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**COLLEGE OF SOCIAL SCIENCES AND LANGUAGES**

**DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**

**POST GRAGUATE STUDIES IN TEACHING ENGLISH AS A FOREIGN LANGUGE**

**ASSESSING THE PRACTICES OF EFL TEACHERS SUPERVISION: THE CASE OF  
KOREM AND BIRUH-TESFA SECONDARY SCHOOL**

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## Abstract

Supervision is believed to be improving the quality of education at all level. To this end, this study was aiming at assessing the practice EFL teacher's supervision in the case of Korem and Biruh Tesfa secondary school, Tigray regional state. To address the objective of this study, the research was used both primary and secondary source of data complemented of both qualitative and quantitative approaches. Furthermore, this study used descriptive research design to assess the practice of EFL teachers supervision in the study area . For the sake of data collection, this paper used class room observation, Questionnaire, interview and focus group discussion to collect data from 35 participants whom they were EFL teachers, principals and head of woreda education office using available sampling techniques .This study come up with a finding that EFL teachers were not properly supervised due to lack of awareness and attitude of teachers towards the importance of supervision and supervisors were making classroom observation without having check list at hand . on the top of this , this paper conclude that supervision practice is not accomplished in line with the necessary assumptions of supervision practice . Finally this paper recommends, as EFL teachers supervision is essential for professional development , hence , the teachers should have was ingness to make EFL supervision for their profession development.

### **Key words**

EFL teachers, teacher professional development, practice, secondary school, Supervision,

# 1. INTRODUCTION

## 1.1 Background of the Study

Education can be considered as a base for development of the human society. According to MOE (1994:1), education is a process by which man transmits his experience, new findings, and values accumulated over the years in his struggle for survival and development through generations. As stated by Tekeste (1990:27), education holds the key to social, economic and political development. To cope with changing needs and technology, therefore, great attention should be given to education in general and activities of school in particular.

Teachers are key change agents in the schools established to fulfill the needs of the society. According to Ayalew (1991:1), whatever curriculum change is introduced and whatever reforms are made all was be no avail without qualified and committed teachers. This indicates that improvement of schools was not be accomplished without improving teachers personally and professionally. Therefore, the government of Ethiopia initiated a package program “Ethiopian Teachers Professional Development Program Blue Print” in June 2007 that encompasses the issues of teachers, principals and supervisors among others (MOE, 2007).

To make teachers effective and efficient members of the system for which they are working at school level, there should be a mechanism to provide a professional support and to co-ordinate their efforts. To serve this purpose, educational supervision is a means by which systematic and continuous process of improving the effectiveness of teachers in their teaching performance was take place. 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. Gold berry defines supervision as “an organizational responsibility and function focused upon the assessment and refinement of current practices”(1988:1).He also notes the hierarchical nature of supervision: “Because it is an organizational responsibility, it necessarily involves interaction between an organizational super ordinate and a subordinate meaning that legitimate authority for decision-making resides with the supervisor” . In the context of the U.S. child welfare system, Gambrill and Stein (1983) say effective supervisors are those “who help their staff help their clients in a manner that maximizes

positive consequences for all” (p. 7). In a similar way, effective language teacher supervisors help language teachers help students in order to maximize learning and positive attitudes. .

There are some specific definitions on EFL supervision. For instance, Wallace (1991:107) states that a supervisor is “anyone who has the duty of monitoring and improving the quality of teaching done by other colleagues in an educational situation”. Gebhard (1990) says that “language teacher supervision is an ongoing process of teacher education in which the supervisor observes what goes on in the teacher’s classroom with an eye toward the goal of improved instruction” (1990a:1).

ELT classroom observations nowadays, however, have emphasized the need for holding more developmental than judgmental view in classroom observations. The main purpose of observations is not to judge subjectively what is good and bad teaching, but to work with the observer to explore and identify the limitations as well as the positive aspects in a class, thereby promoting the observes critical thinking and professional growth. Nunan (1989, p. 76) also holds that since classrooms are “where the action is”, spending time looking in classrooms can enrich our understanding of language learning and teaching.

Different scholars have viewed teachers’ professional development from different standpoints. Richards and Farrell (2005, p.1) assert that ‘professional development is next step when once teachers’ period of formal training is over’. Craft (1996, p. 6) says ‘professional development is sometimes used to describe moving teachers forward in knowledge or skills’. What Reimers-Villegas says is that TPD should move towards achieving ‘double roles of teachers’, that is to say, both subject and object of educational reforms. Firstly, teachers are the object of the educational reform. This means their professional development should be considered. They should be brought in such activities which help them ensure their professional development. Secondly, they are the objects of the educational reform. This means by their involvement they are responsible to bring changes in their classroom in particular and in education at large. They was be expected to be professionals and to play the role of change-agents. In our context as well we ‘outsiders’ are expecting this kind of dual roles of teachers from the TPD program. We expect to change teachers’ role from technicians to classroom researchers to equip them with the skills to deal with their own pedagogical problems in their own settings. It is not always possible to bring teachers in the Educational Training Center (ETC), Lead Resource Center (LRC), and Resource Center (RC) to discuss all the issues they have. Therefore, if they are able to carry out action researches, they can solve their own problems. This is what we expect from our teachers.

## 1.2 Statement of the Problem

Instructional supervision is a professional support provided to teachers so as to improve quality of instruction and as a service it provides teachers in order to maintain better experience, gain new knowledge and skills, and develop positive attitude towards educating young generation. According to Boardman, et.al., (1953:5), this concept of supervision is based upon the belief that improvement of instruction is a co-operative enterprise in which all the teachers participate and supervisor is an educational leader who acts as a stimulator, guide and consultant to the teachers in their effort to improve instruction.

Although the importance of supervisory service provided to teachers to improve instruction is not denied by many, the actual movement in favor of it and its practical aspect seems limited in the government secondary schools of Korem wereda today. It appears that teachers are not properly supported by supervisors in managing problems they encountered in the course of improving instruction so as to achieve educational objectives. In support of this, Boardman, et.al. (1953:11) stated that “there is much indirect evidence that supervision exists today more in theory than practice, and in many high schools there is no any systematically functioning supervisory program or activity.”

Furthermore, researchers observation show that secondary school teachers of the wereda seem inefficient in their instructional activities which might be related to the poor application of instructional supervision. Generally, failure in quality of education expressed by many educational experts may also be attributed partly to the same.

On the other hand, instructional supervision by its nature is not an easy task to successfully accomplish as desired. However, according to Boardman et.al .,(1953:13), many of the elements operating to limit the development of the effective supervision may not be obstacles inherent in the nature of supervision, or are the factors which should be permitted to limit supervisory efficiency or the possibility of supervisory program.

Glikemanel (1998, 8)stated that instructional supervision meant to be “assistant for the improvement of instructions. According to Glanz (2006, 55), supervision is the process that engages teaching instructional dialogue or the purpose of improving teaching learning and promoting student’s achievement. was es and Lovell, (1997) pointed out however, not all teachers may view supervision as

a positive force for program improvement or as a source of assistance; some may consider it as a threat to the teacher's individuality.

The researchers personal observation regarding supervision , the EFL supervision must be taken place for the purpose of teacher professional development. So, the teachers was help their students to become more effective. The EFL supervision should not be in a way of treating teachers or it should not be for the sake of fault finding rather it should be for the strengthens of TPD. Cooperation of knowledgeable and experienced EFL supervision was help the teachers. Therefore, the teachers and the supervisors should cooperate for TPD.

Even if supervision is one part of the school program, from my teaching experience in the school the EFL supervisions isnot practiced properly. In our school teachers most of the time dislikes being supervised by the supervisors, the woreda administrative bodies and other subject teachers. While teachers are teaching their students, they consider the mistakes they commit as their weaknesses. The teachers are not aware of making EFL supervision in the school in a proper way. In addition, the teachers don't have the know-how about the benefits of EFL supervision for TPD.

Some studies were conducted in relation to EFL supervision. For example, the research conducted by Cheryle Wei-Yu which is entitled the supervisory process of EFL teachers a case study Chen National Taipei College of Business Taiwan, the researcher paid special attention on the process of teachers supervision by offering detailed account of what happened before, during and after a supervisor's visit to her supervisee's classroom The researcher did not focus on the practice of EFL supervision on EFL TPD.

The other study was conducted by Gashaw Debassu (2008) concerning on supervisory of general practice of cluster primary school supervisions in promoting teachers professional competency in West Gojjam Administration Zone 2008 at Addis Ababa University, the researcher mainly focused showing the supervisory practice that help teachers for their professional development. However, the researcher was not concerned on the high school teachers and their attitude towards EFL supervision. In addition to this, the challenges for the practice of EFL supervision were not given emphasize by the researcher.

So, the purpose of this study is to investigate the practice of EFL supervision on EFL professional development. The study also accounts to the kind of the activities performed by teachers and supervisors to EFL supervision. Examining the attitude of teachers and supervisors to EFL supervision

and assessing the problem of implementing EFL supervision in secondary schools such as Biruh- Tesfa and Korem was be the concern of the researcher.

Consequently, the researcher faced the problems and questions which are mentioned above, that is why the researcher was initiated to conduct a research which is entitled assessing the practice of EFL supervision on EFL TPD.

### **1.3 Objective of the study**

#### **1.3.1 General objective**

The general objective of this study is to assess the practices of EFL Teachers supervision in korem and Biruh-Tesfa Secondary school.

#### **1.3.2 Specific objectives**

This research is intended to:

- To investigate EFL supervision practices in woreda high schools
- assess EFL teachers' attitude towards supervision
- identify the challenges of EFL supervision in woreda high schools
- Examine how EFL supervision helps for TPD

### **1.4. Research questions**

- How is EFL supervision practiced in woreda high schools?
- What is EFL teachers' attitude towards supervision?
- What are the challenges of EFL supervision in woreda high schools?
- How does EFL supervision help for TPD?

### **1.5. Significance of the study**

This research has a lots of benefits. For example, it was point out some essential ideas how EFL supervision helps for TPD. In addition, teachers and supervisors are required to play a great role on EFL supervision for TPD. Therefore, it was shown that what roles do the supervisor and the English teachers have in EFL supervision. It is obviously known the ultimate goal of EFL supervision is to develop the teachers' profession. So, this research was trying to show the practice EFL supervision for TPD. In the school, there are problems for the practice of EFL supervision from the supervisor and from the teachers. Hence, this research was try to suggest possible solutions for the practice of EFL supervision in a proper way. Finally, the researcher believes, for the future researches was be

conducted on the same area by the researchers. Consequently, this research was be used as a data base for the researcher.

## **1.6. The Scope of the Study**

The study is delimited to the practices of grade 9 and 10 EFL Teachers supervision in Korem and Biruh-Tesfa Secondary school found in Korem town in 2014 E.C. Indeed, the target populations was be English teachers school principals and high school supervisors who work at woreda level.

## **1.7limitation of the study**

This study is constrained by time and lack of available literature on the topic . besides , this study only considers two secondary schools due to time and budget constraints .

## **CHAPTER TWO**

### **2. REVIEW OF LITERATURE**

#### **2.1. Concept of Supervision**

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 defines supervision as “an organizational responsibility and function focused upon the assessment and refinement of current practices”(1988:1).He also notes the hierarchical nature of supervision: “Because it is an organizational responsibility, it necessarily involves interaction between an organizational super ordinate and a subordinate meaning that legitimate authority for decision-making resides with the supervisor” . In the context of the U.S. child welfare system, Gambrill and Stein (1983) say effective supervisors are those “who help their staff help their clients in a manner that maximizes positive consequences for all” (p. 7). In a similar way, effective language teacher supervisors help language teachers help students in order to maximize learning and positive attitudes. . In EFL teacher training, supervision has sometimes meant, simply, the times when a trainer is physically present in a student-teacher's classroom to watch, listen and take notes(Woodward, 1991). In spite of the wide variety of terms used to describe supervision, Woodward (1991:203) defines it as a process “including planning discussions, teaching observation and feedback on all aspects of the teaching/learning event by both supervisor and trainee and any other helpfully involved party.”

Mohaty (1990, 176) describes supervision as all efforts of designated school officials towards providing leadership to teachers and other educational worker. It is the improvement of instructions; involves simulation of professional growth and development of teachers, the selection and revision of teaching; and the evaluation of instruction

#### **2.2. Teacher Supervision**

At a fundamental level, language teacher supervision is an ongoing process of teacher education in which the supervisor observes what goes on in the teacher's classroom with an eye toward the goal of improved instruction. The traditional role of supervisors within this process has been to prescribe the best way to teach and to model teaching; to direct or guide the teacher's teaching; and to evaluate

progress. Recently, however, supervisors have modified their role. They now see the following as their primary responsibilities: to train new teachers to go from their actual to ideal teaching behavior; to provide the means for teachers to reflect on and work through problems in their teaching; to furnish opportunities for teachers to explore new teaching possibilities; and to afford teachers chances to acquire knowledge about teaching and to develop their own theory of teaching.

#### Gold berry models of teacher supervision

Gold berry (1988) distinguishes three important models of educational supervision by the purpose of each.

First, nominal supervision has the “primary purpose of maintaining a facade that supervision is being practiced”(p.2).

Second, the perspective model is “based upon the notion that the supervisor needs to correct deficiencies in teaching and has a primary purpose of surfacing these flaws and correcting them”(ibid).this model is a long-lived view of supervision that has influenced language teaching as well(freeman,1982,1989a;gebhard,1984;wallace,1991).

Third, the reflective models sums that “teachers needs skilled support to refine their own efforts”(goldsberry,1988:2).this models primarily purpose is the stimulation of guided reflation based upon disciplined enquiry in to the ends means of teaching.

The last style of supervision that Gerhard (1990) makes mention of is self-help exploitative supervision. This supervision is an extension of creative supervision. Self-help exploration supervision provides both the supervisor and the supervises with the opportunities to gain awareness of class room teaching through observation and exploration the goal to “see teaching differently” as Fanslew (1990) makes clear, is achieved not because the supervisor has helped the teacher (supervisor) to do so, but as the result of the teacher’s discovery of the way to view his own teaching differently through self - exploration is provided.

## **2.3 English as a Foreign Language (EFL) supervision practices**

It refers to the methods and strategies used by educators, administrators, and supervisors to oversee and enhance the teaching of English to non-native speakers. These practices aim to improve instructional quality, support teachers, and ensure that students receive effective language education. Here are some key components of EFL supervision practices:

### **2.3.1 Observation and Feedback**

- Classroom Observations: Supervisors observe EFL classes to assess teaching methods, student engagement, and the effectiveness of instructional strategies.
- Constructive Feedback: Providing specific, actionable feedback to teachers based on observations to help them improve their teaching practices.

### **2.3.2 Professional Development**

- Workshops and Training: Organizing professional development sessions focused on best practices in EFL teaching, including language acquisition theories, teaching methodologies, and classroom management.
- Peer Collaboration: Encouraging teachers to collaborate and share experiences, strategies, and resources.

### **2.3.3 Curriculum Development**

- Curriculum Review: Evaluating and updating the EFL curriculum to ensure it meets the needs of students and aligns with educational standards.
- Resource Allocation: Ensuring that teachers have access to appropriate materials, technology, and resources for effective instruction.

### **2.3.4 Assessment Practices**

- Monitoring Student Progress: Implementing assessment tools to evaluate students' language proficiency and progress.
- Data Analysis: Analyzing assessment data to inform instruction and identify areas where students may need additional support.

### **2.3.5 Supportive Environment**

- Mentoring Programs: Establishing mentor ship opportunities for new or struggling teachers to provide guidance and support.
- Creating a Positive Culture: Fostering an environment that encourages risk-taking in teaching and promotes a love for language learning among students.

### **2.3.6 Cultural Sensitivity**

- Understanding Student Backgrounds: Recognizing the diverse cultural backgrounds of students and incorporating culturally relevant materials into the curriculum.
- Promoting Inclusivity: Ensuring that all students feel valued and included in the learning process.

### **2.3.7 Use of Technology**

- Integrating EdTech Tools: Encouraging the use of educational technology to enhance language learning, such as language learning apps, online resources, and virtual classrooms.
- Training on Digital Literacy: Providing training for teachers on how to effectively use technology in their instruction.

## **2.4 Supervision and its purpose:**

It is generally accepted that effective instructional supervision is conducted for several specific reasons. Wanzer and Da Costa(2000) classified purpose of supervision, which include the following:

1. Instruction improvement (beach and reinhartz,2000;Glickman et al,1998;Gold berry,1997;Nolan,1997;Sergiovanni and starratt,1998;Waite,1997).
2. Effective professional development of teachers(Acheson and Gall,1997;beach and Reinhartz,2000 ;Glatthorn,1984;Waite,1997;Wiles and Bond,1996).
3. Helping teacher to become aware of their teaching and its consequences for learners (Glickman et al,1998;Nolan,1997).
4. Enabling teachers to try out new instructional techniques in a safe, supportive environment (Nolan,1997).
5. Fostering curriculum development (Nolan, 1997; Oliva and Pawlas,1997;Wiles and Bondi,1996).
6. Encouraging human relations(Wiles and Bondi,1996)
7. Fostering teacher motivation (Glickman et al, 1998).
8. Monitoring the teaching-learning process to obtain the best results with students (Schain, 1988).

9. Providing a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals (Nolan and Francis, 1992).

(Bolin and Panarities, 1992) stated that supervision is primarily concerned with the improvement of classroom practice for the benefit of students regardless of what may be entailed, be it curriculum development or staff development.

According to Macquarie and Wood (1991) “the primary purpose of supervision is to help and support teachers as they adapt, adopt, and refine the instructional practice they are trying to implementing their classrooms”(p.93)

Supervision of instruction includes monitoring and analyzing classroom teaching practice and gathering appropriate according to standards set by the administrator with the aim of providing meaningful feedback and direction to teachers to improve teaching and accordingly learning process. Through effective supervision of instruction, teaching practice can be strengthened and enhanced in order to improve student learning(Sergiovanni and Starrat,1983;Wiles and Lovell,1975;Harris,1985). it is clear that supervision is aimed to improve teaching instruction and to contribute to teacher's growth in order to enhance student learning, because student learning is the primarily goal of the school ,the effective supervision of instruction is an important tool in achieving that(reference).administrator hold teachers countable for providing and appropriate and well planned program in which equal access to quality educational materials for all students data.

## **2.5 Teachers and instructional supervision**

Instructional supervision is meant to be “assistance for the improvement of instruction”(Glickman et al.,1998,p.8), which is a “process that engages teachers in instructional dialogue for the purpose of improving teaching and learning and promoting student achievement” (Glanz,2006,p.55).however, not all teachers may view supervision is dependent upon teacher’s individuality (Wiles and Lowell,1975).research has known that the improvement of the teaching -learning process through instructional supervision is dependent upon teacher attitude toward supervision(Fraser,1980).in fact, instructional supervision was not prompt teaching practice growth and enhance student learning unless the teachers it that way.

## **2.6 supervision and teacher’s experience**

There is a big difference in the need of teachers across supervisory context. While some experienced language teachers might benefit from teacher development activities, beginning teachers might benefit

from training: for example learning how to wait after asking questions, or giving clear directions. In short the teacher's prior experience determines what an acceptable approach to supervision ought to begin most contexts, though the creative supervisor, equipped with instruments to train the methods that offer teachers a chance to develop, can stretch the imagination of teachers to go beyond their present knowledge and to build a more complex theory of teaching.

## **2.7 supervisory skills in EFL education contexts**

What is connection between these various supervisory skills in the fields and the supervision of EFL teachers? Bernard's penalization skills (1979) and Alfenso et al.'s human relations skills (1984) are related to the effective connections between supervisors and EFL teachers. Gebhard (1984) says those supervisors are told they should establish rapport with teachers, but they are rarely given guidance about how to do so. Rapport, he notes, equated with harmony, empathy, or creating.

“a sympathetic relationship”(ibid).to generate rapport ,Geb hard says ,the supervisor should match his or her communicative representational system with that of the teacher, in terms of both nonverbal behaviors and verbal predicates(such as see, feel, sense). He states that by “consciously and unconsciously matching verbal and nonverbal behavior with the other person” (ibid), one can develop rapport. Being an effective EFL teacher supervisor entails more than establishing rapport, however. Murdoch (1998, figure 1) has identified the following 10 features of effective supervisor in EFL programs:

1. Encourage the teachers to identify a particular issue to focus on during an observation.
2. Collect data from the lesson that can be analyses by both teacher and supervisor.
3. Restrict feedback to agreed area of focus and carefully selected teaching patterns that might be useful examined during future observation.
4. Links classroom teaching events to wider ELT and educational issues.
5. Allows the teacher to try out his own teaching strategies and limit criticism or suggestions before the observation conference.
6. Adopts a perspective on the lesson during observations which take in to account the situation of the teacher and /or the student.

7. Judge the quantity and depth of feedback in relation to the experience of the teacher and his/her ability to benefit from and act upon the analysis of....teaching.
8. Reinforces effective practices via positive comment so such practices are more likely to become an established part of a teacher's repertoire.
9. Uses the lesson as a text to engage in a dialogue with the teacher about pedagogical issues and to explore classroom teaching options.
10. Sets the agenda and analyses data collaboratively at all stages so as to develop teachers confidence and ability to reflect on their classroom practice.

## **2.8 Awareness and EFL teacher supervision:**

Awareness, as the term is used in the applied linguistics and as it related to the work of EFL teachers supervisors, is an important conception psychology. due to space constraint ,I was draw on the work of teacher educators, applied linguists, and supervision researchers ,rather than the original research in psychology .With the exception of Freeman(1989)and Larsen-Freeman(1983) who influenced one another ,the framework presented her are linked only by their connection of awareness and action and their potential usefulness to our work. The idea that awareness of one's behavior is the key to changing that behavior underlies the feedback role in teacher supervision. This assumption can be viewed in two ways, which I was refer to as the strong and the weak versions of the awareness hypothesis. The strong version is that people was change their less than optimal behavior after becoming aware of it.(this statement implies that a person agrees that the behavior in question is less than optimal). The weak version is that people must become aware of less than optimal behavior before they can purposefully change of it. The strong version of the hypothesis asserts that awareness is both necessary and sufficient to Bering about change .the weak version asserts that awareness is a necessary condition for change, but makes no claims about its sufficiency.

We was start with the premise that successful teaching entails awareness .To improve as teachers ,we must at least be aware of what we hope to accomplish ,what we are doing ,and what the results are .In general educations, Acheson and Gall say that a reflective teacher is "is aware of the dilemmas inherent in teaching ,is aware of his/her belief system and feelings and how they affect his or her teaching ,considers choices among instructional strategies , and evaluates the effect s of those choices" (1997:115).Of course, the people you work with as a EFL teacher supervisor was be reflective and self aware in varying degrees.

## **2.9 Awareness and EFL teaching**

Larsen-Freeman (1983:266) has said that in order to “make informed choices” about their work, teachers need

- (1) Heightened awareness
- (2) A positive attitude that allow one to be open to change

## **2.10 The attitude of English as a Foreign Language (EFL)**

Teachers toward wereda supervision (local educational authority supervision) can vary based on several factors, including the teachers' experiences, the effectiveness of the supervision, and the overall educational environment. Here are some common perspectives EFL teachers might have regarding wereda supervision:

### **2.10.1 Supportive Attitude**

- Professional Development: Many teachers appreciate supervision that provides constructive feedback and opportunities for professional growth, seeing it as a chance to enhance their teaching skills.
- Resource Provision: Teachers often welcome support in terms of resources, materials, and training that can help them improve their instruction.

### **2.10.2 Critical or Negative Attitude**

- Micromanagement Concerns: Some teachers may feel that supervision is overly intrusive or focused on compliance rather than fostering creativity and autonomy in teaching.
- Lack of Understanding: If supervisors lack an understanding of the challenges faced in EFL classrooms, teachers may feel frustrated and unsupported.

### **2.10.3 Mixed Feelings**

- Value of Feedback vs. Pressure: Teachers might appreciate constructive feedback but also feel stressed by the pressure to meet certain standards or evaluations.
- Cultural Sensitivity: Teachers may desire supervisors to be more aware of cultural contexts and challenges that affect language learning.

#### **2.10.4 Desire for Collaboration**

- Collaborative Supervision: Many teachers advocate for a more collaborative approach to supervision, where they can engage in dialogue with supervisors and share best practices.
- Peer Support: Teachers often value peer observations and feedback over formal supervisory evaluations, seeing them as more beneficial for professional growth.

#### **2.10.5 Impact on Student Learning**

- Focus on Outcomes: Teachers who see a direct positive impact on student learning from supervision may have a more favorable attitude toward it.
- Alignment with Goals: If supervision aligns with their teaching goals and student needs, teachers are likely to view it positively.

### **2.11 beliefs and attitudes**

In EFL teacher supervision, it is important to understand two related constructs: beliefs and attitudes .A belief is “any simple proposition ,conscious or unconscious, inferred from what a person says or does ,capable of being preceded by the phrase “I believe that.....””. (Rockeach,1971:61) so, for example ,one supervisor might say, “pupils” oral errors should be corrected immediately so they won’t learn bad habits.” another might say “learners should communicate orally without interruption so they can develop spoken fluency.”Such beliefs profoundly influence how we define effective teaching, either implicitly or explicitly .Beliefs also influence how supervisors respond to and evaluate EFL lessons.

For this reason, supervisors must articulate and examine their own beliefs about EFL teaching and learning.

In contrast, an attitude is “a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner” (Rockeach,1971 :180).In other words ,”attitudes are clusters of individual beliefs that survive the immediate moment”.

(Daresh,2001:31).EFL teachers and supervisor hold certain attitudes, based on beliefs , about, say, the efficacy of treating oral errors. But, Daresh continues, “we can certainly have incorrect attitude based on false beliefs about EFL teaching and learning; this does not make the potency of the attitudes less real” (ibid.:32).

## **2.12 Socio-cultural theory and EFL teacher supervision**

Attitudes awareness are part of the big picture of how teachers learn. In order to promote teachers learning ,supervisors can benefit from an understanding of socio-cultural theory(Lantolf.2000a and 200b; vygotsky,1978; Wertch,1991).This theory's goal is to “create an account of human mental process that recognizes the essential relationship between these process and their culture, historical, and institutional settings ”(Wertch,1991:1).citing work by Wersch, del rio ,and Alvarez(1995:3, Vanlier)describes that socio cultural theory as an approach to the human sciences that explained the relationships between human mental process and the cultural ,institutional ,and historical situation in which those process occur. Teachers are adult learners, and much of Vyotskian theory relates to learning by children. Still there is a great deal of useful material in socio-cultural theory to inform supervisors' work with teachers.

## **2.13, EFL supervision in wereda high schools can be practical and beneficial**

There are several ways. Here are some key aspects:

### **2.13.1 Professional Development**

- Workshops and Training: Supervisors can organize workshops focused on effective EFL teaching strategies, classroom management, and curriculum development, helping teachers improve their skills.
- In-Class Support: Supervisors can conduct classroom observations and provide constructive feedback, allowing teachers to refine their teaching practices based on real-time insights.

### **2.13.2 Curriculum Implementation**

- Guidance on Curriculum: Supervisors can ensure that teachers are effectively implementing the national EFL curriculum, providing resources and support to align classroom activities with educational standards.
- **\*\*Material Development:\*\*** They can assist in the creation and distribution of teaching materials tailored to the needs of EFL learners.

### **2.13.3 Monitoring and Evaluation**

- Assessment of Teaching Practices: Regular supervision helps monitor teaching effectiveness, ensuring that teachers are meeting educational goals and standards.
- Student Performance Tracking: Supervisors can help analyze student performance data to identify areas for improvement in teaching and learning.

#### **2.13.4 Resource Allocation**

- Identifying Needs: Supervisors can assess the needs of teachers and students, facilitating the allocation of necessary resources such as books, technology, and teaching aids.
- Networking Opportunities: They can connect teachers with external resources, including NGOs or educational programs that offer additional support.

#### **2.13.5 Fostering Collaboration**

- Peer Observation Programs: Encouraging teachers to observe each other's classes promotes a culture of collaboration and shared learning.
- Professional Learning Communities: Establishing groups where teachers can discuss challenges, share strategies, and support each other enhances professional growth.

#### **2.13.6 Cultural Relevance**

- Contextual Understanding: Supervisors who understand the local context can provide relevant guidance that considers cultural factors affecting language acquisition.
- Incorporating Local Content: They can encourage teachers to integrate local themes and contexts into lessons, making learning more relatable for students.

#### **2.13.7 Feedback Mechanisms**

- Regular Communication: Establishing open lines of communication between supervisors and teachers allows for ongoing dialogue about challenges and successes in the classroom.
- Constructive Feedback: Providing specific, actionable feedback helps teachers improve their practices without feeling overwhelmed or criticized.

### **2.14 . EFL Supervision in high schools can face several challenges that may hinder its effectiveness.**

Here are some key challenges:

#### **2.14.1 Lack of Resources**

- Insufficient Teaching Materials: Many schools may not have access to updated textbooks, teaching aids, or technology, limiting the effectiveness of EFL instruction.
- Limited Professional Development Opportunities: Supervisors may struggle to provide adequate training due to budget constraints or lack of access to external resources.

### **2.14.2 Inadequate Training for Supervisors**

- Lack of Specialized Training: Supervisors themselves may not have received sufficient training in EFL pedagogy, making it difficult for them to offer relevant support and guidance.
- Variable Expertise: The expertise of supervisors can vary widely, leading to inconsistent support for teachers.

### **2.14.3 Resistance from Teachers**

- Skepticism towards Supervision: Some teachers may view supervision as a form of evaluation rather than support, leading to resistance or reluctance to engage with supervisors.
- Fear of Criticism: Teachers might be apprehensive about receiving feedback, fearing negative consequences for their performance.

### **2.14.4 Cultural and Contextual Challenges**

- Diverse Student Needs: EFL learners often come from varied linguistic and cultural backgrounds, making it challenging for supervisors to address all students' needs effectively.
- Cultural Attitudes towards Language Learning: In some contexts, there may be a lack of emphasis on English language acquisition, affecting motivation and engagement.

### **2.14.5 Time Constraints**

- Limited Time for Observations: Supervisors often have many schools or teachers to oversee, leading to insufficient time for meaningful classroom observations and follow-up.
- Heavy Workloads for Teachers: Teachers may have multiple responsibilities beyond teaching, making it difficult for them to implement feedback or participate in professional development.

### **2.14.6 Communication Barriers**

- Language Proficiency Issues: If supervisors and teachers do not share a common language proficiency level, effective communication can be hindered.
- Geographical Isolation: In remote areas, supervisors may find it challenging to visit schools regularly, limiting their ability to provide ongoing support.

### **2.14.7 Assessment and Evaluation Challenges**

- Lack of Clear Evaluation Criteria: Without clear standards for assessing teaching practices, both supervisors and teachers may struggle to identify areas for improvement.

- Subjectivity in Feedback: Feedback can sometimes be subjective, leading to misunderstandings or disputes between supervisors and teachers.

#### **2.14.8 High Turnover Rates**

- Staff Changes: Frequent changes in teaching staff can disrupt continuity in supervision and professional development efforts.

- Loss of Institutional Knowledge: New teachers may require additional support and orientation, placing extra demands on supervisors.

### **2.15 Supervision and Teacher Development**

Richards 1990) points out that some aspects of teaching are not easily mastered. For example, effective classroom management cannot be taught and practiced as a discrete component because it includes the complex ways in which student behavior, space, and task are organized and controlled by the teacher in order to accomplish teaching. In short, there can be no special, direct training for effectively handling complex aspects of teaching such as classroom management, motivation, the structuring of tasks, the pacing of lessons or the grouping of learners. Instead, teachers need to develop these qualities through time and experience and supervisors can contribute to this development.

A variety of activities focus on teacher development Fanselow 1990), for example, discusses how teachers can construct their own knowledge about teaching and generate their own alternative teaching behaviors through a process of exploration of classroom behaviors and their consequences. Other activities that are adaptable to teacher supervision are found in Richards and Nunan 1990). They include action research (Nunan) and professional development activities (Ellis, Lange, Pennington), as well as a way for teachers to understand role relationship (Wright), and to gain knowledge through self-observation (Bartlett, Bailey; Porter et al.). Such activities incorporated into the supervisory process, provide opportunities for teachers to become more informed and more capable of making their own decisions about improving their teaching. Finally, Gabhard, Gaitan and Oparandy 1990 point out that teacher development extends beyond the supervisor-teacher dyad. They suggest that teachers can master a variety of teaching behaviors as well as make more informed teaching decisions if they have chances to process their teaching through multiple activities, including, but not limited to the supervisor-teacher dyad. Such activities might include discussing teaching in seminars, doing investigative projects writing journals, observing other teachers teaching and reading about teaching.

## **2.16 Characteristics of Supervision as a Professional Growth Model**

Supervision for teachers' professional growth and development is grounded in a number of principles and beliefs that emerge from the literature (Wanzare & Da Costa, 2000). Little (1993) noted that the primary purpose of supervision is for teachers and supervisors to engage in focused study groups, teacher collaborative activities, and other long-term professional partnerships, in order to actively construct knowledge and increase their understanding of the teaching-learning process (Nalan & Francis, 1992).

Supervision is a fundamental part of the total service provided by school systems. Wanzare and Da Costa (2000) stated that it must have an identity within the organizational hierarchy and it must be administratively supported if its purposes are to be achieved. "Supervisors as well as other educational leaders have the responsibility for facilitating professional development, building teams of teachers or cohorts and empowering teachers to make decisions regarding their instructional performance" (Beach & Reinhartz, 2000, p. 128).

Da Costa and Riordian (1997) emphasized that the development of trust in the supervisory relationship is critical. At Griffin (1997) noted, shared authority, expertise, and expectations as a consequence of supervision opportunities are preferable to conventional "top-down" strategies designed to realize "top-down" expectations. Supervision requires that proactive use of linguistic skills (Arredondo et al., 1995). The importance of such skills was emphasized by the approach of cognitive coaching (Costa & Garmston, 1994). Supervision is highly dependent on the exchange of ideas among individuals working with each other. Participants in the supervisory process must be able to communicate their intended meanings clearly and coherently. Effective supervision can be characterized by such constituents as teaching learning, reflection, two—way growth, and group collaboration (Arredondo et al., 1995). Supervisors and teachers must be involved in and committed to rigorous educational and training programs to improve the validity, reliability, and acceptability of data collected and the inferences made during the supervisory process (Haefele, 1993).

## **2.17 Integrating Supervision and Professional Development**

Supervision and professional growth are linked processes (Jonasson, 1993). According to Sullivan (1997), supervision and professional development as fields of educational development are inextricably linked and "can and should overlap as needs and local preferences dictate" (p. 159). Supervision and staff development are connected in several ways. Macquarie and Wood (1991) regarded one connection to be through the use of data from supervisory activities that can be used in the

planning and implementation of staff development to improve instructional practices and as a means of helping teachers to refine and expand skills acquired during in-service training. Staff development is a prerequisite to effective supervision and may be used to prepare teachers and supervisors to participate in supervision programs by teaching them the skills they need to implement and maintain effective supervisory practices. Macquarie and Wood also noted that both supervision and staff development (1) focus on teacher effectiveness in the classroom; (2) are judgment-free process that improve teachers' instructional practices in a collaborative atmosphere; (3) may be provided by teachers, supervisors, and administrators; and (4) promote in their participants a sense of ownership, commitment, and trust toward instructional improvement. Supervision is an important vehicle for staff development (Wanzare & Da Costa, 2000). As Glickman et al. (1998) suggested. "The long-term goal of developmental supervision is teacher development toward a point at which teachers facilitated by supervisors, can assume full responsibility for instructional improvement" (p.199). The authors concluded that teacher development should be a critical function of supervision for three reasons; teachers functioning at higher development levels tend to use a wider variety of instructional behaviors associated with successful teaching; teachers who have themselves reached higher stages of cognitive, conceptual, moral, and ego development are more likely to foster their own students' growth in those areas; and teachers at higher levels of adult learning are more likely to embrace "a cause beyond oneself" and participate in collective action toward school-wide instructional improvement – a critical element found in effective schools research.

## **2.18 Fostering Professional Development through Supervision**

Wanzare and Da Costa (2000) pointed to four strategies for enhancing the professional growth of teachers through supervision. First to Starratt (1997), the establishment and subsequent administrative support and provision of guidance for a systemic and continuing staff development process, supported by collaborative approaches to problem solving (Darling-Hammond & McLaughlin, 1995), should focus on means of linking new knowledge, on ways of thinking, and on practical use of the knowledge, experience, and values (Glickman et. al., 1998).

Second teacher's needs to engage individually and in groups in the concrete tasks of teaching observation, assessment, experimentation, and reflection (Darling-Hammond & McLaughlin, 1995). This approach can result in a better understanding of the learning and development processes given their teaching contexts and students.

Third, given the wide variety of supervisory approaches described in the literature supervisors should match appropriate supervisory strategies to teachers' unique characteristics and their levels of developmental needs. The ultimate goal of supervisors should be to enable teachers to be self-directed and encourage independent decision-making on supervisory techniques (Glickman et al., 1998).

Fourth, Wanzare and Da Costa (2000) stated that organizational leaders should work to establish a culture that values professional, collegial interactions among participants, such as team planning, sharing, evaluation, and learning to create methods for peer review of practice. In doing so, they promote the spread of ideas and shared learning (Darling-Hammond & McLaughlin, 1995).

## **2.19 Five principles for professional development**

How can socio cultural theory be applied to professional development contexts? Rueda (1998:1) reviewed research on improving schooling and educational outcomes for learners. He concludes that “effective instructional environments depend on well-trained. Effective teachers who are adequately supported in terms of professional development” (p.1). Based on this work, he summarizes five principles from socio cultural theory to guide supervisors in promoting teacher development.

The first principle is to promote learning through “joint productive activity among leaders and participants” (ibid). Socio cultural theory views teaching and learning as social rather than individual activities. Learning (including teacher learning) occurs when a common problem is solved by novices and experts working together: “A socio cultural model for professional development therefore involves assisted performance by a more competent other”.

The second principle is to “promote learners' expertise in professionally relevant discourse” (ibid). Socio cultural theory holds that language is an important tool for mediating interaction. Learning the discourse of teaching is part of learning teaching, especially if it helps novices to articulate a problem or reconceptualize the problem somehow (ibid).

Ruda's third principle is to “Contextualize teaching, learning, and joint productive activity in the experiences and skills of participants” (ibid). Teaching and learning must be based on meaningful everyday activities (ibid). This principle means that activities and problem-solving tasks should focus on authentic issues relevant to the participants.

The fourth principle is to “challenge participants toward more complex solutions in addressing problems” (ibid). Rueda says that it s better to view professional development activities as long-term

problem-solving opportunities rather than short-term exercises (ibid). in sum, teachers need “meaningful feedback on efforts that are critical to success”

The fifth principle from socio cultural theory is to “engage participants through dialogue especially the instructional conversation” (idib). These interacting encourage participants to make connections between formal schooled knowledge derived though education and practical knowledge gained by experience.

These five principles all apply to discussions among language teachers and supervisors to promote learning. Note, however, that such influence is not a one-way street: Supervisors can and should learn from the teachers they work with, just as teachers learn from supervisor. Of course, not all learning requires the presence of another person. The next section discusses individual awareness and learning through the vehicle of teachers’ journals.

Researchers at the University of Georgia reviewed supervision and identified 12 variables related to instructional improvement of professional growth (quoted from Pajak, 1990):

1. Communication: ensuring open and clear communication among individuals and groups throughout the organization.
2. Staff Development: developing and facilitating meaningful opportunities for professional growth.
3. Instructional Program: supporting and coordinating efforts to improve the instructional program.
4. Planning and Change: initiating and implementing collaboratively developed strategies for continuous improvement.
5. Motivation an Organizing: helping people to develop a shared vision and achieve collected aims.
6. Observation and Conferencing: Providing feedback to teachers based on classroom observation.
7. Curriculum: coordinating and integrating the process of curriculum development and implementation.
8. Problem Solving and Decision Making: using a variety of strategies to clarify and analyze problems and to make decisions.
9. Service to Teachers: providing materials, resources, and assistance to support teaching and learning.

10. Personal Development: recognizing and reflecting upon one's personal and professional beliefs, abilities and action.
11. Community Relations: establishing and maintaining open and productive relations between the school and its community.

## **2.20. What aspects characterize effective TPD Programs?**

Richards and Farrell (2005) state that an on-going professional development is not a sign of insufficient training but an answer to the fact that not everything teachers need to know is offered in their pre-service education, as well as the fact that teaching knowledge changes and innovations are introduced to improve teaching strategies. They write: "Teacher education is a process that takes place over time rather than an event that starts and ends with formal training or graduate education. This process can be supported both at the institutional level and through teachers' individual efforts".

Similarly, Gurndy and Robison (2004) describe that teaching is a never ending enterprise because changes naturally take place not only in the content of what the teachers teach but also in the methods of teaching in the students and teachers, and many other aspects of teaching and learning itself.

Harwell (2003) argues that the most effective TPD programmes were characterized by an ideal environment for interaction among participants, opportunities for teachers to practice what they learn over relatively extended periods of time, and contents that were relevant to the curricular and instructional strategies for students to have better learning outcomes. Harwell (2003) explains that TPD should be a continuing Endeavour and be well planned. TPD should also focus and serve school or institutional long-term goals and acknowledge and embrace the teachers' personal goals.

Richards and Farrell (2005) point out that the success of on-going TPD can be achieved if it addressed the language teachers; personal growth or individual perspective and departmental performance or institutional perspective. They further explain that TPD needs to address seven individual key issues: subject matter knowledge, pedagogical expertise, self-awareness, understanding learners, understanding curriculum and materials, career advancement, and language upgrading. Richards and Farrell (2005) also explain that TPD needs to address three areas of institutional goals: institutional development, career development and enhanced levels of students learning. Harwell (2003) and Richards and Farrell (2005) agree that in response to keeping up with development in sciences, technology, and educational fields, it is important that TPD programmes acknowledge and address relevant issues on second language teaching and integration of technology in teaching.

In addition to the recognition of institutional and individual goals, Nation and Macalister (2010) highlight the importance for teachers and other stakeholders, i.e. school principals, school supervisors, and school committees to carry out needs analyses and environmental analyses at the beginning of the programme and an evaluation at the end of the programme to ensure the effectiveness of the on-going TPD programmes. This idea is in line with that of Richards and Farrell (2005: 17):

A strategic approach to professional development starts with needs analysis. Needs analysis here refers to both the institution's needs and the perceived needs of teachers... Needs analysis should include the needs of both the individual and the institution as a whole.... Richards and Farrell (2005: 17 & 20) also add that EFL teachers need to evaluate what they have learned during their institutional and individual TPD and later decide if the findings are worth sharing and recommending to others.

The review of literature on effective on-going TPD above indicates that continuing professional development is important for in-service EFL teachers in particular and for teachers in general. Additionally, for teacher development to be effective, it is not sufficient for EFL teachers to participate in sporadic, random, and unplanned teacher development programmes. They have to participate in effective TPD for EFL teachers. Thus if there are gaps between the knowledge and skills gained during their formal teachers training, they can fill the gaps in by participating in the programme.

To conclude, Harwell (2003) and Richards and Farrell (2005) suggest that an effective on-going TPD should take account of the schools, educational institutions, or the nation's perspectives and the teachers' individual perspectives. In addition, Richards and Farrell (2005) and Nation and Macalister (2010) suggest that the effectiveness of TPD is also partly dependent upon the administration of environment analysis and needs analysis in the beginning of the programme and evaluation in the end of the programme.

## CHAPTER THREE

### 3. RESEARCH METHODOLOGY

#### 3.1 Research method

This study used mixed design qualitative and quantitative methods to address the objective of the study. The reason the researcher used both method is to enable the researcher to collect various cases of supervision and help for better triangulation.

#### 3.2. Participant of the study

Teachers who are involved in teaching English as a foreign language, the school directors, the school vice directors, the school supervisor who works in Biruh-Tesfa and Korem secondary schools was be the subject of the study. The woreda administrative bodies were also be the target population (the subject) of this study. The primary concern of this study was be to assess the practices of grade 9 and 10 EFL Teachers Supervision: The case of Korem and Biruh-Tesfa Secondary Schools in 2016 E.C. Then, the following table shows the target population that was included in this study .

**Table 3.1 Sample respondents**

No	Name sample schools	Number of EFL teachers			Number of principals			Number of woreda Administrative		
		M	F	T	M	F	T	M	F	T
1	Korem Secondary School	9	2	11	3	-	3	5	1	6
2	Biruh-Tesfa Secondary S.	10	2	12	3	-	3			

#### 3.3. Sampling Technique

The study was employ purposive sampling technique and availability sampling Yodeshkumar 2006 stated out the purposive sampling is selected by some arbitrary method because it is known to be representative of the total population, or it is known that it was produce well matched groups. The idea is to pick out the sample in relation to some criterion, which is considered important for the particular study. This method is appropriate when the study places special emphasis upon the control of certain specific variables

According to W. Lawrence Neuman purposive sampling technique get all possible cases that fit particular criteria, using various methods. Purposive sampling is appropriate in three situations. First, a researcher uses it to select unique cases that are especially informative. Second, a researcher may use purposive sampling to select members of a difficult to reach, specialized population. Another situation for purposive sampling occurs when a researcher wants to identify particular types of cases for in-depth investigation. The purpose is less to generalize to a larger population than it is to gain a deeper understanding of types

Therefore, the researcher was use purposive sampling technique to select the respondents from the woreda administrative bodies.

Availability sampling technique is used frequently. It involves selecting a sample from the population because it is accessible. That is to say, individuals are selected for the research not because they meet some statistical criterion, but they are readily available. Retrieved from (<https://www.netquest.com/blog/en/availability-sampling>) 04-02-2019 So, the researcher was use availability sampling technique so as to select all the English teachers, the school directors, the school vice directors and the school supervisor as a target population. That is why the researcher was use both purposive sampling technique and availability sampling technique

### **3.4 Data gathering instruments**

In order to obtain useful data related to the research problem from the target population the study was use questionnaire, interview, observation and focus group discussion as data gathering instruments.

#### **3.4.1 Class room Observation**

Class room Observation is one of the most important methods of data collection instruments. It was enable the researcher to collect data from the natural setting. The observation method is the most commonly used method especially in studies relating to behavioral sciences. In a way we all observe things around us, but this sort of observation is not scientific observation. Becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated, research purpose is systematically planned and recorded and is subjected to checks and controls validity and reliability

. Secondly, the information obtained under this method relates to what is currently happening; it is not complicated by either the past behavior or future intentions or attitudes. Thirdly, this method is independent of respondents' willingness to respond and as such is relatively less demanding of active cooperation on the part of respondents as happens to be the case in the interview or the questionnaire method. This method is particularly suitable in studies which deal with subjects (i.e., respondents) who are not capable of giving verbal reports of their feelings for one reason or the other. So, in order to observe what is really happen in the class room related to EFL supervision, the researcher was use structured observation.

### **3.4.2 Questionnaire**

To collect the necessary data, preparing a survey questionnaire is important to create a platform for participants to write down or express their feelings about the research topic. To this end, questionnaire enables a researcher to collect data from large groups of individuals within a short period of time. For this purpose, the researcher has prepared both close ended and open ended questions to address the research question. For such sake, the questionnaire must be designed in such a way that respondents are able to provide such a response without the restriction of lack of space. Open questions often begin with words such as 'How', 'Why', 'What', etc. The researcher also points out that closed question is one to which the respondent is offered a set of pre-designed replies such as 'Yes/No', 'True or False', multiple-choice responses, or is given the opportunity to choose from a selection of numbers representing strength of feeling or attitude. The popularity of questionnaires is also probably based on some of their inherent advantages. For example, they are low cost in terms of both time and money. In contrast to, say, interviews, questionnaires can be sent to hundreds or even thousands of respondents at relatively little cost. The inflow of data is quick and from many people. Respondents can complete the questionnaire at a time and place that suits them. Therefore, the research was use both open ended and closed ended questionnaires in order to get the relevant data

### **3.4.3 Interview**

The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews. Interviews are useful where it is likely that people may enjoy talking about their work rather than filling in questionnaires. An interview allows them an opportunity to reflect on events without having to commit themselves in writing, often because they feel the information may be

confidential. So, the interview check list was prepared for the school directors, the vice directors, the school supervisor and the woreda administrative bodies.

#### **3.4.4 Focus Group Discussion**

A focus group is a group interview designed to explore what a specific group of people think about a topic under discussion . A trained moderator asks questions and facilitates the group's discussion, while a second person may observe the meeting and take notes.

The research believe that conducting focus group discussion helps to receive a wide range of responses during one meeting, the participant can ask questions of each other, to remember issues they might otherwise have forgotten and the participants interaction is useful to analyze. Therefore, researcher was used focus group discussion in order to obtain the relevant data. For this purpose , a researcher prepared a group of 5 to 6 participants to discuss on the topic.

#### **3.5 Method of data analysis and interpretation**

The data which was gathered from the respondents through observation, questionnaire, interview and focus group discussion was be analyzed qualitatively and quantitatively. The open ended questionnaire, the interview and the focus group discussion was analyzed qualitatively. The closed ended questionnaire was analyzed quantitatively. The researcher was used SPSS ( statistical package for social science software version 16) so as to analyze the quantitative data that was be gathered from the respondent through questionnaires.

#### **3.6 Data Gathering procedures**

First fourteen classroom observations were done. Because if the observation were not made before the questionnaire, interview and focus group discussion, the real situation could not be observed successfully since they would not be new for the issue .As a result of this ,the data might be contaminated .

Second, having provided them with the necessary information about its relevance of the study; both closed and open ended questionnaire are administered for the teachers.

Third, focus group discussion was conducted with English teachers who are involved in teaching English as a foreign language in Korem Secondary School and Biruh Tesfa Secondary schools. There

were 12 English teachers and 11 of them were from Korem Secondary School and the rest of 12 were from Biruh Tesfa Secondary. All English teachers in Korem Secondary School were grouped on the other hand, the English teachers who were involved in teaching in Biruh Tesfa Secondary School arranged in to two groups according to their shift .7 of the teachers were at the same shift and the other 5 were in the opposite ship.

Totally, 3groups were organized to conduct the focus group discussion.

Fourth, the interview was conducted with the supervisor, the school directories the vice directors and the woreda administrative bodies so as to strength the data.

In order to minimize the burden of the respondents the focus group discussion and the interview, items were translated in to Amharic.

### **3.7. Method of data analysis and interpretation**

The data which were gathered from the respondents through observation, questionnaire, interview and focus group discussion analyzed qualitatively and quantitatively. The open ended questionnaire, the interview and the focus group discussion were analyzed qualitatively. The closed ended questionnaires were analyzed quantitatively. The researcher used SPSS technology so as so analyze the data that were gathered from the respondent.

SPSS version 16.0 was employed to analyze data obtained through questionnaire. The data obtained through this software were tabulated and simple statistical techniques which are percentages and mean values were used for numerical interpretation. The percentages were used to show the proportion of the responses. In addition to this, simple narrative description was used for the data obtained qualitatively.

As the respondents may rate eight the maximum point 5 or the minimum point 1 for a certain item, the ideal mean is expected to be three. Thus the mean value above three indicates the subject have adequate knowledge about the issue under consideration. Whereas below three indicates that the respondents wrongly perceive the issue considered.

Furthermore, the raw data resulting from the interview and observation were also read and reread many times to have deep understanding of the issue. Headings were given for the related questions in the interpretation.

### **3.8 Piloting the questionnaire**

All the instruments were piloted for the purpose of maintaining the reliability and the validity of the instruments. Tadagiwa Ethiopia General Secondary School and Preparatory School were chosen for the pilot study. This school was chosen for four reasons.

First, the researcher had a good relation with most of the teachers who were involved in teaching there. And the teachers were highly cooperative to give reliable data to the researcher.

Second, who were involved in teaching English as a foreign language had almost the same educational background with the teachers in Korem Secondary School and BruhTesfa Secondary.

Third, the school is closer to the dwelling of the researcher and

Finally, the school is not that much far from Korem Secondary School and BruhTesfa Secondary. It is about 19 km far from this school.

A pilot has several functions, principally to increase the reliability, validity, and practicality of the questionnaires.

(Openheim,1992; Morrison, 1993;Wilson and Mclean,1994;47),it thus serves:

- To check the clarity of the questionnaires item, instruction and layout;
- To gain feedback on the validity of the questionnaires items, the operationalization of the constructs and the purpose of the research;
- To eliminate ambiguities or difficulties in wording;
- To gain feedback on the type of question and its format (e.g. rating scale, multiple-choice, open, closed etc);
- To gain feedback on response categories for closed questions, and for the appropriateness of specific questions or stems of questions;
- To gain feedback on the attractiveness and appurtenance of the questionnaires;
- To gain feedback on the layout, sectionalizing, numbering and itemization of the questionnaires;
- To check the time taken to complete the questionnaire;
- To check whether the questionnaires is too long or too short, too easy or too difficult, too engaging ,too threatening, too intrusive, too offensive;
- To generate categories from open ended responses to use as categories for closed response modes;

- To identify redundant questions (e.g those questions which consistently gain a total ‘yes’ or ‘no’ response (Youngman, 1984:172)), i.e., those questions with little discriminability.
- To identify commonly misunderstood or no completed items (e.g.by studying common patterns of unexpected responses and non response (Verma and Mallick, 1999:48));
- To try out the coding /classification system for data analysis. In short, as Oppenheim (1992; 48) remarks, everything about the questionnaire should be piloted; nothing should be excluded, not even the type face or the quality of the paper.

Therefore, the school supervisor, and the three of the researcher friends commented on the instruments. In connection with constructive comments made by these individuals, some changes are made .unclear expression spelling problems, grammatical structures were corrected because of the comments.

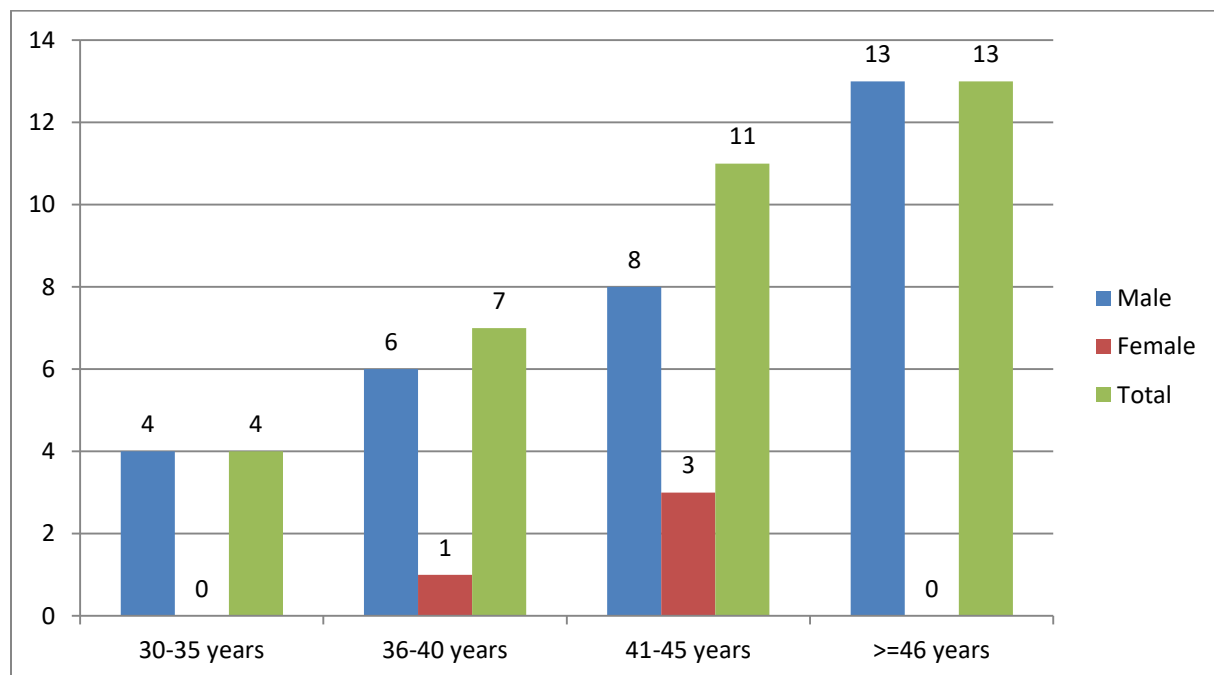
Besides, some item are discarded and some items were added that were essential to the research topics .the font size, the indentation, spacing problems were modified.

## Chapter Four

### 4. Data presentation, analysis and interpretation

#### 4.1 The respondents’ profile

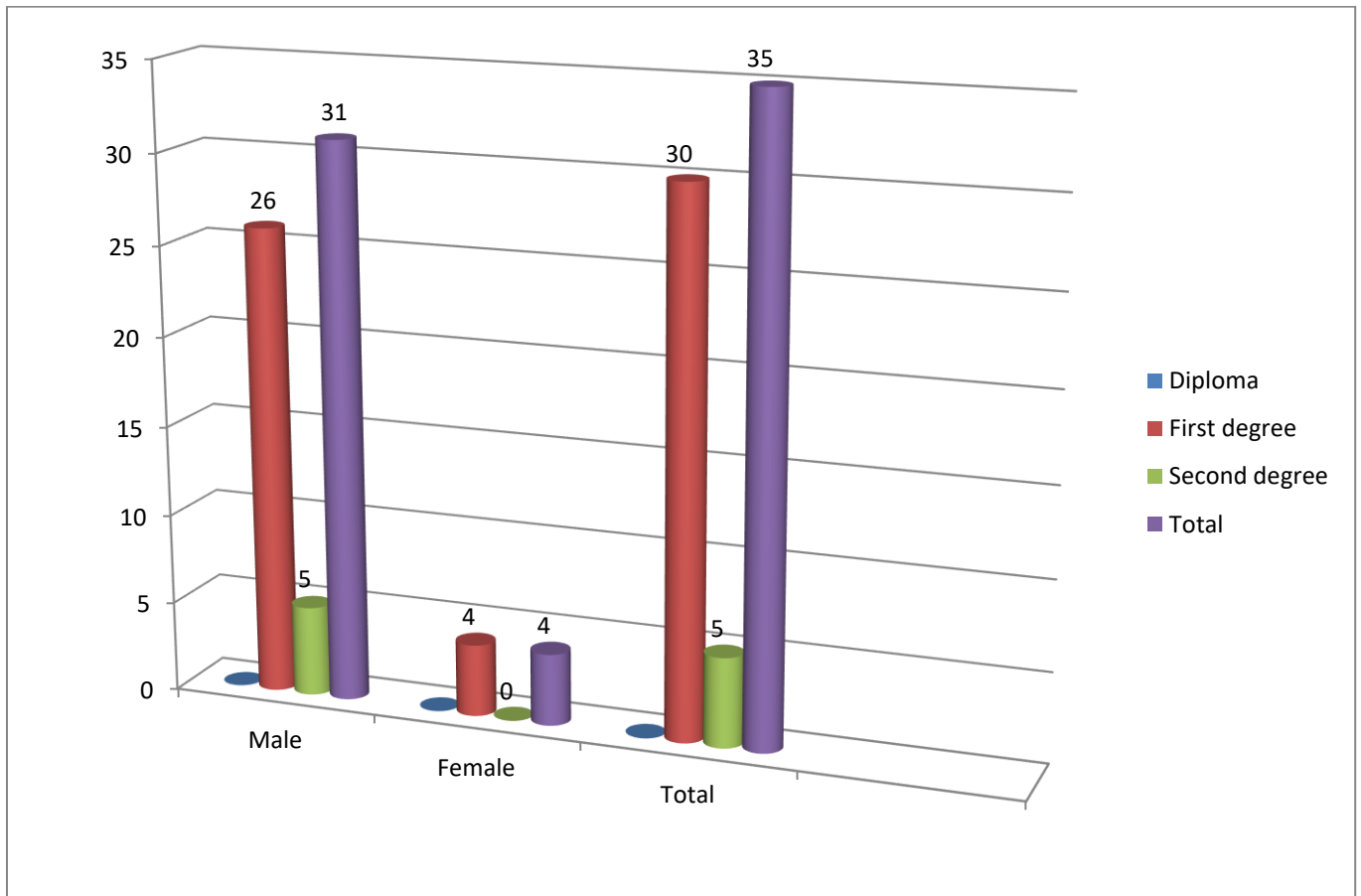
Graph one



As could be seen from above graph, thirty five respondents from Korem Secondary School and Biruh Tesfa secondary School and from the woreda administrative bodies had been taken for this study. As far as the respondents' age 11.4% of the respondents were between 30-35 years, 20% of the respondents were between 36-40 years, 31.4% of the respondents were between 41-45 years, and 37.2% of the respondents were above 46 years.

## **Graph Two**

### **Education background**



As can be seen from the above graph, the educational background information showed that 14.3% of the respondents were in a second degree level and 85.7% of the respondents were in a first degree level. In addition, all EFL teachers who had a second degree were males. No

## 4.2 Analysis of the observation between the teachers and supervisor

The researcher used structured observation and some of the checklists were adapted from the research which is entitled the current practice and problems of supervision in secondary school administrative body and some of the checklist were taken from Korem Secondary School and Biruh Tesfa secondary

School supervision format. The researcher also organized some checklist founded on the objectives of the study.

The observation between the teachers and the supervisor

**Pre-observation**

**Table One**

	Pre observation conference	Very sufficient	Sufficient	Quiet sufficient	Not sufficient	Not very sufficient
1	Having agreement on the place and time of the observation		30%	70%		
2	Having discussion between teachers and supervisors on the objective of the supervision			40%	60%	
3	Having agreement on the area of the points to be observed			50%	50%	
4	Having discussion on the units and contents to be observed			10%	90%	
5	Having agreement on the materials should be available in the classroom (attendance, one to five group arrangement, and A-star, B-Star and C-star		80%	20%		

**Pre observation**

Before the supervision conference between the teachers and the supervisor

With respect to having agreement on the place and time of the observation 30% of the discussions were sufficient and 70% of the discussions were quiet sufficient. This means the agreement on the place and time of the supervision between the teachers and the supervisor are somehow effective

In relation to having discussion between teachers and supervisors on the objective of the supervision 40% of the discussion were quiet sufficient and 60% of the discussions were not sufficient. This indicates that the effort of supervisor to have discussion of the objective of the supervision is not that much good.

Regarding having discussion on the area of the points to be observed 50% of the discussions were quiet sufficient and 50% of the discussions were not sufficient. This implies that weakness have been seen at the supervisor in relation of the discussion one the area of the points to be observed.

With regard to having discussion on the units and contents to be observed 10% of the discussions were quiet sufficient and 90% of the discussions were not sufficient. As indicated in the table the supervisor didn't have any discussion with the teachers on the units and the contents to be observed.

On the subject of having agreement on the materials should be available in the class room (attendance, one to five group arrangement, and A-star, B-star and C-star 80% the discussion were sufficient and 20% of the discussion were sufficient. In relation to the availability of the materials in the classroom for observation there is a strong discussion. This might be seen as a strong side.

**During observation**

**Table Two**

	Points during the classroom observation	Very sufficient	Sufficient	Quiet sufficient	Not sufficient	Not very sufficient
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1	Using the given time properly while the observation is taking place	10%	40%	50%		
2	Writing the points for discussion after the supervision			30%	70%	
3	Having a good eye contact with the observe and the students to know what is going on in the classroom		40%	60%		

In terms of using given time properly while the observation is taking place 10% of using the time was very sufficient 40% of usage of the time was sufficient and 70% were quiet sufficient. This means in relation to the usage of the given time the supervisor was slightly good. With some of the observations the supervisor used the given time effectively and with some of the observation the supervisor usage of the time was to some extent good.

In relation to writing the points for discussion after the supervision 30% of the situations quiet sufficient and 70% of the situations were not sufficient. As indicated in the table in relation to writing the points for the discussion, with some of the observation the supervisor was somehow effective. But on the other hand with the rest of the observation the supervisor was not that much effective.

In terms of having a good eye contact with the observed and the students to know what is going on in the classroom 60% was quiet sufficient and 40% was sufficient. This implies that in relation to having good eye contact with the teachers and the students at the time of the supervision; the supervisor was to somehow good.

### **The conference after the supervision (the feedbacks after the supervision)**

**Table three**

No	Feedback after the observation in terms of the following points; feedback	Very sufficient	Sufficient	Quiet sufficient	Not sufficient	Not very sufficient
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1	On the appropriate teaching strategies (the methodology)			10%	60%	30%
2	On the knowledge of the very subject matter				60%	40%
3	On the pedagogical knowledge (introduction, presentation, stabilization and evaluation)			30%	70%	
4	On the presentation of the lesson (from simple to complex, from specific to general)				60%	40%
5	On the assessment technique				80%	20%
6	On the usage of appropriate teaching aids			30%	70%	
7	On the classroom management		70%	30%		
8	On the integration between the annual plan and the daily lesson plan		80%	20%		
9	On the motivation of the students learning		60%	40%		
10	On the motivation of students to ask questions for unclear ideas		50%	50%		
11	On the motivation of female students		60%	40%		
12	On the participation of the students		70%	30%		
13	On the arrangement of the next observation			30%	70%	

As indicated in the table above, the conference between the teachers and the supervisor in relation to on the appropriate teaching strategies (the methodology), 10% of were quiet sufficient 30% of the supervisions were not very sufficient and 60% of the supervisions in relation to the methodology were not sufficient. This implies that there were not effective discussion between the teachers and the supervisor in relation to the appropriate teaching strategies.

As can be seen in the table above, the conference between the teachers and the supervisor in relation to on the Knowledge of the very subject matter, 40% of the discussions on the very subject matter were not very sufficient and -60% of the discussion in relation to the very subject matter were not sufficient. This indicates that the supervisor doesn't have adequate knowledge to the subject matter.

As indicated in the table above, the conference between the teachers and supervisor in relation to on the pedagogical knowledge (introduction, presentation, stabilization, and evaluation), 70% of the conferences were not sufficient and 30% of the conference in relation to the pedagogical knowledge were quiet sufficient. This means, with most of the conferences the supervisor was not effective and with few of the conferences the supervisor was somehow good.

As indicated in the above, the conference between the teachers and the supervisor in relation to on the presentation of the lesson (from simple to complex, from specific to general), 40% of the supervisions were not very sufficient and 60% of the supervisions in relation to the presentation of the lesson were not sufficient. This implies that there were effective discussion between the teachers and the supervisor in relation to the presentation of the lesson.

As can be seen from the table in relation to the assessment technique 20% of the discussions on the assessment techniques were not very sufficient and 80% of the discussions in relation to the assessment techniques were not very sufficient. This indicates that the supervisor doesn't have detail know-how about different assessment techniques of the subject.

As indicated in the table above, the conference between the teachers and the supervisor in relation to on the usage of appropriate teaching aids 70% of the conferences were not sufficient and 30% of the conference in relation to usage of appropriate teaching aids were quiet sufficient. This means, with most of the conferences the supervisor was not effective and with few of the conferences the supervisor was somehow good.

As can be seen in the table above, the conference between the teachers and the supervisor in relation to on the classroom management 70% of the supervisions were sufficient and 30% of the supervisions in relation to the classroom management were quiet sufficient. This means the supervisor had more or less good discussion in relation to the classroom management.

As indicated in the table, the conference between the teachers and the supervisor in relation to on the integration of the annual plan and the daily lesson plan, 80% of the discussions to the were sufficient and 20% of the discussion in relation to the integration of the annual plan and the daily lesson plan were quiet sufficient. This means the supervisor was effective on having discussion about the integration of the annual plan and the daily lesson plan.

As the above table showed, the conference between the teachers and the supervisor in relation to on the motivation of the students learning, 60% of the conferences were sufficient and 40% of the conference in relation to the motivation of the students learning were quiet sufficient. This means the supervisor had more or less good discussion in relation to the motivation of the students learning.

As indicated in the table above, the conference between the teachers and the supervisor in relation to on the motivation of the students to ask questions for unclear ideas 50% of the supervisions were sufficient and 50% of the supervisions in relation to the motivation of the students to ask question for unclear ideas were quiet sufficient. This means the supervisor

was somehow effective on having discussion about the motivation of the students to ask questions for unclear ideas.

As can be seen from the table in relation to on the motivation of female students 60% of the discussions on the motivation of female students were sufficient and 40% of the discussion in relation to the motivation of female students were quiet sufficient. This implies that the supervisor had somehow effective discussion on the motivation of female students.

As indicated in the table above, the conference between the teachers and the supervisor in relation to on the participation of the students 70% of the conference were sufficient and 30% of the conference in relation to the participation of the students were quiet sufficient of the students.

As the above table showed, the conference between the teachers and the teachers and the supervisor in relation to on the arrangement of the next supervision 70% of the conferences were not sufficient and 30% of the conference in relation to the arrangement of the next supervision quiet sufficient. This shows that the supervisor was not that much effective on having conferences to the arrangement of the next supervision.

### **4.3 Summary of the observation between the teachers and the supervisor**

The pre observation conference between the supervisor and the teachers were to some extent good especially, the discussion on the agreement of the place and time of the supervision and the availability of materials during observation were somehow good. But, the discussion in relation to the objective of the supervision, the contents and the units of the supervisions and the area of the points were not fruitful.

The conferences during the supervision on the points like the usage of the given time, writing the points for a discussion after supervision and having eye contact with the teachers and the students were by some means good.

The post observation conferences for instance, the points about the appropriate teaching strategies (the methodology), the knowledge of the very subject matter, the pedagogical knowledge (introduction, presentation, stabilization and evaluation), the presentation of the lesson (from simple to complex, from specific to general), the assessment techniques and the usage of appropriate teaching aids were not effective.

The supervisor was somehow good on having discussion about the classroom management, the integration of the annual plan and the daily lesson plan, the motivation of the students learning, the motivation of the students to ask questions for unclear ideas, the participation of the students and the arrangement of the next supervision.

### **4.4 structured observation analysis between the teachers each other**

#### **Pre observation**

**Table four**

No	Pre observation conference	Very sufficient	Sufficient	Quiet sufficient	Not sufficient	Not very sufficient
1	Having agreement on the place and time of the		66.66%	33.33%		

	observation					
2	Having discussion between teachers and supervisors on the objective of the supervision				83.33%	16.33%
3	Having agreement on the area of the points to be observed				50%	50%
4	Having discussion on the units and contents to be observed				33.33%	66.33%
5	Having agreement on the materials should be available in the classroom (attendance, one to five group arrangement, and A-star, B-star and C-star				50%	50%

### **Pre observation**

#### **Before the supervision conference between the teachers each other**

In relation to having agreement on the place and time of the observation 33.33% of the discussions were quiet sufficient and 66.66% of the discussions were quiet sufficient. This means the teachers had somehow good discussion on the place and time of the supervision.

In relation to having discussion between teachers each other on the objective of the supervision 16.66% of the discussions were not very sufficient and 83.33% of the discussions were not sufficient. The teachers didn't have effective discussion on the objective of the supervision.

In relation to having agreement on the area of the points to be observed 50% of the discussions were not very sufficient and 50% of the discussions were not very sufficient. This indicates that the discussions on the area of the points about the supervision were not totally fruitful.

In relation to having discussion on the units and contents to be observed 66.66% of the discussions were not very sufficient and 33.33% of the discussions were not sufficient. This means no communication between the teachers on the units and contents of the supervision.

In relation to having agreement on the materials should be available in the class room (attendance, one to five group arrangement, and A-star, B-star, and C-star 50% the discussions were not very sufficient and 50% of the discussions were not sufficient. This shows that there barrier of communication in relation to the availability of the materials in the classroom during supervision.

**During observation**

**Table five**

No	Points during the classroom observation	Very sufficient	Sufficient	Quiet sufficient	Not sufficient	Not very sufficient
1	Using the given time property while the observation is taking place				16.66%	83.33%
2	Writing the points for discussion after the supervision				33.33%	66.66%
3	Having good eye contact with the observe and the students to know what is going on in the classroom				16.66%	83.33%

In terms of using the given time properly while the observation is taking place 83.33% using the time was not very sufficient and -%of usage of the time was not sufficient. This indicates that there were great problems about using the given time properly during the observation.

In terms of writing the points for discussion after the supervision 66.66% of the situations were not very sufficient and 33.33% of the situations were not sufficient. The teachers were not fruitful in writing the points for discussion after the supervision.

In terms of having a good eye contact with the observe and the students to know what is going on in the classroom 16.66% was not sufficient and 83.33% was not very sufficient. This means the teachers didn't have a good eye contact with the students and the teachers know what was going on in the classroom.

**The conference after the supervision (the feedbacks after the supervisions)**

**Table six**

No	Feedbacks after the observation in terms of the following points; Feedback	Very sufficient	Sufficient	Quiet sufficient	Not sufficient	Not very sufficient
1	On the appropriate teaching strategies (the methodology)				66.66%	33.33%
2	On the knowledge of the very subject matter				16.66%	83.33%
3	On the pedagogical knowledge (introduction, and evaluation)				50%	50%
4	On the presentation of the lesson (from simple to				33.33%	66.66%

	complex, from specific to general)					
5	On the usage of appropriate teaching aids				83.33%	16.66%
6	On the assessment technique				33.33%	66.66%
7	On the classroom management				50%	50%
8	On the integration between the annual plan and the daily lesson plan				66.66%	33.33%
9	On the motivation of the students learning				83.33%	16.66%
10	On the motivation students to ask questions for unclear ideas				33.33%	66.66%
11	On the motivation of female students				16.66%	83.33%
12	On the participation of the students				33.33%	66.66%
13	On the arrangement of the next observation				33.33%	66.66%

As indicated in the table above, the conference between the teachers each other in relation to on the appropriate teaching strategies (the methodology), 33.33% of the supervisions were not very sufficient and 66.66% of the supervisions in relation to the methodology were not sufficient. This implies that there were not effective discussions between the teachers each other in relation to the appropriate teaching strategies.

As indicated in the table above, the conference between the teachers each other in relation to on the knowledge of the very subject matter 83.33 of the discussions to the very subject matter were not very sufficient and 16.66% of the discussions in relation to the very subject matter were not sufficient. This means three were not effective discussions in terms of the very subject matter.

As indicated in the table above, the conference between the teachers each other in relation to on the pedagogical knowledge (introduction, presentation, stabilization and evaluation) 50% of the conferences were not sufficient and 50% of the conference in relation to the pedagogical knowledge

were not sufficient. This indicates that the teachers didn't have fruitful discussion on the pedagogical knowledge.

As indicated in the table above, the conference between the teachers each other in relation on the presentation of the lesson (from simple to complex, from specific to general) 66.66% of the supervisions were not very sufficient and 33.33% of the supervisions in relation to the presentation of the lesson were not sufficient. It implies that the discussion between the teachers each other on the presentation of the lesson was not totally effective.

As can be seen from the table in relation to on the assessment technique 16.66% of the discussions on the assessment techniques matter were not very sufficient and 83.33% of the discussions in relation to the assessment techniques were not sufficient. As indicated above the teachers didn't have good discussion in relation to the assessment techniques.

As indicated in the table above, the conference between the teachers each other in relation to on the usage of appropriate teaching aids 33.33% of the conferences were not sufficient and 66.66% of the conferences in relation to usage of appropriate teaching aids were not very sufficient. This implies that no good discussion between the teachers each other about the usage of appropriate teaching aids.

As indicated in the table above, the conference between the teachers each other in relation to on the classroom management 50% of the supervisions were not very sufficient and 50% of the supervisions in relation to the methodology were not sufficient. This implies that there were not effective discussions between the teachers each other in relation to the classroom management. This means the teachers didn't discuss on the classroom management.

As indicated in the table above, the conference between the teachers each other in relation to on the integration of the annual plan and the daily lesson plan 33.33% of the discussions to the very subject matter were not very sufficient and 66.66% of the discussion in relation to the integration of the annual

plan and the daily lesson plan were not sufficient. It shows that no discussion on the integration of the annual plan and the daily lesson plan.

As indicated in the table above, the conference between the teachers each other in relation to on the motivation of the students learning 83.33of the conferences were not sufficient and 16.66% of the conferences in relation to the motivation of the students learning were not sufficient. It implies that the teachers didn't have effective discussion on the motivation of the students learning.

As indicated in the table above, the conference between the teachers each other in relation to on the motivation of the students to ask questions for unclear ideas 66.66% of the supervisions were not very sufficient and 33.33% of the supervisions in relation to the motivation of the students to ask question for unclear ideas were not sufficient. This means no effective discussion about the motivation of students to ask questions for unclear ideas.

As can be seen from the table in relation to on the motivation of female students 83.33% of the discussions on the motivation of female students were not very sufficient and 16.33 of the discussions in relation on the assessment techniques were not sufficient. This shows that the teachers didn't have effective discussion on the motivation of female students.

As indicated in the table above, the conference between the teachers each other in relation to on the participation of the students 33.33% of the conferences were not sufficient and 66.66% of the conferences in relation to the participation of the students were not very sufficient. This implies that to communication between the teachers on the students' participation.

As indicated in the table above, the conference between the teachers each other in relation to on the arrangement of the next supervision 33.33% of the conferences were not sufficient and 66.66% of the conferences in relation to the arrangement of the next supervision were not very sufficient. This means the teachers have serious problems in having discussion about the arrangement of the next supervision.

#### **4.5 Summary of the observation between the teachers each other**

The supervision between the teachers each other were not effective. No pre-supervision conferences, during supervision activities and the post observation conferences. They just made supervision for the purpose of the formality. The supervision between the teachers each other didn't promote TPD.

#### **4.6 Analysis of the teacher's responses for the closed in ended questionnaire**

There were 20 closed ended questionnaires. All the closed ended questionnaires were adapted from the research which is entitled "English Language Teachers" perceptions of Educational Supervision in Relation to Their Professional Development: A case study of northern Cyprus" by Murat Hismanoglu and Sibel Hismanoglu. These closed ended questionnaires were organized thematically to analyze easily the related points together.

**Table Seven**

**Teachers' attitude about the effect of EFL supervision on English Teachers' Professional Development in terms of developing experience in the field.**

<b>NO</b>	<b>Items</b>	<b>Mean</b>
<b>1</b>	EFL supervision encourage teachers to be aware of to exchange successful experience with their colleagues	<b>4.2222</b>
<b>2</b>	EFL supervision help teachers' to solve problems that the face	<b>4.1852</b>
<b>3</b>	EFL supervision encourage teachers to self-learning to upgrade professional experience	<b>4.0000</b>
<b>4</b>	EFL supervision encourage teachers to specify teachers professional needs	<b>3.6667</b>

As indicated in the table 1 the mean values of the four aspects of EFL supervision are above the expected ideal mean 3. As the mean value for each for each item in the above table indicated teachers have a positive attitude towards EFL supervision in terms of developing experience in the field. This means the respondents seem to have adequate knowledge about the importance of EFL supervision to develop the teacher's experience. The highest mean value for item (4.2222) for example, clearly shows

the great role of having EFL supervision help teachers to be aware of in exchanging a successful experience with their colleagues.

**Table eight**

**Teachers' attitude about the effect of EFL supervision on English teachers' professional development in terms of teaching method/techniques**

<b>NO</b>	<b>Items</b>	<b>Mean</b>
<b>5</b>	EFL supervision provide teachers to use effective teaching techniques accordingly	<b>4.4231</b>
<b>6</b>	EFL supervision help teachers to develop their students thinking	<b>3.3333</b>
<b>7</b>	EFL supervision help teachers to develop their students communication skill	<b>3.8889</b>

As the above table signifies the mean value for various aspects of EFL supervision are still above the expected ideal mean 3. This denotes the respondents (EFL teacher) perceive EFL supervision as an essential device to instigate effective teaching methods/techniques. In addition, EFL supervision help teachers show how to develop their students thinking and how to develop their students communicative skill.

**Table nine**

**Teachers' perception about the effect of EFL supervision on English Teachers' Professional development in terms of students**

<b>NO</b>	<b>Items</b>	<b>Mean</b>
<b>8</b>	EFL supervision provide teaching to develop in dealing with the students varied Behavior	<b>3.7037</b>
<b>9</b>	EFL supervision help teacher's to identify learns attitude towards learning	<b>3.8519</b>
<b>10</b>	EFL supervision help teachers how to deal with outstanding students	<b>4.0370</b>
<b>11</b>	EFL supervision help teachers to discuss the way of treating learners weakness.	<b>4.1481</b>

As can be seen in table 3, the respondents are seen to have a belief that EFL supervision helps the teachers in dealing with students. This is because the mean values for various features of EFL supervision in terms of students are still above the ideal means 3. In addition to this the highest mean value 11 reveal the fact that the respondents place more important for the need of EFL supervision help teachers to discuss the way of treating learner’s weakness. Furthermore, EFL supervision is essential part to help teachers to identify the learners need, how to deal with outstanding students and to deal students varied behavior.

**Table ten**

**Teachers’ perception about the effect of EFL supervision on English teachers’ professional development in terms of teaching materials and activities.**

<b>NO</b>	<b>Items</b>	<b>Mean</b>
<b>12</b>	EFL supervision provide teachers to use different classroom activities that develop learners performance	<b>4.3333</b>
<b>13</b>	EFL supervision encourage teachers to carry out extra activities English Club, Magazines)	<b>4.3704</b>

As indicated in the above table EFL supervision provides teachers to use different classroom activities that develop learner’s performance. It also encourages teachers to carry out extra activities for their student. As the mean value indicated it is still above the ideal mean 3. And the teachers believe that EFL supervision important. The highest mean value for items 13 and 12 reveal the fact the respondents place more important need on FEL supervision encourage teachers to carry out extra activities and to use different classroom activities.

**Table eleven**

**Teachers' perception about the effect of EFL supervision on English teachers' professional development in terms of classroom management.**

<b>NO</b>	<b>Items</b>	<b>Mean</b>
<b>14</b>	EFL supervision make teachers to be familiar with different techniques of classroom management	<b>4.4444</b>
<b>15</b>	EFL supervision encourage teachers to motivate their student to express their ideas	<b>3.7404</b>
<b>16</b>	EFL supervision provide teachers to establish a positive relationship with the students	<b>4.1852</b>

As the table shows, the respondents are seen to have a strong believe on EFL supervision provide teachers to use effective classroom management. This is because the mean value for the various features and functions of EFL supervision in relation to classroom management are still above the expected ideal mean 3. Furthermore, the highest mean value for item 14 reveal that the respondents place more importance on the need of EFL supervision is for the teachers to make familiar with different techniques of classroom management.

Table twelve

**Teachers' perception about the effect of EFL supervision on English teachers' professional development in terms of assessment.**

<b>NO</b>	<b>Items</b>	<b>Mean</b>
<b>17</b>	Make the teachers' familiar with the assessment techniques (i.e. continuous assessment, formal testing...)	<b>3.8148</b>
<b>18</b>	Encourage the teachers to take notes about students' in-class performance and use them as assessment record	<b>4.1481</b>
<b>19</b>	Train the teachers to design effective exams to be used in their classes	<b>4.1852</b>
<b>20</b>	Train the teachers to ask students variety of oral questions that are more suitable to the teaching-learning situations	<b>3.6296</b>

As can seen in table 3, the respondents are seen to have a belief that EFL supervision helps the teachers to be familiar with different assessment techniques. This is because the mean values for various features of EFL supervision in terms of using different assessment techniques are still above the ideal

mean 3. Besides, the highest mean value 19 reveal the fact that the respondents place more important for the need of EFL supervision help teachers to design effective exams in their class.

#### **4.7 Analysis of the school supervision interview analysis**

In order to investigate the role EFL supervision on EFL TPD, interview was conducted with the schools supervisor. The school supervisor was asked the following interview questions. That is your view about EFL supervision for TPD? What are your roles to develop the teachers' profession of EFL supervision? What are the challenges you face when you make EFL supervision in the classroom? What possible solutions you suggest to tackle the challenges for the practice of EFL supervision? How EFL supervision helps teachers to enhance the teachers' profession?

##### **4.7.1 Regarding the attitude of the supervisor towards supervision**

The supervisor replied that: supervision is one of the most important parts of the school program. Having valuable and purposeful supervision between the supervisor and the teachers and the teachers with each other helps teachers to widen their profession. So, I have positive outlook towards supervision for TPD.

Larsen-Freeman (1983:266) has said that in order to "make informed choices" about their work, teachers need (1) heightened awareness, (2) a positive attitude that allows one to be open to change, (3) various types of knowledge needed to change, and (4) the development of skill.

##### **4.7.2 With regard to the challenges for the practice of EFL supervision for TPD**

The school supervisor replied that there are lots of faces up on for the practice of supervision for TPD. For instance, an experienced teachers most of the time believe themselves as a mastery of the subject matter and there for they don't want to be observed. In addition to this, some of the teachers are not agreeable to make supervision for TPD in the classroom. They don't want to admit the comments because they consider the comments as their weaknesses. Furthermore, some of the teachers make a special preparation only for the time of the supervision and bring the necessary materials in the classroom for that moment.

##### **4.7.3 Concerning the practice of the supervisor**

He replied that I have my farm duties to make supervision as the school supervisor. Here are some of my roles:

- Have supervision with teachers monthly.
- Have a discussion with the teachers about the strong sides of the supervision and the weaknesses of the supervision.
- Make teachers to have a supervision with each other.
- Bid training on the preparation of the lesson plan after the supervision.
- Offer training on some aspects of school programs.

Such and other activities are performed especially with novice teachers as they are somehow volunteer to be observed and to have discussion after the supervision.

In relation to practice of the supervisor (Cogan, 1973 cited in Gebhard, 1990) stated that in collaborative supervision, the role of the supervisor was be one of working with supervises, but not directing them. By way of establishing a sharing relationship, the supervisor actively participates with the supervisee in any decisions that are made. In this kind of supervision, the supervisor and the supervisee work together in addressing a problem in the supervisee's classroom teaching. They pose hypothesis, experiment and implement strategies that are likely to offer a reasonable solution to the problem under consideration.

#### **4.7.4 Regarding to possible solutions in order to alleviate the challenges**

The supervisor suggested the following possible solutions.

Possible solutions might be:

Having a strong discussion with all teachers about the magnitude of supervision for the teachers professional development frankly and create an awareness. At the beginning of the year all the concerned bodies in relation to education like the woreda heads and administrative bodies, the school directors and vice directors, the supervisor and the teachers themselves should have a strong discussion on supervision. In addition, there should be a firm follow up weather the supervision is taking place in a proper way or not.

#### **4.7.5 How EFL supervision helps for TPD**

The school supervisor replied that it is obviously known supervision helps the teachers in many ways for their profession development. For instance, it helps the teachers to exchange successful experience, it helps to share different teaching strategies in the classroom accordingly, it helps them to share ideas how to handle the classroom management, it helps them to share ideas how to treat the disturbance

students, it helps them how to identify the students performance the (medium high and low achiever), etc and other important point. But it must be known that the above important features of supervision can be true if the supervision is practiced properly.

(Sergiovanni & Starrat, 1983; Wiles & Lovell, 1975; Harris, 1985). It is clear that supervision is aimed to improve teaching instruction and to contribute to teacher's growth in order to enhance student learning. Because student learning is the primary goal of the schools, the effective supervision of instruction is an important tool in achieving that (reference). Administration holds teachers accountable for providing an appropriate and well-planned program in which equal access to quality educational materials for all students' data.

## **4.8 Analysis of the teachers for the open ended questionnaires**

### **4.8.1 Teachers view towards supervision**

Respondent one replied that, EFL supervision is essential for the teachers' professional development it makes teachers to be problem solver. In addition to this, it helps them to exchange a successful experience with each other. But it should be known that if it is practiced property. So I have positive feeling on EFL supervision for TPD.

The order respondents replied that, EFL supervision is the most important part of the school program. It enhances the teachers' profession.

The other respondents replied that, as to me EFL supervision helps to develop the teaching profession as feedback is given positively and regularly. Furthermore, the teacher gets enhance to alleviate different problems he or she had before through EFL supervision.

(Wiles & Lovell, 1975). Pointed out regarding to the attitude research has shown that the improvement of the teaching-learning process through instructional supervision is dependent upon teacher attitudes towards supervision (Fraser, 1980). In fact, instructional supervision was not prom teaching practice growth and enhances student learning unless the teachers perceive it that way.

### **4.8.2 Teachers role in developing their profession through EFL supervision**

The teachers reply that: as a teacher we are required to do lots of tasks so as to develop our profession. For example we are expected to have supervision with the supervisor and with each other's in our school and with other schools as well.

### **4.8.3 Cooperation of teachers with each other**

The respondents replied as follows:

Respondent one replied that, to be honest I am not cooperating with other teachers by having fruitful supervision in the classroom.

The other respondent said, absolutely no, However, I am expected to make supervision, practically in don't implement.

The other respondents replied that I am afraid to say I cooperate with other English teachers to develop my profession.

*(Richards 1990) points out that some aspects of teaching are not easily mastered. For example, effective classroom management cannot be taught and practiced as a discrete component because it includes the complex ways in which student behavior, space and task are organized and controlled by the teacher in order to accomplish teaching. In short, there can be no special, direct training for effectively handling complex aspects of teaching such as classroom management, motivation, the structuring of tasks, the pacing of lessons, or the grouping of learners. Instead, teachers need to develop these qualities through time and experience, and supervisors can contribute to this development.*

Little (1993) According to the primary purpose of supervision is for teachers and supervisors to engage in focused study groups, teacher collaborative activities, and other long-term professional partnership, in order to actively construct knowledge and increase their understanding of the teaching-learning process (Nolan & Francis, 1992).

#### **4.8.4 Challenges for the practice of EFL supervision in the classroom**

The respondent replied that the comments from the supervisor don't focus on the subject matter. Most of the checklists of the school supervision format focus on minor formats. (Glanz, 2006, p. 55) however, not all teachers may view supervision as a positive force for program improvement or as source of assistance; some may consider it as a threat to the teacher's individuality. Research as shown that the improvement of the teaching-learning process through instructional supervision is dependent upon teacher attitudes toward supervision. In fact, instructional supervision was not promoting teaching practice growth and enhance student learning unless the teachers perceive it that way.

#### **4.8.5 Possible solution for the practice of EFL supervision**

One of the respondents replied that, first and for most every teacher should have deep awareness on the importance of EFL supervision for TPD.

Acheson and Gall (1997:115) say that a reflective teacher “is aware of the dilemmas inherent in teaching, is aware of his or her belief systems and feelings and how they affect his or her teaching, considers choices among instructional strategies, and evaluates the effects of those choices.”

The other respondent replied that the supervisor and we English teachers should be committed to have supervision for our profession development.

The other respondents stated that the supervision must not be for the purpose of the formality. The teachers each other and the supervisor are required to make supervision or TPD.

#### **4.8.6 Teachers response regarding school supervision format**

One of the respondent replied that, the school supervision format is not deep. It critically looks on some other minor formats. It doesn't give much credit for academics issues. As the format is arrange for all subjects, the format doesn't have any specific issues for language areas like the vocabulary, the grammar, the listening, the speaking, the writing reading activities and other language focus points.

The other respondent replied that, some of the criteria are somewhat good for example criteria like the classroom management, the participation of the students, motivation of the students, usage of teaching aids and other formats are somewhat good. However, doesn't consider on different specific points on the language parts.

### **4.9 Analysis of the focus group discussion**

Almost the same questions were organized with the teachers' open ended questionnaires for the focus group discussion. The reason behind was to crosscheck their oral responses and written responses. Six questions were organized; what is you view towards EFL supervision for TPD? Could you explain briefly how EFL supervision helps for EFL TPD? What do you think of the challenges to practice to practice EFL supervision in the classroom? What do you suggest possible solutions to tackle the challenges to practice EFL supervision in the classroom? What are your practices in EFL supervision for TPD? And what is your suggestion about the school supervision format for TPD?

#### **4.9.1 Teachers view towards supervision**

They replied that if the supervision taking place properly, it has many more advantages for the teachers' profession development. Supervision is an important educational tool for TPD. So, we had positive attitude for EFL supervision.

#### **4.9.2 How EFL supervision helps for EFL TPD**

All the teachers agreed on the following points:

- EFL supervision helps the teachers to share a successful experience
- EFL supervision is important to share effective teaching strategies in the classroom.
- Teachers can share important experience how to manage the classroom in a better way.
- EFL supervision can help teachers to share ideas on the assessment techniques etc. supervision is primarily concerned with the improvement of classroom practice for the benefit of students regardless of what may be entailed, be it curriculum development or staff development

#### **4.9.3 Challenges to practice EFL supervision in the classroom**

They respond their idea as follows:

Most of the time, we teachers are not willing to have EFL supervision in the classroom for TPD. We are afraid of each other. In addition, the comments of the supervisors are not focus to the very subject matter rather they focused on minor comment like 1 to 5 group arrangement, A star B star arrangement etc. Furthermore, we are not committed to make EFL supervision for our profession development.

#### **4.9.4 Possible solutions to tackle the challenges to practice EFL supervision in the classroom**

Possible solutions might be:

We have to have willingness to make EFL supervision as it helps us for our profession development. In addition to this, the supervision must not be for the sack of the formality rather it should be for TPD. We have to avoid our frustration at the time of the supervision.

#### **4.9.5 Teachers suggestion regarding the school supervision format for TPD**

The school supervision format doesn't emphasize on the language areas specifically. As the format organized for all subjects it doesn't consider language parts.

### **4.10 The school directors and vice directors interview analysis**

Four questions were organized for interview for the schools directors and vice directors.

#### **4.10.1 The attitude towards supervision for TPD**

Director vice directors of Korem Secondary School replied in relation to his attitude towards EFL supervision as to me, supervision is very important for the teacher's profession development because the teachers can share lots of things in relation to their profession development. So, I have positive feeling for supervision.

Director and Vice director of Biruh Tesfa Secondary School replied that

No doubt, supervision is one of the most important programs of the school for the teacher's professional development. The teachers can benefit many more things from supervision in relation to their profession. So, I have positive attitude towards supervision for TPD.

#### **4.10.2 How EFL supervision helps for TPD?**

Director vice directors of Korem Secondary School replied that teachers can share experience about teaching methodology, the classroom management and other issues. Director vice director Korem Secondary School replied that supervision helps the teachers in many ways. For example, teachers can develop their teaching strategies, their classroom management, assessment techniques and other important ideas if they make proper supervision.

#### **4.10.3 Do you work with the teachers and supervisor for TPD? If you say yes How?**

Director Vice directors of Korem Secondary School replied that as we have countless tasks to do in the school most of the time we facilitate to have communication between the school supervisor and the teachers.

Director Vice director of Biruh Tesfa Secondary School replied that since we are the school leaders we have lots of activities to manage the school. In relation to the supervision we tried to fulfill the necessary materials for supervision and we facilitate the supervisor and the teachers to make supervision.

(Beach & Reinhartz, 2000. p. 128). "Supervisors as well as other educational leaders have the responsibility for facilitating professional development, building teams of teachers or cohorts and empowering teachers to make decisions regarding their instructional performance.

#### **4.10.4 What do you suggest about the school supervision format for TPD?**

Director of Korem Secondary School replied that we believe the checklists are to some extent important because they are related with the classroom situations or active activities.

Director of Biruh Tesfa Secondary School replied that the points stated in checklists are slightly essential because most of the checklists are related the participation of the students, the classroom management, etc so, the checklists are essential.

### **4.11 Analysis of the woreda administration bodies**

The woreda administrative bodies were asked 4 interview questions: the attitude of the woreda administrative bodies towards EFL supervision for TPD, How EFL supervision helps for TPD? Do you

work with the teachers and supervisor for TPD? If you say yes, how? And what do you suggest about the school supervision format for TPD?

#### **4.11.1 In relation to their attitude towards supervision**

The woreda administrative bodies replied that, as supervision is important for the teachers to share ideas about the classroom situations we have a positive attitude towards supervision.

#### **4.11.2 In relation to how supervision helps teachers for their profession development**

Supervision helps the teacher in many ways for example, it helps to share teaching strategies, to share idea about the classroom management, to share ideas on the subject matter and it helps them to have good relationship with each other and with the supervisor as well.

#### **4.11.3 In relation to working with the teachers and supervisor**

The woreda administrative bodies replied that, we sometimes arrange program and visit the school and discuss with the school director, vice director and supervisor.

Wanzare and Da Costa (2000) stated that organizational leaders should work to establish a culture that values professional, collegial interactions among participants, such as team planning, sharing, evaluation, and learning to create methods for peer review of practice. In doing so, they promote the spread of ideas and shared learning (Darling-Hammond & McLaughlin, 1995)

## **Chapter Five**

### **5. Summary, Conclusion and Recommendation**

#### **5.1 Summary**

The general objective of this study was investigating the practice of EFL supervision on English teachers' professional development in ease of Korem Secondary School and Biruh Tesfa Secondary School. To this end, four objectives were designed and employed for the purpose of the study: exemplifying how EFL supervision helps for TPD, examining the practice of the teachers and the supervisors towards EFL supervision assessing the attitudes of the teachers and the supervisors towards EFL supervision and identify the challenges of practicing EFL supervision by both the teachers and the supervisors in the classroom.

The major research questions were: 1) How EFL supervision helps for TPD)? 2) What are the practice of the teachers and the supervisors towards EFL supervision? 3) What are the attitudes of the teachers and the supervisors towards EFL supervision? 4) What are the challenges for practicing EFL supervision in the school?

Based on this qualitative and quantitative research design was used. To this end, the study used quantitative and quantitative data. All the English teachers, the school directors, the school vice directors and the school supervisor were taken using availability sampling. Purposive sampling technique was employed to select the respondents from the woreda administrative bodies.

The results obtained from the quantitative survey (closed ended questionnaire) administered the English teachers reveal that the subjects of the study generally perceive EFL supervision as educational tool for improving the teachers' profession. As evident in the study, the mean values various aspects of EFL supervision are generally found to be above the expected ideal mean 3 (table 11, 12, 13, 14, 15 & 16). The data which were gathered from the structured observation reveal that three were great weaknesses on making EFL supervision for TPD. The data from interview, open ended questionnaire and focus group discussion demonstrate that there are limitations on working together for TPD on both the teachers and the supervisor.

In general, the data which were gathered from all instruments open ended questionnaire, closed ended questionnaire, interview, observation and focus group discussion demonstrate that the respondents had

positive attitude towards EFL supervision for TPD. However limitations were seen for the practice of EFL supervision for TPD.

## **5.2 Conclusion**

Thus, conclusion was made on the basis of the results obtained from open ended questionnaire, closed ended questionnaire, interview, and observation from English teachers the school directors and vides directors and the woreda administrative bodies.

In general, as stated in the summary section of this chapter, the major conclusions to draw from this study seem to include.

The respondents have adequate knowledge that EFL supervision helps the teachers to develop experience in the field to use different teaching methods/ techniques to be familiar with students' behavior to use different teaching materials and activities to use effective classroom management and to use different assessment techniques. However, there were lots practice for the teachers and supervisor; they didn't reform properly so as to develop their profession. In addition, the supervisor between the supervisor and the teachers to some extent good on the points like the classroom management, the integration of the annual plan and the daily lesson plan, the motivation of the students learning, the motivation of the students to ask questions for unclear ideas, the participation of the students and the arrangement of the next supervision. But on the other hand, the supervisor and gap on the discussions of points like the appropriate teaching strategies (the methodology), the knowledge of the very subject matter, the pedagogical knowledge (Introduction, presentation, stabilization, and evaluation), the presentation of the lesson (from simple to complex from specific to general), the assessment technique and the usage of appropriate teaching aids.

The supervision between the teachers each other on pre- supervision conferences, during supervision conferences and post supervision conferences were almost neglected. Un was ingness of the teachers for supervision, the comments from the supervisor were not focus on the subject matter and most of the checklists of the school supervision format were focus on minor formats were the challenges for the practice of EFL supervision in the classroom. Even if English teachers the school directors and vice directors and the woreda administrative bodies had positive attitudes towards EFL supervision for TPD, they were not co-operative for TPD.

## **5.3 Recommendation**

Based on the conclusion given above, the following recommendations have been drawn:

- ❖ Although English teachers, the school directors and vice directors, and the woreda administrative bodies' perceptions on the importance of EFL supervision were positive, the practice implementations were not yet effectively practiced. Therefore, the practical aspect of implementing EFL supervision should be given emphasis.
- ❖ The supervision between the teachers each other on pre- supervision conferences, during supervision conferences and post supervision conferences were almost neglected. Therefore, the supervision between the teachers each other had better not for the sack of the formally rather it had better for the sack of TPD.
- ❖ The teachers are not was ing to make EFL supervision for TPD, the comments from the supervisor focus on miner formats and the school supervision formats are also focus on miner formats. Therefore, as EFL supervision is essential for TPD, the teachers should have was ingness to make EFL supervision for their profession development. When the supervisor makes supervision, it should be with other English teachers or with the department head because the comments was cover issues on the very subject matter, the methodology and other core points.
- ❖ English teachers the school directors and vice directors and the woreda administrative bodies had positive attitudes towards EFL supervision for TPD. However, they were not cooperative for TPD. Therefore, the schools directors, vice directors, the supervisor, EFL teachers, and the woreda administrative bodies had better work together for TPD.
- ❖ The school supervision format doesn't focus on the language areas specifically. So, the supervision checklists should be organized including the micro and macro skills of EFL.

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**APPENDIX**

**ANNEX: DATA COLLECTION INSTRUMENT**

**MEKELLE UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND LANGUAGES**

**DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**

Dear,

This questionnaire is prepared to collect data on **“Assessing the Practices of EFL Teachers Supervision: the Case of Korem and Biruh-tesfa Secondary School”**. This study is conducted as part of my MSc thesis in collaboration with Mekelle University School of graduate studies. The aim of this study is to assess the practices of EFL Teachers supervision in korem and Biruh-Tesfa Secondary school. The findings of this study was show the roles of supervisors and English teachers on EFL supervision. Besides, it was try to suggest possible solutions for the practice of EFL supervision in a proper way.

Data collector:

Name: \_\_\_\_\_

Sign. \_\_\_\_\_

Phone Number \_\_\_\_\_

Supervisor: \_\_\_\_\_

Name: \_\_\_\_\_

Sign. \_\_\_\_\_

Phone Number \_\_\_\_\_



**Part III: Questions related to the activities during the classroom observation**

	Points during the classroom observation	Very sufficient	Sufficient	Quiet sufficient	Not sufficient	Not very sufficient
1	Using the given time properly while the observation is taking place					
2	Writing the points for discussion after the supervision					
3	Having a good eye contact with the observe and the students to know what is going on in the classroom					

**Part IV: Questions related to the feed backs after the supervision**

No	Feedback after the observation in terms of the following points; feedback	Very sufficient	Sufficient	Quiet sufficient	Not sufficient	Not very sufficient
1	On the appropriate teaching strategies (the methodology)					
2	On the knowledge of the very subject matter					
3	On the pedagogical knowledge (introduction, presentation, stabilization and evaluation)					
4	On the presentation of the lesson (from simple to complex, from specific to general)					
5	On the assessment technique					
6	On the usage of appropriate teaching aids					
7	On the classroom management					

8	On the integration between the annual plan and the daily lesson plan					
9	On the motivation of the students learning					
10	On the motivation of students to ask questions for unclear ideas					
11	On the motivation of female students					
12	On the participation of the students					
13	On the arrangement of the next observation					

**Part V: Questions related to teacher's attitude/perceptions to /about the effect of EFL supervision on English Teachers' Professional Development in terms of developing experience in the field**

NO	Items	Strongly disagree	disagree	Neutral	Agree	Strongly agree
1	EFL supervision encourage teachers to be aware of to exchange successful experience with their colleagues					
2	EFL supervision help teachers' to solve problems that the face					
3	EFL supervision encourage teachers to self-learning to upgrade professional experience					
4	EFL supervision encourage teachers to specify teachers professional needs					
5	EFL supervision provide teachers to use effective teaching techniques accordingly					
6	EFL supervision help teachers to develop their students thinking					
7	EFL supervision help teachers to develop their students communication skill					
8	EFL supervision provide teaching to develop in dealing with the students varied Behavior					
9	EFL supervision help teacher's to identify learns attitude towards learning					
10	EFL supervision help teachers how to deal with outstanding students					
11	EFL supervision help teachers to discuss the way of treating					

	learner's weakness.					
12	EFL supervision provide teachers to use different classroom activities that develop learners performance					
13	EFL supervision encourage teachers to carry out extra activities English Club, Magazines)					
14	EFL supervision make teachers to be familiar with different techniques of classroom management					
15	EFL supervision encourage teachers to motivate their student to express their ideas					
16	EFL supervision provide teachers to establish a positive relationship with the students					
17	Make the teachers' familiar with the assessment techniques (i.e. continuous assessment, formal testing...)					
18	Encourage the teachers to take notes about students' in-class performance and use them as assessment record					
19	Train the teachers to design effective exams to be used in their classes					
20	Train the teachers to ask students variety of oral questions that are more suitable to the teaching-learning situations					

**Part VI: Interview questions to the school supervisor related to the role of EFL supervision on EFL TPD**

1. What is your view about EFL supervision for TPD?
2. What are your roles to develop the teachers' profession of EFL supervision?
3. What are the challenges you face when you make EFL supervision in the classroom?
4. What possible solutions you suggest to tackle the challenges for the practice of EFL supervision?

5. How EFL supervision helps teachers to enhance the teachers' profession?

**Part VII: Open ended questions to teachers regarding supervision**

1. What is your view about EFL supervision?

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2. What is your role in developing your profession through EFL supervision?

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3. How is your cooperation with each other?

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4. What are the challenges for the practice of EFL supervision in the classroom?

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5. What are the possible solutions for the practice of EFL supervision?

-----

6. What do you suggest about the school supervision format for TPD?

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**Part VIII: Questions for group discussion**

1. What is your view about EFL supervision?

2. What is your role in developing your profession through EFL supervision?

3. How is your cooperation with each other?

4. What are the challenges for the practice of EFL supervision in the classroom?

5. What are the possible solutions to tackle the challenges to practice EFL supervision in the classroom?

6. What do you suggest about the school supervision format?

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**Part IX: School directors, vice director's and woreda administrative bodies  
interview questions**

1. What is your attitude towards supervision for TPD?
2. How EFL supervision helps for TPD?
3. How EFL supervision helps for TPD?
4. Do you work with the teachers and supervisor for TPD? If you say yes how?
5. What do you suggest about the school supervision format for TPD?

