



The Role of English Language Supervisors as Perceived by English Language Teachers

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Abstract

The main purpose of the present study is to assess the factual role played by the English language supervisors at primary schools based on the perception of English language teachers. The population of the study consists of all English teachers at primary schools in Maysan city (i.e. countryside). The sample of this study were 69 teachers (female and males) responded to twenty five items of questionnaire. On the basis of the results of this study, some conclusion and recommendation were made.

Keywords: supervision, educational supervisor

دور مشرفي اللغة الانكليزية كما يراه معلمي اللغة الانكليزية معلمي اللغة الانكليزية في المرحله الابتدائيه

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الغرض الرئيسي من الدراسة الحالية هو لتقييم واقع الدور الحقيقي الذي يمارسه مشرف اللغة الانكليزية في المدارس الابتدائية لمحافظة ميسان استنادا الى وجه نظر معلمي اللغة الانكليزية في هذه المدارس . تكون مجتمع الدراسة الحاليه من جميع معلمي اللغة الانكليزية لمركز محافظه ميسان وكان عددهم ٨٤ (ذكرا وانثى). وقد اختار الباحثان المجتمع الاصلي ليكون ممثلا لعينه بحثهم ، علما ان عدد افراد عينه لهذا البحث اصبح ٦٩ بعد اخذ عشره افراد من عينه لغرض العينه الاستطلاعيه وكذلك حذف خمسه افراد من المجتمع الاصلي لانهم في اجازته دراسيه وزع الباحثان الاستبيان على عينه ، وكان عدد فقرات الاستبيان ٢٩ فقره ضمن اربعة مجالات وهي: مهمه المشرف التربوي، اهداف الاشراف التربوي، ممارسات المشرف التربوي وكذلك تطوير المعلمين مهنيا . وعلى ضوء نتائج هذه الدراسة قدمت بعض النتائج والتوصيات

1. Statement of the Problem:

The last few decades have witnessed significant development with regard to the educational (instructional) supervision. Many educators deal with the role of supervisors in education process. (Sergiovani and Strat,1988 :36) state that the lack of clarity of the educational supervisory concepts is attributed to the existence of different educational philosophies as well as to the extending scope of supervisory practices and purposes. To the best of the researchers' knowledge, no investigation has been conducted in attempt to study the factual role played by English language supervisors at primary schools to develop the efficiency of primary school teachers.

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1.1 Aims of The Study

The study aims at:

1. Identifying the role of English language supervisors in the developing of teachers' efficiency at primary schools.
2. Investigating the factors that impeded the task of the English language supervisors in the educational process.

In order to achieve these aims, this study attempts to answer the following questions:

- 1- What is the factual role played by the English language supervisors at primary schools as perceived by the English language teachers i.e males and females of these schools.
- 2- Do the educational supervisions play the required role in the development of teachers' requirements at primary schools?

1.2 Limits of the study

This study is limited to the investigation the factual role played by the English language supervisors as perceived by the English language teachers at primary schools of Maysan country side in the year of 2012-2013.

2. Educational Supervision:

There is no agreement on the precise definition of the term 'educational supervision' due to certain differences in orientations, perceptions, comprehension and familiarity with aspects of the framework and also analysis of its content. To illustrate that point, (Allan ,1960:43) describes 'educational supervision' as a set of duties and a comprehensive process which aim to help teachers to develop their profession to achieve their pedagogical objectives while (Daresh ,2001:25) defines this term in a more comprehensive way as a dynamic process that leads to studying and improving all factors that affect the education situation. On the other hand, according to (Kilminster et al,2007: 2), educational supervision is the provision of guidance and feedback on matters of personal, professional and educational development in the context of trainee's experience taking place.

Defining supervision is not a simple task. The field has "a variety of sometimes incompatible definitions, a very low level of popular acceptance, and many perplexing and challenging problems" (Anderson, 1982:181) notes that "even the terminology of supervision causes discomfort and weakens allegiance" (ibid:187).



In some situations, supervision has been defined for legal and contractual purposes. For example, according to (Hazi ,1994:199). New Jersey law defines a supervisor as “any appropriately certified individual assigned with the responsibility for the direction and guidance of the work of teaching staff members.” In that context, supervision is defined by the administrative code and is “legally synonymous with evaluation”(ibid:203).

A broader definition comes from(Daresh ,2001:25), a general education author, who says that “supervision is a process of overseeing the ability of people to meet the goals of the organization in which they work.” He stresses that supervision should be seen as a process rather than as a professional role.

Goldsberry,(1988:1)defines supervision as “an organizational responsibility and function focused upon the assessment and refinement of current practices”. He also notes the hierarchical nature of supervision:“Because it is an organizational responsibility, it necessarily involves interaction between an organizational superordinate and a subordinate –meaning that legitimate authority for decision-making resides with the supervisor” (ibid:2).Educational supervisors are responsible for the appraisal, assessment and support of postgraduate teacher trainees.The supervisor will maintain an overview of the learner’s performance and career progress (Chambers,2000:78).

2.1 Role of an Educational Supervisor

The principal duty of the Educational Supervisor is to teach, both within the formal context of the one-to-one tutorial and in the broader framework of teaching by example.

The Educational Supervisor is often in the best position to assess the teachers' needs. Through the various processes of assessments and tutorials these needs can be identified, discussed and hopefully satisfied. The best Educational Supervisors will not apply the ‘do as I do’ philosophy, but encourage their teachers to develop their own personal skills and attitudes. This is an active process which requires the Educational Supervisor to possess certain qualities:

- _ a willingness to teach
- _ an ability to communicate successfully
- _ a self-awareness
- _ a perception of the feelings of others (Anderson,1982:67).

2.2 Characteristics of the Educational Supervisor

From Bailey’s point of view(2006:23), the modern educational supervision is characterized as follows:

- It is a technical process which aims to improve teaching and learning through the care, guidance and simulation of continued development for not only teachers but also any other person having an impact on the educational context.
- It is a consultation process, based on respect for the opinion of teachers who are mainly affected by the work of supervision.



- It is a collaborative process in different stages since it welcomes various views that represent the proper relationship between the supervisor and the teacher so as to address the educational problems and find appropriate solutions.
- It is an academic process which encourages research and experimentation whose results can be used to improve setting and achieving clear, observable and measurable objectives in the educational setting.
- It is a leadership process which requires the supervisor to have the ability to coordinate teachers' efforts by aiming to achieve the teaching objectives.
- It is a humanitarian process in which the supervisors recognize the value of individuals as human being so that they can build a mutual trust between themselves and the teachers and know the exact and varying capacities of each teacher they deal with.

By considering all these dimensions, a series of functions are possible to be defined (Salaman, 1995:54; Brown and Bourne,1995:43; Smith,2005:32), which are grouped into six main categories stated as follows:

- Development of curricula
- Supervision and organization of the educational setting
- Supervision of the teachers' professional development
- Supervision of the teaching methods and techniques
- Supervision of the novice teachers
- Evaluation of the educational process.

2.3 Significance of Educational Supervision

The spread of education rapid, growth of the number of students and teachers, and the developments influencing the style and the purpose of educational supervision as a technical process through helping the teachers promote their professional growth.

Whiles and loves,(1975:15)state that the significance of educational supervision stems from the various purpose and it is roles in charge of in upgrading the teacher's competencies so as to improve the teaching process. Another sources of significance is the ability of educational supervision to (and concern with) diagnosing the strength and the weakness of the teaching process, which along with the proposing the suitable remedies constituted the core and essence of evaluating the whole teaching learning process.

3. Population and Sample Selection

The population of the study consists of nearly all school English teachers in Maysan city. The population of the study is 84 male and female teachers. The researchers select the whole population to be the sample of this study. Ten teachers are chosen to be a pilot study, fifth teachers are excluded, because they are in scholarship therefore, the total number is 69 male and female.

3.1 Construction of the Questionnaire

The researchers construct a questionnaire which suits their study .The questionnaire is distributed into four area (i.e. supervisory tasks, supervisory objectives, supervisory practices,and professional development .Data in these



questions have been treated statistically as follows: each item which is assigned “good” takes (3), each item which is assigned “fair” takes (2), each item which is assigned “bad” takes (1). See table(1). The following questions include a suggestion items for this study.

Table(1)
The Constructed Questionnaire with its Area and items

No	Item	Good	Fair	Bad
Supervisory tasks				
1-	Informs English language teachers of amendments inserted on the curriculum.			
2-	Co-operates with teachers in evaluating English curriculum in order to develop it.			
3-	Co-operates with teachers in developing various techniques to improve class administration and overcoming students behavioral problems.			
4-	Helps the teachers in determining the learning difficulties and reposing methods overcoming them.			
5-	Co-operates with the teachers in promoting student's positives attitudes towards learning English.			
6-	Follows-up the principal's remark concerning the teacher's performance in the classroom.			
7-	Helps the principals in overcoming administrative difficulties and in dealing with teachers.			
8-	Urges the principals to use various techniques to motivate the teachers in order to motivate their performance.			
9-	Participates with administer in solving some problem that face the teachers inside the schools.			
10-	Co-operates with the teachers in analysis some problems that are related to the curriculum itself			
Supervisory objectives				
11-	Acquaints the teachers with aims of English teaching of the primary schools and how they can be related to the local environment.			
12-	Assists the teachers in preparing their lesson plan.			
13-	Helps the teachers in analyzing the units of English book to find out whether they are suitable to achieve the general goals of the curriculum.			
Supervisory practices				
14-	Cries out sudden classroom visits to evaluate the teachers performance.			
15-	Holds meeting with school principal before and after			



	caring out the classroom visit.			
16-	Draws the teachers' attention to any deliberate negligence in his/her performance.			
17-	Compels teachers to use specific techniques in teaching English.			
18-	During the post- visit conference the supervisor concentrate on the discussing of major notes only.			
19-	Holds educational workshops to train teachers on operating and the use of appropriate teaching aids			
20-	Holds regular meeting for English teachers to discuss the teaching difficulties and propose methods of overcoming them.			
21-	Concentrate on teachers' mistakes only.			
22-	Listens to the some difficulties and problems that face teachers and make salutations for them.			
23-	Makes critical judgments and concentrate on teachers mistakes.			
24-	Determines important points and discuss them with teachers during its visit.			
Professional development				
25-	Clarifies to the teachers the importance of feedback and reinforcement in the teaching process,			
26-	Prompts the teachers' positive attitude towards teaching English.			
27-	Attempts to upgrade the teachers' educational aptitude through participate in different training course.			
28-	Helps the teachers to develop their ability to speak correct and fluent English.			
29-	Works with teachers to determine the students' needs.			

3.2 Pilot Study

Ten teachers are chosen randomly in this study in order to find out the appropriateness of the questionnaire items to the field of this study. As a result of this pilot study, a few modifications made to the questionnaire items.

3.3 Questionnaire Validity:

Best , (1981: 153) states that "validity is that quality of data -gathering instrument or procedure that enables it to determine what it was designed to determine ."

Face validity is the best type of validity in case of self-rating(Nunnally,1972: 353).



(Eble,1972:410) adds that face validity is used by asking experts to decide whether the statements represent the features, we want to measure.

3.4 Reliability:

Brown,(1987:221) regards reliability as" the careful specification of analytical scoring instrument that can increase scorer's reliability".In order to check the reliability of the adopted questionnaire, a sample of teachers must choose from the original population of this study. Data obtained by the researcher himself and another observer have been statistically correlated to each other by using person correlation coefficient.

3.5 Administration of the Questionnaire:

After the questionnaire has gained its validity and reliability qualification, it has been applied to the selected sample of this study .Therefore the researchers have distributed the questionnaire to the sample so as to compute the Supervisory task, Supervisory objectives, Supervisory practices and Professional development .Later on the questionnaires are collected to be calculated.

3.6 The Statistical Tools:

The following statistical means have been used to achieve the aims of this study:

1-Percentage

2-Pearson Correlation Coefficient:

$$R = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

3-Weighted Mean (Fisher formula)

$$X W = \frac{N_1 x_1 + N_2 x_2 + N_3 x_3 + \dots}{N_1 + N_2 + N_3 + \dots}$$

4. Analysis of Results

At the end of this study and in order to realize its aims , the collected data have been analyzed statistically after the administration of the questionnaire to the sample of this study.

4.1 Supervisory Tasks

The educational supervisors didn't perform their tasks properly in this area. This fact is manifested from table (2) since the average weighted mean is (0.81) which is less than the theoretical mean (1.00).However their tasks are performed very well in items with numbers 5, 7 and 10 namely:" co-operates with the teachers in promoting student's positives attitudes towards learning English", "helps the principals in overcoming administrative difficulties and in dealing with teachers", and " co-operates with the teachers in analysis some problems that are related to the curriculum itself. ". See table (2)



Table (2)
The Ranking Order and the Weighted Means of the Items Related to
Supervisory Tasks

Item No.	Item Rank	Item Content	Weighted Means
10	1	Co-operates with the teachers in analysis some problems that are related to the curriculum itself.	1.2
7	2	Helps the principals in overcoming administrative difficulties and in dealing with teachers.	1.00
5	3	Co-operates with the teachers in promoting student's positives attitudes towards learning English.	1.00
3	4	Co-operates with teachers in developing various techniques to improve class administration and overcoming students behavioral problems.	0.99
4	5	Helps the teachers in determining the learning difficulties and reposing methods overcoming them.	0.87
9	6	Participates with administer in solving some problem that face the teachers inside the schools.	0.81
1	7	Informs English language teachers of amendments inserted on the curriculum.	0.76
6	8	Follows-up the principal's remark concerning the teacher's performance in the classroom.	0.64
8	9	Urges the principals to use various techniques to motivate the teachers in order to motivate their performance.	0.45
2	10	Co-operates with teachers in evaluating English curriculum in order to develop it.	0.41
Average			0.81



4.2 Supervisory objectives

It is clear from table (3) that the educational supervisors know their objectives over the educational process and teacher's needs since the average weighted mean is (1.2) which is above of the theoretical mean (1.00). Nevertheless the educational supervisors didn't achieve their goal very well in item (13) since the weighted mean is (0.89) which is less than theoretical mean (1.00). This item means " helps the teachers in analyzing the units of English book to find out whether they are suitable to achieve the general goals of the curriculum".

Table(3)

The Ranking Order and the Weighted Means of the Items Related to Supervisory Objectives

Item No.	Item Rank	Item Content	Weighted Means
12	1	Assists the teachers in preparing their lesson plan.	1.8
11	2	Acquaints the teachers with aims of English teaching of the primary schools and how they can be related to the local environment.	1.1
13	3	Helps the teachers in analyzing the units of English book to find out whether they are suitable to achieve the general goals of the curriculum.	0.89
Average			1.2

4.3 Supervisory Practices

It is obviously from table(4) that the educational supervisors practices toward the teachers of primary schools in this area are unacceptable in general since the average weighted mean is (0.69) which is less than theoretical mean (1.00). Items of this area are distributed as follow: 15, 17, 18, 21 and 24 respectively which deal with " holds meeting with school principal before and after caring out the classroom visit", " compels teachers to use specific techniques in teaching English", "during the post- visit conference the supervisor concentrate on the discussing of major notes only," concentrate on teachers' mistakes only." "and" determines important points and discuss them with teachers during its visit". These items have the weighted means which are more than theoretical mean (1.00), whereas items with numbers 14, 16, 19, 20, 22 and 23 respectively have the weighted means: 0.67, 0.12, 0.21, 0.1, 0.25 and 0.20 which are less than theoretical mean (1.00). See table(4).



Table(4)
The Ranking Order and the Weighted Means of the Items Related to Supervisory Practices

Item No.	Item Rank	Item Content	Weighted Means
15	1	Holds meeting with school principal before and after caring out the classroom visit.	1.4
18	2	During the post- visit conference the supervisor concentrate on the discussing of major notes only.	1.3
24	3	Determines important points and discuss them with teachers during its visit.	1.3
17	4	Compels teachers to use specific techniques in teaching English.	1.1
21	5	Concentrate on teachers' mistakes only.	1.00
14	6	Cries out sudden classroom visits to evaluate the teachers performance.	0.67
22	7	Listens to the some difficulties and problems that face teachers and make salutations for them.	0.25
19	8	Holds educational workshops to train teachers on operating and the use of appropriate teaching aids.	0.21
23	9	Makes critical judgments and concentrate on teachers mistakes.	0.20
16	10	Draws the teachers' attention to any deliberate negligence in his/her performance.	0.12
20	11	Holds regular meeting for English teachers to discuss the teaching difficulties and propose methods of overcoming them.	0.1
Average			0.69

4.4 Professional Development

Table (5) states that the professional development that make by educational supervisors is acceptable in general since the average weighted mean is (1.00) which is equal to the theoretical mean (1.00). Items of this area are distributed as follow: Items 25 and 29 have the weighted means 1.2 and 1.2 which are above of the theoretical mean (1.00), whereas items 26, 27 and 28 respectively which mean "prompts the teachers' positive attitude towards teaching English", "attempts to upgrade the teachers' educational aptitude through participate in



different training course" and "helps the teachers to develop their ability to speak correct and fluent English" have the weighted means: 0.91, 0.80 and 0.90 which are less than theoretical mean (1.00). See table.(5).

Table (5)
The Ranking Order and the Weighted Means of the Items Related to professional Development

Item No.	Item Rank	Item Content	Weighted Means
25	1	Clarifies to the teachers the importance of feedback and reinforcement in the teaching process	1.2
29	2	Works with teachers to determine the students' needs.	1.2
26	3	Prompts the teachers' positive attitude towards teaching English.	0.91
28	4	Helps the teachers to develop their ability to speak correct and fluent English.	0.90
27	5	Attempts to upgrade the teachers' educational aptitude through participate in different training course.	0.80
Average			1.00

Conclusions:

- 1-There is a clear shortcoming in the tasks of educators supervisors and this will directly reflect on the teachers performance at primary schools.
- 2-The educators supervisors know the goals of educational supervision over the teachers and educational process.
- 3-There is no attention for the application of educational supervision priorities toward the teachers in the primary education that followed by the supervisors themselves.
- 4-It is clear that the educational supervisors try to play an active role for developing the professional development of the teachers in the primary education.

Recommendations:

- 1-The education supervisor should perform his task honestly and this will reflect on the performance of teachers at primary schools, moreover this will also improve the educational process in general.
- 2-There is an urgent need to apply the policies of educational supervision since the supervisors know the goals of education supervision in the primary education.



3-The educational supervisor should apply more attention to the priorities of educational supervision so as to enable the teachers to be more efficient in their profession.

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