

Pre-service Physical Education Teachers' Occupational Socialisation through the Field Experience

教育學院體育師訓生於學校教學實習職化過程的探討

Chung LI

*Department of Physical Education and Sports Science
The Hong Kong Institute of Education, HONG KONG*

李 宗

香港教育學院體育及運動科學系



Abstract

This paper is concerned with a qualitative study of how three pre-service physical education teachers who were comparatively less skilful in sports, socialised professionally in their first field experience. It was a part of the two-year study project investigating the occupational socialisation of pre-service physical education teachers in the Hong Kong Institute of Education. With the interpretive paradigm as the conceptual framework, data concerning the professional conceptions, socialising strategies and perceptions on their socialising agents during their first field experience were collected through interviewing and writing of reflective journals. The findings demonstrated a particular socialisation process of this type of recruits. Interestingly, they were found shaping their early belief from “being liked by the pupils” to “being proficient in sports skills and instructional competence” as important requirements for PE teaching after the first field experience. The wash out effect of the field experience on the physical education teacher education programme was particular significant on them. The findings provide information about how a particular group of recruits socialised professionally in their first field experience. In return, such implications can be facilitated positively in teacher education.

摘要

此研究目的是利用詮釋理念，透過會談及反思報告以搜集資料，探討三位運動技能水平較同班學員稍遜之教育學院體育及運動科學系學生之第一次學校教學實習的經歷，藉以瞭解他們的職化過程。在整個教學實習中，他們由初期只深信「取悅學生」之教學手法，逐漸轉化至明白「運動技能水平」及「教學能力」對體育教師教學的重要性。研究結果有助加深了解這類準體育教師的社化過程及教學實習經驗的效果。

Introduction

In recent years, “who the pre-service physical education teachers (PE recruits) are” and “how they socialise from the experience of their physical education teacher education programme (PETE)” have been the concerns of scholars and teacher educators (Bain, 1990; Lawson 1983; Stroot, 1993; Templin & Schempp, 1989; Tinning, 2001). As a matter of fact, PE recruits were found having a variety of partial but firmly held conceptions before joining the PETE. Such biographies were reported affecting

their responses on their PETE and later practices in school (Allison et al, 1990; Curtner-Smith, 1998; Doolittle, et al, 1993; Hutchinson, 1993; Schempp, 1989;).

Within the PETE, teaching experience in school has been regarded as “the most central” and “critical” for PE recruits’ socialisation into the profession (Curtner-Smith 1996; Ocansey, 1992; Pease, 1984). This paper is a part of the longitudinal study of the occupational socialisation of the pre-service PE teachers with its emphasis on the field experience (FE) of a group of

PE recruits who were identified as “less skilful recruits” in the Hong Kong Institute of Education.

The first part of this paper discusses the typology of PE recruits and highlights the characteristics of a particular group of recruits who have been identified as the “insecure recruits” (a group of PE recruits with less skilful in sports). The second part explains the importance of the FE on PE recruits’ occupational socialisation and outlines the analytical framework for the study. It follows with the methodology section and the discussion of the major findings. It ends with the conclusion drawing the overall insights on how the insecure group socialised in the field settings, how they shaped their teacher perspectives and the micro dynamics of FE practices.

Typology of the Pre-service PE Teachers

In the longitudinal study mentioned above, PE recruits are typecast into the athletes, pragmatists, idealists, followers and insecure group (Li, 1997, 2000). They all possessed distinctive orientations and expectations before joining the teacher education programme and such possession seems affecting their perceptions on the PETE accordingly (Li, 2000a).

In this study, three PE recruits who were less skilful in sports when compared with the other types of recruits were studied. They were arbitrarily classified as “the insecure group” because of their relatively low image about themselves and the uncertainty to become PE teachers in the socialisation process. With less custodial in their orientation, they did not have concrete conception about the image of PE teachers and PE teaching. They might choose to act when they thought they would perform well or opt to hide when failure was perceived. It was suggested that they would struggle hard for improving and confirming their identity as PE teachers (Li, 1997; 2000a). This paper intends to follow their socialisation process when encountering with their FE.

The Field Experience

The FE is thought to be the recruits’ main socialising agent. It is the beginning of the “wash-out” effect as suggested by Zeichner and Tabachnick (1981) illustrating the changes in recruits’ perceptions on the relevance of the PETE because of the realities in school. Dodds (1989) describes such experience as the socialisation in field settings.

[It includes] all processes (some deliberate or conscious, others random or unconscious) through which trainees’ present

teaching perspectives are changed through encountering with people and situations in schools...such changes come from a combination of their own agency and that of others, most notably in professional teacher-training programs, their professors and on-site cooperating teachers. (p.82).

There are altogether two FEs for recruits to practise their teaching in secondary schools. They are scheduled at end of their first and second year study respectively. This study focuses on recruits’ experience of their first FE. It should be noted that they have attended a number of academic and curricular modules in the Institute, which acquainted them with basic instructional skills and knowledge concerning PE teaching in school before the first FE.

According to the handbook of the FE (HKIED, 1997) PE recruits are expected to work with the supporting teachers (similar to the terms, cooperating teachers used in the US and mentors in the UK) in teams. They have to socialise the job of PE teachers through observing one another, discussing teaching strategies, working with pupils, participating in school activities, familiarising the functions of the school and reflecting on their teaching experiences. The co-operation and partnership among them is emphasised. The Institute tutors make supervisory visit to each recruit at least once for assessing their suitability of becoming PE teachers. PE recruits who hope to graduate from the Institute have to pass all FEs.

In the past two decades, the FE was found changing PE recruits’ perceptions and attitudes towards children, teaching, (Dodds, 1989; O’Sullivan and Tsangaridou, 1992) teaching effectiveness (Pease, 1987) and the number and range of events observed (Bell et al, 1985) affirmatively. Their knowledge of PE (Curtner-Smith, 1996) and educational ideologies (Templin, 1979) are also enhanced as the result of such experience. The FE facilitates recruits’ shifting of their role from that of students to teachers. Pease (1987) believes that the earlier the arrangement of FE, the easier it is for PE recruits to make a sound decision about their occupational choice.

However, lacking of systematic and organised implementation sometimes hindered the effectiveness of the FE on the socialisation of PE recruits. Too little practical teaching experience for the recruits and poor collaboration between the teacher training institute and the FE schools were reported (Askin, & Imwold, 1994; Bell et al, 1985; Hardy 1995a; O’Sullivan & Tsangaridou, 1992; Placek & Silverman, 1983). Some even commend that FE may not significantly alter the strong impacts of anticipatory socialisation (Allison et al, 1990; Lawson, 1983; Lortie, 1975) but cause

PE recruits to become more negative, custodial and authoritarian (Templin, 1979).

Schempp (1985) and Placek and Dodds (1988) commended that if the socialisation of PE recruits is to be facilitated through teaching experience, the understanding of their conceptions and perceptions is necessary. As a matter of fact, how recruits' preconceived perspectives are shaped and what happens to their particular dispositions during the time spent in the FE are not well-elaborated (Dodds 1989; O'Sullivan, & Tsangaridou, 1992). In response to the above comments, recruits' personal conceptions on their FE would be the main focus in this study.

Methodology

This study is concerned with how three recruits of the insecure group experience their first FE. It is a qualitative study by making use of the interpretive research paradigm as the conceptual framework to see how they attach subjective meaning to their FE. During the research process, the interplay between the researcher and the participants with the awareness of the context are stressed. Thus, the researcher's understanding and professional judgements cannot be excluded from the meaning making process (Bleicher, 1982; Sparkes 1992).

Three recruits with the pseudonyms Chan, Man and Kuen were selected for the study. During negotiating access, their consent was obtained. They were explained with the details of the study, their rights and obligations. All possible means of ensuring their confidentiality were executed. Pseudonyms concerning their actual name, schools and the sports they had involved were employed to protect their anonymity.

Data were collected before and after their FE through semi-structured interviews as suggested by Byra and Karp (2000) and reflective journals drawn upon from Solomon et al (1990). Each recruit was asked to project their anticipated perceptions and their actual experience and reflections before and after their FE respectively. A general interview guide (see Appendix 1 & 2) suggested by Patton (1990) was used as a checklist to make sure that all relevant topics had been covered. They were also required to recall their critical incidents similar to that of Flanagan (1954) in the reflective journals (see Appendix 3 & 4) to describe how they managed the incidents, what the consequences were and how they felt about them in their FE.

Through inductive analysis, all data were transcribed, organised and coded thoroughly. Emerging and recurring themes were identified for content analysis and compared constantly with the

socialisation constructs. During the process, phenomena were interpreted in a wider context of recruits' professional socialisation. It was then interpolated with the data and cross-case analysis. These emerging categories were analysed in the process of "saturate", "abstract", "conceptualise" and "test" with the data in a spiral and back and forth manner as illustrated by Strauss (1987) and Bogdan and Biklen (1992).

"Trustworthiness" and "authenticity" of the data suggested by Guba and Lincoln (1982) were employed to establish credibility and legitimacy of this research. Accordingly, all possible methodological means were adopted. They included direct quotations with participants' own wordings to ensure the depth and authenticity of the data. Translation of the scripts of interviews and reflective journal was undertaken by a PE professional and verified by the participants. Data of the reflective journals were used for cross-checking, validating and triangulating the accounts made by the PE recruits during the interview to ensure that the transcripts were describing their responses truly (Denzin, 1989). The following is the discussion of the major findings:

Discussion of the Findings

From the scripts arising from the interviews and reflective journals, Chan, Man and Kuen were arranged to have their FE in three subsidised secondary schools near their residential areas. They work in teams with other PE recruits under the guidance of supporting teachers. They chose to teach gymnastics, handball, football and athletics in their S1 to S3 classes. Although the schools were recommended to arrange a minimum of four periods of PE per week for each recruit, the teaching load assigned to them ranged from twelve to eighteen lessons. The summary of their teaching assignment is listed below for reference. Three themes namely recruits' professional conceptions, socialising strategies and agents were identified as the result of the inductive analysis.

Table 1. Summary of Teaching Assignment.

Recruits	Class taught	Total no. of PE periods	Teaching content
Chan	Form 1,3	12	Football, Gymnastics
Man	Form 2,3	18	Handball, Athletics
Kuen	Form 1,2	14	Football, Gymnastics

Professional Conceptions

The insecure group shifted their regards from emphasizing on their intuitive conception to stressing on good skill proficiency and instructional competence as important requirements for PE teachers:

Recruits of the insecure group were relatively less skilful in sports when compared with other groups of recruits. With limited sports exposure, their experience in PE, therefore, confined to the PE lessons in school. All of them had a rather vague impression of their secondary school PE teachers as illustrated in their previous study phases (Li, 1997; 2000a). They could hardly recall any of their significant qualities and work. Without much concrete experience, they seemed to rely on acting and thinking as a pupil. It is common that pupils usually associate their "good" teachers with someone who is popular in school. In the interview before the FE, Man just wanted to be liked by his pupils and Kuen thought that he would not have any problems in his coming FE if he was welcome by his pupils. Their perception of the PE teachers from the perspective of the pupils is further illustrated by Chan's dialogue below:

I think the most important thing is to have a good relationship with the pupils or else they won't listen to me. I was a pupil before, so I knew that pupils won't listen to the teacher whom they don't like. (Chan)

Without much deliberation, Chan expressed confidently in the interview before the FE, "I have gone through so many PE lessons during the secondary school. Why should I not teach well?" Man and Kuen also had similar conception that they would not encounter any problems in the coming FE. They viewed PE teaching as the passing down of experience only. Naturally, with limited participation in PE, they could only rely much on their microteaching of the PETE as their professional learning experience. However, they failed to anticipate that such experience was inadequate for the actual dynamics of teaching situations of PE in school. They dreamt that their microteaching experience could easily be transferred to the coming FE. They believed that only if they did not encounter any problems in their microteaching and so would the coming FE be. Man's dialogue extracted from the interview before the FE expressed exactly their intuitive conception:

I think there won't be any problems for me. According to what I have learnt in the microteaching, I won't let them play during the PE lessons if they are naughty. Then, they will behave themselves. (Man)

When encountering with the FE, they experienced the realities of PE teaching. In the reports of the critical incidents in the reflective journals after the FE, they recorded quite a number of pupils' problems including poor discipline (Chan, Man, Kuen), showing no interest in PE (Chan, Man), paying no attention to teacher's instruction (Chan, Kuen) and showing disrespect to the student teacher (Kuen). The reports of their critical incidents written after the FE recorded how they tackled their problems desperately. Kuen's writing below illustrated how his confidence was shattered:

Incidents: *On the first day, I was not welcome by the pupils because I did not look like a PE teacher by appearance. They also laughed at me for I did not speak clearly. I was really frustrated...I did not do well during the volleyball lessons. I could not meet the tutor's requirement...*

How to manage: *I, myself, was not interested in volleyball at all. I practised playing volleyball every evening.*

Consequences: *I felt very bored because I had my practice alone and I could not make much improvement. I tried to make up an excuse for not playing volleyball with them many times.*

Feelings: *I think that I am incapable to become a PE teacher. (Kuen)*

Their worries before the FE were correct. They experienced the kind of hegemonic influence of sports and PE culture in school as suggested by Sage (1990), which favoured those with physical attractiveness and high skill proficiency. The cruel physical culture operated publicly in PE more than other subjects simply because pupils' responses to their PE teachers' instruction in the forms of movement skills were readily observable.

Their inadequacy in sports skill proficiency and unimpressive physical outlook were unable to convince their pupils. They then realised that relying on establishing good relationship with the pupils and aiming just at "being liked" by the pupils were not enough. In the interviews after the FE, all of them were found shaping their professional conceptions concerning the requirement of PE teachers in teaching with "good skill proficiency" and "instructional competence". They thought that impressive demonstration originated from good skill proficiency was important in gaining pupils' acceptance. Instructional task competence related to their teaching capability such as skills and knowledge in instruction, presentation, demonstration and supervision. Chan's dialogue of "a PE teacher teaches in a very different environment from other subject teachers, being friendly, good at sports and giving clear instruction are important criteria for a PE teacher" clearly illustrated his awakening. Man said in an assertive manner, "Good at sports

is important.” Kuen could not agree with his articulation more by saying that:

The PE teacher should be skilful. I asked the pupils the same question. Most of them gave me the same answer. You have to give them clear instruction and good demonstration. If you want to teach them sprinting, you have to run faster than they do. (Kuen)

Unlike the requirements of instructional, managerial, organisational and social task competences that teachers should possess in order to cope successfully with the complex teaching situations as listed by Doyle (1979), Tousignant and Siedentop (1983) and Tinning and Siedentop (1985), recruits of the insecure group only focused on the importance of sports skill proficiency and instructional task competence. It was a kind of professional learning that they gained from their socialisation in field settings.

Socialising Strategies

The adoption of having an impression projection for gaining pupils' cooperation is their major socialisation strategy:

Reflecting from the work of Dodds (1989), socialising strategies are measures and mechanisms that PE recruits adopt to tackle their socialisation experience, in this case, the FE. They may simply be regarded as PE recruits' mode of professional learning within which they acquire their skills and knowledge necessary for PE teaching. On the other hand, they may be viewed as recruits' responses in the form of behaviours for resolving dissonance in their socialising experience.

As revealed in the interviews and the reports of their critical incidents in the reflective journals, recruits of the insecure group were found encountering problems of pupils' discipline and experiencing their inadequacy of skill proficiency and physical image. They were found adopting the socialising strategy of "impression management" in tackling their problems.

All recruits of the insecure group stated in the interview after the FE that they tried to improve their skills in order to have a better demonstration (Kuen). They put on clean and tidy sportswear (Chan). Then they played basketball with the pupils after school (Chan). They talked to them during recess (Chan). They tried to persuade them and even begged them (Man) to be cooperative in class. What they had attempted was to portray a better image to the pupils whom they thought would influence their teaching performance. They demonstrated their skills and behaviour just to compromise with the pupils in order to be taken more favourably and to gain their cooperation.

Consequently, all of them acknowledged that they succeeded sometimes in obtaining the pupils' cooperation. In the critical incidents report after the FE, Chan recorded, "the pupils sometimes showed good responses in class and the lessons were run smoothly occasionally". Man noted, "The situation had been improved a little bit". Eventually, they were capable of completing their FE though encountering a lot of difficulties. To a certain extent, their efforts in solving their problems in PE teaching facilitated their self-understanding. The realisation of their inadequacy during their socialisation in field settings served as a critical change agent in their subsequent socialisation process.

Socialising Agents

The Insecure group addressed the influential role of the supporting teachers as a socialising agent for their socialisation:

The socialising agents might be persons such as the recruits themselves, the supporting teachers, the tutors or the pupils in the schools who had strong impacts on recruits' socialisation process (Dodds, 1989). Recruits of the insecure group perceived the help offered by the supporting teachers differently on their preparation for the FE. At that time, they were still having their intuitive conception of what their FE would be like. In the interviews before the FE, Man expressed his satisfaction by saying that "the teacher helped me a lot" while Kuen acknowledged the positive attitude and recognition that he had received from the supporting teacher. They were all happy to have information concerning their coming PE teaching and the freedom of choosing their teaching content. Such an option enabled them to select from their relatively limited skill proficiency repertoire. On the other hand, Chan complained in the interview before the FE about his supporting teacher for not conducting the PE lessons properly. He worried about the inadequate information simply because he could not reach him again after the first visit.

During the FE, they were quite desperate when encountering with the sport field realities. They had to seek whatever help they could get to survive in their chaotic PE teaching. Naturally, the supporting teachers became their immediate source of support for their survival. In the interviews after the FE, all commended favourably on the help and advice that they had obtained from them. They valued the frequent lesson observations done by their supporting teachers and the constructive suggestions that helped solving some of their problems in PE teaching. They even expressed that just the presence of the supporting teachers would help to stop any disruption in class. Unconsciously, they had opened up their professional learning to the influence of the supporting teachers. Chan originally did not like the supporting teacher but conveyed such feelings in the following dialogue:

When I was teaching, he (the supporting teacher) came to observe my lessons frequently. His presence helped me a lot because the pupils behaved better in front of him. He also offered me valuable comments concerning how the pupils could be managed more effectively. (Chan)

However, they had reservation on the only one supervisory visit organised by their tutors, which was less effective in facilitating their socialisation. Man complained in the interview after the FE, "Not much advice and help were offered by my tutor" and Kuen commended that "Mr. X gave me little advice". Chan offered a full picture on what his tutor's supervisory visit was like:

My tutor came to supervise me once only. He just wrote something in general. "Good demonstration", "good organisation" and "good warming up exercises". They were not useful at all. I found that he could not point out my problem of managing the class. I could even discover the problem myself. He did not need to mention it at all. He could not give me real help. Praise is important but useful suggestions on teaching are necessary for me. I want to make improvement and learn. (Chan)

Drawing upon Pease's (1984) metaphor, some tutors, in their eyes, seemed acting like trouble shooters, much like retail salesmen representing a company and making round trips to the stores in his or her territory to make sure that everything is in order. Accordingly, they completed all their assigned supervisory visits in a hurry and did not have adequate time for the post observation discussion. On the whole, the recruits perceived relatively little impacts concerning their socialisation into field settings.

Conclusion

The weaknesses of the recruits of the insecure group were intensified when encountering with the FE. They tended to use impression management technique by projecting themselves a better image to the pupils. They experienced frustration and dissatisfaction. Such a failure acts as the critical change agent that caused them to readjust their preconception of the requirement of PE teachers in teaching and to open up themselves in the socialisation process. They shifted their intuitive belief of "being liked by the pupils" to practical concerns of "the good skill proficiency and instructional competence". After all, they experienced their professional learning and they were through at last though in the hard way. Unconsciously, they were socialised to the job of PE teachers because of the teaching realities.

The FE may be regarded as deriving from the epistemological basis that teacher education institutes and schools possess two

distinct types of professional knowledge of teaching. They are being the theoretical / propositional knowledge and the craft / practical / process knowledge as suggested by Eraut (1994) and Tang (2001). From the dialogues of the insecure group in the form of episodes relating to instructional tasks, it was found that they attended more to the process knowledge in their professional learning. The experience of practical PE teaching caused them to question the effectiveness of microteaching and practical skill modules that they commended favourably beforehand. The washout effect suggested by Templin (1979) and Zeichner and Tabachnick (1981), of the teaching realities on the PETE, in particular, the microteaching experience, was quite significant. In order to improve the effectiveness of the micro-teaching experience, more sports field realities had to be incorporated so that PE recruits could familiarise and prepare for the actual teaching situation.

Besides, they seldom related their FE with theoretical knowledge that they learnt in their PETE. It is suggested that PE recruits tend to build up their professional knowledge in the forms of organisational, instructional, managerial and social skills and knowledge of PE teaching through attending to their practical experience. It may also be the case that the organisation and implementation of the FE are less effective in transforming PE recruits' possession of theoretical knowledge to its application as procedural one. Perhaps, such process of transformation is difficult to be substantiated through recruits' verbal or written expression. Nevertheless, practical FE serves as an effective and important change agent for the PE recruits in the socialisation process.

Generally, recruits are usually left to sink or swim in schools on their professional learning during the FE. The incorporation of supporting teacher for supervising and working with the PE recruits as a team indicates the intention of the Hong Kong Institute of Education to move the FE from the uni-dimensional to complementary form of institute-school partnership in teacher preparation as suggested by Tang (2001). Such arrangement can shift teaching supervision from "assessing" to "advising" PE recruits' professional learning so that their socialisation process can be facilitated. Unlike the uni-dimensional mode of FE, FE schools under this system are not only the placement sites for recruits to practise their teaching, but also with supporting teachers as co-learners-collaborators-facilitators as identified by Slick (1998).

All recruits of the insecure group perceived the supports offered by the supporting teachers positively. It can be illustrated by the large amount of complimentary remarks on them. "Frequent lesson observations", "constructive suggestions" and "just being presence" in their lesson were commended favourably. They

were means for enhancing PE recruits' professional learning and thus their occupational socialisation process. The findings echo many similar studies in the PE field conducted by Brunelle et al (1981), Paese (1984), Richard (1990), Jones (1992) and Hardy (1995). Obviously, the supporting teachers were the immediate source of backup when some of the recruits came across practical problems related to their teaching. It is the supporting teachers upon whom PE recruits rely on for immediate and regular guidance and ultimately a favourable evaluation both from their pupils as well as their tutors. Unconsciously, the supporting teachers become important agents for PE recruits to socialise the job of PE teachers.

Recruits' remarks on their tutors were generally limited and they exerted less socialising impacts on PE recruits when compared with the supporting teachers. The findings generally disagree with the importance of the roles of the tutors as identified by some researchers (Ocansey et al, 1992; Zimpher et al, 1980). It may relate to the incongruence of the conceptions between the recruits and the tutors concerning the FE (Alvermann, 1981; Applegate, 1985; McBride, 1984; Templin, 1979). Recruits expect practical suggestions such as pupil control and disciplinary techniques that help them survive in the complex school environment while tutors are inclined to put their stress on the desirability of instructional and managerial behaviour of the recruits from learning and teaching theories, and departmental philosophy.

As Hardy (1995a) says, "the process of supervision is a complex area, and the roles and activities are often ill-defined" (Hardy, 1995a, p.168), supervising PE recruits is not a simple task. Moreover, Tang (2001) identifies in her study that the heavy teaching supervision load and other areas of work seriously hindered the tutors of the Hong Kong Institute of Education from maintaining adequate and effective supervision for the recruits. The constraints caused the tutors to adopt the role of "supervisor as overseer" and "supervisor-as-gatekeeper" (Slick, 1998). Obviously, recruits did not prefer such arrangements of supervision and it exerts little socialising impacts on the recruits.

The above analysis illustrates how recruits of the insecure group perceived their socialisation into field settings. The findings of this study phase is hoped to provide some insights for the organisation and implementation of the FE. Obviously, a more careful selection of FE sites for facilitating the positive occupational socialisation of PE recruits is recommended. Such sites should, in part, be determined in relation to the capability of the supporting teachers who can provide suitable support to PE recruits. Evaluation

of the PETE, in particular, the first school experience is necessary. The effectiveness of the micro-teaching experience, the roles and functions of the tutors in the supervisory process, and the collaboration with the supporting teachers and PE recruits have to be reviewed so as to allow the PETE and the tutors to play more influential and positive roles in facilitating PE recruits' professional socialisation in field settings.

References

- Allison, P.C., Pissanos, B.W., & Sakola, S.P. (1990). Physical Education Revisit- The Institutional biographies of pre-service classroom teachers. *Journal of Physical Education, Recreation and Dance*, May/June, 76-79.
- Alvermann, D.E. (1981). The Possible Values of Dissonance in Student Teaching Experiences. *Journal of Teacher Education*, 32(3), 24-25.
- Applegate, J. (1985). Early Field Experiences Recurring Dilemmas. *Journal of Teacher Education*, 35(2), 60-64.
- Askin, J.C., & Imwold, C.H. (1994). The existence of conflicting perceptions in a secondary PE student teaching experience. *Physical Educator*, Late winter, 35-46.
- Bain, L.L. (1990). Physical education teacher education. In W. R. Houston, M.Haberman and J. Sikula. (Eds.). *Handbook of Research on Teacher Education*. New York: Macmillan, p. 758-781.
- Bell, R., Barrett, K.R., & Allison, P.C. (1985). What pre-service PE teachers see in an unguided, early field experience. *Journal of Teaching in Physical Education*, 4, 81-90.
- Bleicher, J. (1982). *The Hermeneutic imagination*. London: Routledge, Kegan & Paul.
- Bogdan, R.C., & Biklen, S.K. (1992). *Qualitative Research for Education*. Boston, MA: Allyn & Bacon.
- Brunelle, J., Tousignant, M.T., & Pieron, M. (1981). Student teachers' perceptions of cooperating teachers' effectiveness. *Journal of Teaching in Physical Education*. Introductory Issue, 80-87.
- Byra, M., & Karp,G.G. (2000). Data collection employed in qualitative research in physical education teacher education. *Journal of Teaching in Physical Education*, 19, 246-266.

- Curtner-Smith, M.D. (1996). The impact of an early field experience on pre-service physical education teachers' conceptions on teaching. *Journal of Teaching in Physical Education*, 15, 224-250.
- Curtner-Smith, M.D. (1998). Influence of biography, teacher education and entry into the workforce on the perspective of first year elementary school PE teachers. *European Journal of Physical Education*, 3(1), 75-99.
- Denzin, N.K. (1989). *The research act*. Englewood Cliffs, NJ: Prentice Hall.
- Dodds, P. (1989). Trainees, field experiences, and socialisation into teaching. In T.J. Templin & P.G. Schempp (Eds.). *Socialization into physical education: Learning to teach*. WCB Brown & Benchmark, p.81-104.
- Doolittle, S., Dodds, P., & Placek, J. (1993). Persistence of beliefs about teaching during formal training of pre-service teachers. *Journal of Teaching in Physical Education*, 12, 355-365.
- Doyle, W. (1979). Classroom effects. *Theory into practice*, 18, 138-144.
- Eraut, M. (1994). *Developing professional knowledge and competence*. Great Britain: The Falmer Press.
- Flanagan, K.C. (1954). The critical incident analysis technique. *Psychological Bulletin*, 51(14), 327-358.
- Graber, K.C. (1989). Teaching tomorrow's teachers: Professional preparation as an agent of socialisation. In T.J. Templin & P.G. Schempp (Eds.). *Socialisation into physical education: Learning to teach*, p.59-80. WCB Brown & Benchmark.
- Graber, K.C. (1991). Studentship in pre-service teacher education: A qualitative study of undergraduates in physical education. *Research Quarterly for Exercise and Sport*, 62, 41-51.
- Guba, E.G., & Lincoln, Y.S. (1982). Epistemological and methodological bases of naturalistic inquiry. *Educational Communication and Technology Journal*, 30, 233-252.
- Hardy, C. A. (1995). The organisation of mentoring in school based initial teacher training courses: perceptions of pre-service PE Teachers. *Bulletin of Physical Education*, 26 (4), 21-24.
- Hardy, C. A. (1995a). Problems in supervision of the practicum. *European Physical Education Review*, 1(2), 163-172.
- The Hong Kong Institute of Education. (1997). *Supported Teaching Practice. Guideline for Schools*.
- Hutchinson, G. (1993). Prospective teachers' perspectives on teaching PE: An overview study on the recruitment phase of teacher socialisation. In S. Stroot (Ed.). *Socialisation into PE. Monograph. Journal of Teaching in Physical Education*, 12(4), 344-354.
- Jones, R. (1992). Student teaching: incidents that lead them to confirm or question their career choice. *Physical Educator*, 49, 205-212.
- Lacey, C. (1977). *The socialisation of teachers*. London: Methuen.
- Lawson, H. (1983a). Towards a model of teacher socialisation in physical education: The subjective warrant, recruitment, and teacher education. *Journal of Teaching Physical Education*, 2(3), 3-16.
- Lawson, H. (1983b). Towards a model of teacher socialisation in physical education: Entry into schools, teachers' role orientation and longevity in teaching. *Journal of Teaching in Physical Education*, 3(1), 3-15
- Li, C. (1997). *Subjective Warrant of Pre-service PE teachers*. Paper presented in the Hong Kong Educational Research Association 14th Annual Conference in Hong Kong.
- Li, C. (2000). "Anticipatory Socialization of pre-service physical education teachers in Hong Kong". *Paper presented in the 8th International Congress on Physical Education and Sport*.
- Li, C. (2000a). Professional socialisation of pre-service physical education teachers in Hong Kong Institute of Education. *Journal of Physical Education and Recreation (Hong Kong)*, 6(2), 15-25.
- Lortie, D.C. (1975). *Schoolteacher: A sociological study*. Chicago: The university of Chicago Press.
- McBride, R.E. (1984). Perceived teaching and programme concerns among preservice teachers, university supervisors and cooperating teachers. *Journal of Teaching in Physical Education*, 3, 36-42.

- Ocansey, R.T.A., Kutame, M.A., & Chepyator-Thomson, J.R. (1992). Promoting critical thinking in student teaching practice. *Journal of Physical Education, Recreation and Dance*, 63(6), 26-28.
- O'Sullivan, M., & Tsangaridou, N. (1992). What undergraduate physical education majors learn during a field experience. *Research Quarterly for Exercise and Sport*, 63(4), 381-392.
- Paese, P.C. (1984). Student teaching supervision. Where we are and where we should be. *Physical Educator*, 41(2), 90-94.
- Paese, P.C. (1987). Analysing the perceptions and teaching effectiveness of pre-service interns. *Physical Educator*, Fall, 349-354.
- Patton, M.Q. (1990). *Qualitative evaluation methods*. London: Sage.
- Placek, J.H., & Silverman, S. (1983). Early field teaching requirements in undergraduate PE programmes. *Journal of Teaching in Physical Education*, 2, 48-54.
- Placek, J.H. and Dodd, P. (1988). A critical incident study of pre-service teachers' belief about teaching success and non-success. *Research Quarterly*, 59(4), 351-358.
- Richard, G.L. (1990). Student teaching supervision- A dyadic approach. *Journal of Physical Education, Recreation and Dance*, April, 85-87.
- Sage, G.H. (1990). *Power and ideology in American sport. A critical Perspective*. Champaign, Illinois: Human Kinetics.
- Schempp, P. G. (1985). Becoming a better teacher: An analysis of the student teaching experience. *Journal of Teaching in Physical Education*, 4, 158-166.
- Schempp, P. G. (1989). Apprenticeship-of- observation and the development of physical education teacher. In T.J. Templin & P.G. Schempp (Eds.). *Socialisation into physical education: Learning to teach*, 13-38. WCB Brown & Benchmark.
- Slick, S.K. (1998). The university supervisor: A disenfranchised outsider. *Teaching and Teacher Education*, 14(8), 821-834.
- Solmon, M.A., Worthy, T. and Lee, A.M. (1990). Teacher role identity of student teachers in physical education: An interactive analysis. *Journal of Teaching in Physical Education*, 10, 188-209.
- Sparkes, A.C. (1992). Validity and research process: An exploration of meanings. *Physical Education Review*, 15(1), 29-45.
- Strauss, A.L. (1987). *Qualitative analysis for social scientists*. Cambridge, UK: University of Cambridge Press.
- Stroot, S. (1993) (Ed). Socialisation into PE. Monograph. *Journal of Teaching in Physical Education*, 12(4), 344-354.
- Tang, Y.F.S. (2001, June). *From the supervisory dyad to student teaching triad: Are we prepare for this move?* Paper presented at the Symposium on Field Experience, The Hong Kong Institute of Education, Hong Kong.
- Templin, T. J. (1979). Occupational socialisation and the physical education student teacher. *Research Quarterly*, 50, 482-493.
- Tinning, R. (2001). A review of research on physical education teacher and coach education. 1998-2000. *International Journal of Physical Education*, 38(1), 3-17.
- Tinning R., & Siedentop, D. (1985). The characteristics of tasks and accountability in student teaching. *Journal of Teaching in Physical Education*, 4, 286-299.
- Tousignant, M., & Siedentop, D. (1983). A qualitative analysis of task structures in required secondary PE classes. *Journal of Teaching in Physical Education*, 3(1), 47-58.
- Zeichner K.M., & Tabachnick B.R. (1981). Are the effects of the university teacher education 'washed out' by school experience? *Journal of Teacher Education*, 32(3), 7-11.
- Zimpher, N.L. DeVoss, G.G., & Nott, D.L. (1980). A closer look at university student teacher supervision. *Journal of Teacher Education*, 31(4), 11-15.

Appendix 1. The Interview Guide before the First FE

- 1 Information concerning the coming FE?
 School?
 Classes taught?
 Content selected?
 The support received from the school, the Institute, the supporting teachers?
 Fellow student teachers and Institute supervisors?
- 2 Perceived functions of the FE?
- 3 Perceived problems?
- 4 Expectations and Feelings about the FE?
- 5 Perceived strengths and weaknesses?
- 6 Perceived characteristics of successful lessons?

Appendix 2. The Interview Guide after the First FE

- 1 Successful and unsuccessful/ happy and unhappy incidents of the last FE?
- 2 Differences between what was expected and what had happened during the FE?
- 3 Impressions on the FE school ? classes taught ?
- 4 The kind of preparation during the FE?
- 5 Functions and values of the FE?
- 6 Learning during the FE?
- 7 Changes in perceptions, feelings and attitude towards the FE?
- 8 Confidence in teaching the subject?
- 9 Image of a PE teacher?
- 10 Future plans?

Appendix 3. The Sample of the Reflective Journal before the FE

Name: _____

- 1 What do you think about the coming field FE?

- 2 What are the significant functions of the coming FE?

- 3 What are you going to achieve in the coming FE?

- 4 What characteristics do you think a good and successful PE teachers should be?

- 5 What characteristics do you think a successful lesson should be?

6 Identify your strengths and weaknesses for the coming FE?

Strengths?

Weaknesses?

7 What do you expect from

i/ The institute?

ii/ The FE School?

iii/ Your tutor?

iv/ The School Supporting Teachers?

vii/ Your Peer Student Teacher?

8 What are the difficulties that you are going to encounter during the FE?

Appendix 4. Reflective Journal after the FE

1 Concrete Experiences during FE including:

i/ successful and unsuccessful , and

ii/ happy and unhappy experiences?

2 Major differences in expectations before and after engaging in the student teaching including ?

i/ pupils / classes taught

ii/ schools / impression

iii/ tutors and

iv/ student teachers themselves.

3 Critical incidents/ difficulties encountered during the FE?

4 How could you manage?

5 What were the consequences?

6 How did you feel?

7 The kinds of support received from the following during the FE?

i/Tutors? ii/ The Institute? iii/ Supporting teachers? iv/ FE School? v/ Others

8 The values and functions of the FE?

9 Arrangement of the PETE programme for preparing the FE?

10 Learning from the FE?

11 Identifying strengths and weaknesses as the result of the FE?

12 Characteristics of a PE Teacher?

13 Feelings , attitudes, perceptions after the FE?
