and their confidence as supervisors. Most of the teachers related their research writing experience with their studies at the university and claimed that they had no experience in research writing or the research writing standards had changed considerably since then. Though, there was one supervisor whose educational background differed from other supervisors as her university studies are quite recent. She also acknowledged that there were different types of researchers and referred to the fact that teachers should consider that the same supervision style was not suitable for every student:

Aga ma üleüldsielt tean, et ongi erinevad uurijatüübid ja et ei tasu sellest heituda, kui et mõni jookseb alguses kinni, et ta võib lõpus avaneda. Ja on ka selliseid uurijaid, selles suhtes

erinevaid, et mõni kirjutab väga hästi. Mõni räägib väga hästi. Et selline multi multi või noh nagu jah multitalentsuse arvestamine on väga oluline aspekt. Et noh, et (1) õpilase motiveerimisel on see väga oluline, et õpetaja hoomaks siis seda, et kellega tal on tegu. Ma tean, et see on jälle mingi lisatöö jne. Aga lihtsalt kui see üks hetk nagu selge on siis aasta aastasse see lihtsalt nagu kujunebki ja näebki erinevaid tüüpe ja oskab nendega nagu edasi liikuda. Et kõikidele ei sobi alati lihtsalt sama juhendamisstiil.

This supervisor's different background could also be illustrated by her different approach to supervision. While enculturation concept could be related very specifically to academic studies and one might expect it to be rather unlikely that a similar approach could be adopted in upper secondary school, then this supervisor approached to supervision also as a sort of a welcoming to research world in general where the supervisor acts as a door opener. In this case, the upper secondary school students can be considered as novice research students in the writing process. The supervisor explained how she, on the one hand, tried to teach her supervisees analytical skills by giving them examples and, on the other hand, how she hoped that her supervisees continue their education in academic studies:

Nagu nende mõttemaailma avada, et nad nagu alguses ka lugesid mingeid minu esseeid läbi, et mingi ettekujutus saada, milline see [eriala] analüüs võiks olla ja (.) noh nad olid mõlemad üsna põnevil ja natuke hirmul. /.../ Et jah, et see, et minu poolt oligi pigem selline lähenemine või avatus sellisele mitmekülgele analüüsile, et mitte lihtsalt tekst teksti kõrval vaid kuidagi avada mingeid muid tasandeid. /.../ mina hästi, jah, pooldan seda analüütilise mõtlemisvõime arendamist juba keskkoolis. Ja erinevates keeltes, sest noh, et teatavasti (.) inglise keel on teaduskeel ja need õpilased, kes läheva – võtavad osa olümpiaadidest lähevad – ma südamest loodan – edasi teadusesse (1) või siis vähemalt omandavad kõrghariduse ja siis neist saavad head spetsialistid.

The example of this supervisor also illustrates the fact that Estonian upper secondary school teachers could benefit from applying Lee's framework in supervising research writing. Even though many of them already use some of the approaches without consciously thinking of using them, there is reason to believe that reflecting on their actions would help them analyze and control the whole process better.

Moreover, the results also show that the supervision approaches that have been developed in a study focused on postgraduate supervision are also applicable in the upper secondary school context. However, certain restrictions have to be observed. Besides

drawing attention to the fact that these approaches should be used in combination as a holistic framework to avoid downsides of each approach, students' experience should be taken into account in research writing and also teacher-student interaction in general. It is clear that the nature of the relationship affects supervision, but it is also relevant to keep in mind that the teacher-student interaction in upper secondary school is different from the academic-student interaction in higher education environment. Nonetheless, Lee's research supervision framework applies to upper secondary school environment in many aspects and therefore, it could be rewarding to take it into consideration while supervising secondary school students or training teachers to supervise.

Finally, there are some limitations to this study. Firstly, the findings show that most of the students participated out of personal interest and desire to develop certain skills. One could assume that the students who participate in national competitions are in terms of motivation and talent different from average upper secondary school students. Therefore, no far-reaching generalisations about the process of research writing and the roles of the supervisee and supervisor in upper secondary school can be made.

Secondly, in order to protect the participants' identities some aspects that seemed to be related to the supervisees' background that also might have had an effect on their experience and opinion could not be discussed in the present study.

Conclusion

The new national curriculum for upper secondary schools that was adopted in 2011 (State Gazette 2011a) introduced a compulsory research writing or project work. While students faced a new requirement in order to finish their studies in the gymnasium, teachers had to adapt to a new job requirement that was supervising research writing process.

To the knowledge of the author of present thesis supervision in upper secondary schools had not been studied previously. Therefore, there was no information on how the students and the teachers adopted their new roles as supervisees and supervisors. Research in academic supervision has shown that supervision does influence the overall process of research writing and student satisfaction (Kam 1997: 113). Furthermore, if the first steps in research writing were earlier taken during undergraduate studies, then now compulsory student research is to become one's first experience in research which emphasises the importance of supervision and supervisors' influence in this process (Wisker 2012: 38). For this reason, it was found essential to study the supervision process in Estonian upper secondary schools. However, research writing has not been an entirely new practice in Estonian gymnasiums as many teachers have supervised their students for national competitions where research writing has also been required. Consequently, it was considered important to incorporate to the study participants of the National English Language Competition 2013/2014 and their supervising teachers.

The aim was to learn how students and teachers understand the process of supervision and their roles in this process. Furthermore, the objective was also to see whether any specific supervision models can be identified in upper secondary school supervision and if there are specific models, how they apply in the given context.

In the literature overview a research supervision framework developed by Anne Lee

(2012) was introduced. It was found to give a solid theoretical foundation to research supervision, because it provided a holistic and multi-dimensional understanding of supervision, offering five approaches to supervision: functional, enculturation, critical thinking, emancipation and relationship development.

The data was collected from semi-structured face-to-face interviews with seven supervisees and five supervisors. Framework analysis was the method that was used to analyse the data.

It was revealed that the students mostly considered practical writing and data analysis as their main responsibilities. The teachers, however, considered teaching the research writing procedures, correcting grammar mistakes and controlling the overall process as their main responsibilities. The main difference that occurred in the responsibilities between supervision pairs was that in some pairs finding literature seemed to be the supervisor's responsibility while in other pairs the supervisee's responsibility.

When it came to identifying approaches to supervision it appeared that all the teachers used a variety of approaches, but they seemed not to acknowledge that different situations and students required different approaches. The need for reflection and self-analysis is apparent as this also helps in coping with problems in research writing process. Furthermore, the teachers did not feel confident as supervisors. It could partly be caused by the fact that they have a very specific understanding of supervision and not being able to follow the familiar supervision path makes the teachers feel uncomfortable. On the other hand, teachers' lack of confidence in supervision also originates from their educational background. Many of them have never written a research paper or if they have, the concept of research writing has changed and the training that they have been provided now has not entirely served its purpose.

All in all, it appears that the framework with five approaches to supervision apply

to a certain extent in Estonian upper secondary schools. There are aspects, such as students' experience and teacher-student interaction that have to be taken into consideration, but it is the hope of the author that the current thesis is helpful both for the teachers who would like to reflect on their supervision process and also for the designers of teacher training courses.

Nevertheless, there are still aspects that need to be further explored. Therefore, a research to study also the supervision process of the compulsory student research would enable to make more far-reaching conclusions about upper secondary school student research supervision. Additionally, an in-depth study about teacher-student interaction in the supervision process could also provide information about research processes that end in failure.

References

- Acker, Sandra, Tim Hill and Edith Black. 1994. Thesis Supervision in the Social Sciences: Managed or Negotiated? *Higher Education*, 28: 4, 483-498.
- Brew, Angela. 2001. Conceptions of Research: A Phenomenographic Study. *Studies in Higher Education*. 26: 3, 271-285.
- Dörnyei, Zoltán. 2001. *Motivational Strategies in the Language Classroom*. New York: Cambridge University Press.
- Dedoose Version 4.12.4. 2014. Web application for managing, analyzing, and presenting qualitative and mixed method research data. Los Angeles: SocioCultural Research Consultants, LLC. Available at www.dedoose.com.
- Eley, Adrian, Rowena Murray. 2009. *How to be an Effective Supervisor : Best Practice in Research Student Supervision*. Berkshire: Open University Press.
- Hatch, J. Amos. 2002. *Doing Qualitative Research in Education Settings*. Albany: State University of New York Press.
- Hewson, Julie, Iron Mill Institute, Devon and Cornwall. 2001. Integrative Supervision: Art and Science. In Michael Carroll and Margaret Tholstrup (eds). *Integrative Approaches to Supervision*. 65-75. London: Jessica Kingsley Publishers.
- Jefferson, Gail. 2004. Glossary of transcript symbols with an introduction. In Gene H. Lerner (ed). *Conversation analysis: Studies from the first generation*. 13-31. Amsterdam: John Benjamins Publishing Company.
- Kam, Booi Hon. 1997. Style and Quality in Research Supervision: The Supervisor Dependency Factor. *Higher Education*, 34: 1, 81-103.
- Kleijn, Renske A.M., Tim Mainhard , Paulien C. Meijer , Albert Pilot and Mieke Brekelmans. 2012. Master's thesis supervision: relations between perceptions of the supervisor–student relationship, final grade, perceived supervisor contribution to

- learning and student satisfaction. *Studies in Higher Education*, 37: 8, 925-939.
- Knight, Peter T. 2002. Face-to-Face Inquiry Methods. In Peter T. Knight (ed). *Small-Scale Research*. 49-80. London: SAGE Publications Ltd.
- Kärtner, Piret. 2011. Institutional Supervision Cultures and Roles of the Supervisor in the Research Supervision Process. *The Estonian Journal of English Studies*, 2: 1, 153-162.
- Lee, Anne. 2012. *Successful Research Supervision: Advising Students Doing Research*. Abingdon, Oxon: Routledge.
- Lee, Anne. 2008. How are doctoral students supervised? Concepts of doctoral research supervision. *Studies in Higher Education*, 33: 3, 267-281.
- Lee, Anne. 2007. Developing effective supervisors' concepts of research supervision. *South African Journal of Higher Education*, 21: 4, 680-93.
- Mainhrad, Tim, Roeland van der Rijst, Jan van Tartwijk and Theo Wubbles. 2009. A model for the Supervisor-Doctoral Student Relationship. *Higher Education*, 58: 3, 359-373.
- Murphy, Noela, John D. Bain and Linda Conrad. 2007. Orientations to Research Higher Degree Supervision. *Higher Education*, 53: 3, 209-234.
- Nelson, Traci Lynne. 2008. Perception Question. In Paul J. Lavrakas (ed). *The Encyclopedia of Survey Research Methods*. 580-581. Thousand Oaks: Sage Publications.
- Ritchie, Jane and Liz Spencer. 2002. Qualitative Data Analysis for Applied Policy Research. In Michael Huberman and Matthew B. Miles (eds). *The Qualitative Researcher's Companion*. 305-30. Thousand Oaks: SAGE Publications.
- Spencer, Liz, Jane Ritchie and William O'Conner. 2003. Analysis: Practices, Principles and Processes. In Jane Ritchie and Jane Lewis (eds). *Qualitative Research Practice: A*

Guide for Social Science Students and Researchers. 199-218. London: SAGE Publications Ltd.

State Gazette. 2011a. Gümnaasiumi riiklik õppekava. [National Curriculum for Upper Secondary Schools] Available at <https://www.riigiteataja.ee/akt/107052013016>, accessed December 30, 2013.

State Gazette. 2011b. Õpilasuurimuse ja praktilise töö ettevalmistamise ning hindamise tingimused ja kord. [Preparation and Assessment Requirements and Procedures for Student Research and Practical Work.] Available at <https://www.riigiteataja.ee/akt/113102011013>, accessed December 30, 2013.

State Gazette. 2011c. Lisa 2. Võõrkeeled. [Appendix 2. Foreign Languages] Available at https://www.riigiteataja.ee/aktilisa/1070/5201/3016/VV2_lisa2.pdf#, Accessed January 15, 2014.

The Gifted and Talented Development Centre of the University of Tartu. 2011/2012. How to write the research project. Inglise keele olümpiaadi arhiiv. [Archive of the National English Language Competition.] Available at http://www.teaduskool.ut.ee/sites/default/files/teaduskool/olympiaad/eesti/iko_2011_12_juhend_uurimistooks.pdf Accessed February 21, 2014.

The Gifted and Talented Development Centre of the University of Tartu. 2013. Inglise keele olümpiaadi arhiiv. [Archive of the National English Language Competition.] Available at <http://www.teaduskool.ut.ee/et/olumpiaadid/inglise-keele-olumpiaadi-arhiiv> Accessed December 30, 2013.

The Gifted and Talented Development Centre of the University of Tartu. 2013/2014. Inglise keele olümpiaad. Juhend. [The National English Language Competition. Instructions.] Available at <http://www.teaduskool.ut.ee/et/olumpiaadid/inglise-keele-olumpiaad>, accessed December 30, 2013.

Wisker, Gina. 2012. *The Good Supervisor: Supervising Postgraduate and Undergraduate Research for Doctoral theses and Dissertations*. Basingstoke and New York: Palgrave Macmillan.

Resümee

TARTU ÜLIKOOL
INGLISE FILOLOOGIA OSAKOND

Kadri Green

Supervisor's and Supervisee's Roles in the Process of Research Writing: The Case of National English Language Competition 2013/2014.

Juhendaja ja juhendatava roll uurimistöö kirjutamise protsessis: 2013/2014 aasta inglise keele olümpiaadi näitel.

Magistritöö

2014

Lehekülgede arv: 68

Annotatsioon

Käesoleva magistritöö eesmärk on uurida, kuidas gümnaasiumiõpilased ja -õpetajad näevad enda rolle juhendatavate ja juhendajate uurimistöö kirjutamise protsessis ning millised juhendamismudelid kehtivad antud uurimistöö kirjutamise protsessis.

Sissejuhatus annab ülevaate uurimistöö kirjutamisest gümnaasiumis ning lisaks põhjendab, miks antud töös uuritakse juhendamise protsessi just inglise keele olümpiaadi kontekstis. Töö esimeses peatükis tutvustatakse juhendamisega seotud uuringuid, kus käsitletakse ka Anne Lee juhendamise mudeleid. Lisaks tutvustatakse esimeses peatükis ka uurimismeetodit, milleks on *framework analysis*. Käesoleva magistritöö raames intervjueriti seitset juhendatavat, kes osalesid inglise keele olümpiaadil, ja viit juhendajat, kes aitasid uurimustöö kirjutamisele kaasa. Intervjuude tulemusi analüüsitakse töö teises peatükis.

Intervjuude analüüs näitab, et õpilased ja õpetajad mõistavad enda rolle üldiselt sarnaselt. Õpilaste vastutusena nähakse peamiselt töö praktilist kirjutamist, andmete analüüsi ja töö kokku panemist. Õpetajate vastusena nähakse peamiselt uurimistöö struktuuri õpetamist, grammatikavigade parandamist ning üleüldist kontrolli töö kirjutamise protsessi üle. Õpilaste ja õpetajate vastused paistsid juhendamispaariti erinevat allikate otsimise puhul – mõned õpetajad ja õpilased pidasid seda õpetajate ja mõned õpilaste kohustuseks.

Lisaks ilmnes, et paljud juhendajad kasutavad endale teadvustamata Anne Lee poolt välja toodud juhendamismudeleid. Ükski juhendaja ei kasuta ühte mudelit, vaid kombineerib omavahel erinevaid mudeleid. Anne Lee (2012: 133) uuringutest selgub, et mudelite omavaheline kombineerimine on lausa vajalik, sest juhendaja peaks olema võimeline kohanduma vastavalt olukorrale ja juhendatava vajadustele. Seega võib arvata, et õpetajad, kes juhendavad gümnaasiumiõpilaste uurimistöid, võivad enda tegevuse selgema mõtestamise abil juhendamisprotsessi muuta lihtsamaks ning efektiivsemaks nii õpilase kui ka enda jaoks. Juhendamismudelid, mis on arendatud magistri- ja doktoritööde juhendamise protsesside põhjal, sobivad ka gümnaasiumi õpilaste uurimistööde juhendamiseks.

Märksõnad: juhendamine, juhendaja, juhendatav, uurimistöö

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina, Kadri Green
(isikukood: 48611246025)

1. annan Tartu Ülikoolile tasuta loa (lihtlitsentsi) enda loodud teose
Juhendaja ja juhendatava roll uurimistöö kirjutamise protsessis: 2013/2014 aasta inglise
keele olümpiaadi näitel,

mille juhendaja on Eva Rein,

1.1. reprodutseerimiseks säilitamise ja üldsusele kättesaadavaks tegemise eesmärgil,
sealhulgas digitaalarhiivi DSpace-is lisamise eesmärgil kuni autoriõiguse kehtivuse tähtaja
lõppemiseni;

1.2. üldsusele kättesaadavaks tegemiseks ülikooli veebikeskkonna kaudu, sealhulgas
digitaalarhiivi DSpace'i kaudu kuni autoriõiguse kehtivuse tähtaja lõppemiseni.

2. olen teadlik, et punktis 1 nimetatud õigused jäävad alles ka autorile.

3. kinnitan, et lihtlitsentsi andmisega ei rikuta teiste isikute intellektuaalomandi ega
isikuandmete kaitse seadusest tulenevaid õigusi.

Tartus, 16. Mai 2014