

**EFL Teachers' Perception of the
Professional Role of EFL Educational
Supervisors in Yemeni Secondary Schools**

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Introduction:

The pre-service teachers' preparation programs in colleges of education emphasize the essential teaching skills and abilities which enable them to perform their profession successfully, focusing on the basic teaching experiences. In-service teachers need for professional training because methods of teaching, theories and principles of education are continuously changing. Nowadays, the professional development of the in-service teachers is the responsibility of the educational authority. EFL teachers, like other teachers, are in constant need for the efforts of their educational supervisors in order to develop their teaching performance and equip them with the modern trends in the field of EFLT.

The professional role of the educational supervisors requires observing teachers while teaching in the classroom, analyzing the teachers' teaching, emphasizing their strengths and weaknesses, evaluating them providing alternatives that can develop their teaching performance, and abilities as well as competences (Gebhard, 1990, P.176). Educational supervisors also help teachers to overcome curriculum difficulties. They link schools and teachers with social needs and work on achieving them. Supervisors' role is extended to help teachers overcome any professional problems and establish the scene for better teachers-teachers and teachers-students relationships. They also help teachers to communicate, and be in contact with others who have similar teaching problems and difficulties. Nevertheless, good supervision practices new teaching horizons and gives

access to row professionally independent performance for the teachers. Of course, this is clearly reflected on their students' achievements and growth (Sergiovanni & Starratt, 1988,P. 304 and 1993,P. 82). Supervision is a vital process that leads to the development of both the teaching and learning processes. Moreover, supervisors are expected to provide guidance in planning extra-curricula activities and selecting appropriate methods, strategies and techniques of teaching and also teaching aids.

Absolutely, the role of the educational supervisors is vital. They are the medium to develop teachers' performance and raise the levels of students' achievements.

The Problem of the Study

Many comments from the schools in addition to several researches, as done by Wang and Day (2002), indicate dissatisfaction with some negative sides of the current practices of the educational supervision. The present study attempts to investigate the current status of EFL educational supervision and highlights the problems and difficulties encountered by EFL teachers, in Yemen, in order to provide Ministry of Education with some suggestions for the improvement of the supervision process. The educational supervision in Arab countries encounter some problems and difficulties. Thus the present study attempts to reveals the problems and difficulties encountered by EFL teachers in Yemen. Though the problem of the study is confined to the following main question: ***What are the professional roles of EFL educational supervisors in developing EFL teachers' performance in Yemeni secondary schools?***

The purposes of the Study

The main purposes of the present study are the following:

1. To explore EFL teachers' perceptions of the current practices of the professional role of the English language supervisors.

2. To highlight the impact of that role on developing EFL teachers' performance at the secondary stage.
3. To point out the limitations of that role and its influence on teachers' performance.
4. To point out the EFL teachers' expectations regarding the expected role of their supervisors.

The Importance of the Study

The present study is very significant to EFL educational supervisors, teachers, educators, researchers, and policy makers for several reasons; First, there is a shortage of research literature on the role of EFL supervisors in developing EFL teachers' performance with special reference to Yemen. Second, it highlights the light on the professional role of the EFL supervisors in developing EFL teachers' performance at the secondary stage. Third, it highlights the tasks supervisors should perform based on EFL teachers expectations. Fourth, the results of the present study will help EFL educators develop future plans to enhance EFL teachers' professional development. Fifth, it shows EFL teachers' needs for specific in-service training programs. Finally, it leads to bridging the gap between EFL supervisors and the teachers they supervise. According to the researcher knowledge, this study is the first in Yemen on this topic. It is a very important study because it provides EFL teachers, supervisors and concerned people a clear idea about the professional role of educational supervisors in secondary schools in Yemen.

The Sub-Questions of the Study

The present study attempts to answer the following sub-questions:

1. How do EFL teachers perceive the professional role of EFL educational supervisors?

2. How do EFL teachers perceive the role of EFL educational supervisors in developing teachers' performance?
3. What do EFL teachers expect from their educational supervisors?
4. What characteristics do EFL teachers look for in their EFL educational supervisors?
5. Do gender, specialization, scientific degree, district, and teaching experiences influence the nature of the relationship between educational supervisors and teachers?

Limitations of the Study:

The present study looks at EFL Teachers' Perception of the Professional Roles of EFL Educational Supervisors in Yemeni Secondary Schools. A sample of the study consists of sixty one male and female EFL teachers in two educational districts which are Al-Nadirah and Al-Saddah. Generalization of the results is based on the analysis of the responses of the participants. The questionnaire of the study was administered in the 1st semester of the academic year 2010/2011 A.D.

Review of Literature and Related Studies:

Educational supervision is not an easy process. It is not just a matter of going into the classroom and writing observations about EFL teacher's performance. Educational supervisors have multifarious tasks to perform. They develop and improve teachers' performance, check teachers' lesson plans, visit teachers in the classrooms, attend different types of meetings etc...

Processes of Educational Supervision:

The processes are of a great vitality to achieve general objectives of educational supervision such as integrating

different knowledge and skills to create a positive teaching atmosphere and to help the community to develop in terms of economical, social and cultural aspects in addition to its specific objectives as follows:

- 1.□ Stimulate teachers' attentions and get them actively involved in teaching process and its improvement which provide the teachers with continuous professional development.
- 2□. Help teachers to realize the real objectives of education at the school where they work and use effective teaching methods to achieve these goals.
- 3□. Assist teachers to better understand the needs and expectations of the students and spend more effort to satisfy these desires.
4. □Improve the school atmosphere and strengthen the relationships among teachers and encourage cooperation and academic unity.
- 5□. Make sure of teachers' continuous progress and professional success.
6. Encourage teachers' enthusiasm and increase their competitive but friendly behaviour.
- 7□. Create an appropriate atmosphere for new teachers and make them appertained in the teaching.
- 8□. Evaluate the results that lead to increase in teachers' effort and success in the direction of the principles of the school.
- 9□.Support teachers to diagnose the difficulties in the teaching process and make strategic plans for overcoming or avoiding them (MoNE, Oman, 1998,P.12).

Modern educational supervision has been viewed to be a complicated task requiring keen and penetrating work of

supervisors thereby teachers can learn, grow, and improve in a planned way, which truly aims to affect improvement in the total educational program. Modern supervision is also taken for coordination and integration of an educational effort. As another major emphasis in modern supervision, it is essential to note that it centers around the relationship between supervision and curriculum development by paying attention to harnessing and harmonizing of theoretical learning and work experience, balancing, relating, integrating the general education in language, literature and social sciences with diversified courses. Moreover, it gives prominence to curricular problems such as the development of materials, the fullest use of resources, the capitalization upon parental resources and the advancement of curriculum planning procedures (Romes, 2005,P.15).

Tasks and Roles of Supervisors:

Supervisors perform several roles and tasks to achieve purposes of supervision. These tasks vary according to the purposes of supervision that have to be achieved. Supervisors focus on the improvement of instruction, teachers and success of the educational system as well.

Tasks of supervisors in EL supervision are very difficult because teachers expect supervisors to be clear and neutral towards the procedures followed in the classroom observations. Task of supervisors gets more difficult in Yemen and Arab countries. Educational supervisors are expected to visit each EFL teacher many times in the academic year and write reports on teacher's performance. These reports will play a major role in teacher's job promotion. They may sometimes work against the teacher. This could happen if they are based on hasty visits especially when supervisors are overwhelmed with many job

responsibilities. There is a shortage in the number of supervisors in certain educational districts, and when the supervisors are not neutral. Therefore, Randall and Thornton (2001) advised educational supervisors to be aware of their roles when evaluating teachers' performance by stating "It is important that an inspector working within such a system is clear about the role that is being adopted when debriefing teachers.(P. 19)"

Models of Supervision:

Several educators ensure the important role of educational supervisors in developing the educational process in general and teachers' performance and professional development in particular. Therefore, Hunter (1980) supported helping relationships between educational supervisors and their teachers. She demonstrated "when administrators and supervisors work with teachers as teachers are expected to work with students, supervision will become a more highly skilled and respected function in our profession (P. 121)". However, there are different models of supervision and approaches of in-service teachers. The following is a presentation of Freeman observing in-service teachers can be done in three different approaches. They are as follows:

1. **The supervisory approach** with the observer is the authority and arbitrator. Here, it is the observer comments on the strengths and weaknesses of the teacher's performance and the flow of the lesson that is counted. The observer goes further to provide the teacher with suggestions and recommendations for better performance and improvements. He/she could go further in the comments to include the curriculum sequence, the lesson plan, classroom discipline and even the seating arrangement.

2. **The alternatives approach** with the observer as a provider of alternative perspectives help supervisors in achieving tasks easily. The observer must avoid being judgmental. The alternatives should be based on the observer's experience. On the other hand, alternatives must be based on a general philosophy and theory of teaching, or objectives and aims of the class.
3. **The non-directive approach** with the observer help supervisors to understand the teacher's performance. The observer's aim here is to build a supportive relationship with the teacher. He/she needs to understand what the teacher does and not to judge or evaluate. The observer's aim is to help teachers to recognize and understand their own experiences and learn to reflect on them and evaluate them.

Freeman (1982) made a very important distinction between training and development by stating "Training deals with building specific teaching skills; how to sequence a lesson or how to teach a dialogue ... Development ... Focuses on the individual teacher- on the process of reflection, examination, and change which can lead to doing a better job and to personal and professional growth. Definitely, supervisors of EFL teachers must adopt the developmental role inside the language classroom(P.21)".

This distinction should be taken into consideration by supervisors when executing their supervisory roles. This stresses the developmental role of educational supervisors for improvement of future performance rather than the judgmental one for criticism and inspection per se (Sandbrook, 1996, P. 28).

The variation in the supervisory approaches challenges EFL scholars of in-service supervision to how best to implement them. Freeman (1982) advised supervisors to

apply more the directive approaches with inexperienced teachers and more nondirective with the experienced. While Gebhard (1990,P.178) believed that applying non-directive approaches to non-expert teachers could work as well. This allows supervisors for a shift of their responsibilities to peers or resource centers.

The non-directive supervision approach developed by Fanselow (1990) is based on Freeman and Gebhard approach. Fanselow argued that the aim of the supervision of EFL teachers is not necessarily to help others, but to encourage self-exploration. He stressed the significance of "self-help-exploration(P.185)" as that will help teachers to construct their own knowledge. When teachers are observed to perform, they go through a process of obtaining and gaining knowledge. When they are observed to get any type of help, support and /or evaluation, they get undesired impressions or evaluation which they may not adopt. Meanwhile, Wallace (1991) pointed out the importance of developing a reflective perspective within language teachers to reflect on their own professional experiences and not to be simply "followers of instructions but professionals who are open to new ideas. [... and who are...] flexible, capable of further independent study which aims at resolving problems in a rational way(P.26)".

The importance of the self-exploration and reflection to the development of EFL teachers is presented in Schon's (1987) model as "the reflective practitioner (P.31)". The model includes three important concepts in teacher professional development as: 1. Reflection-in- action; 2. Reflection on action; 3. The coach. Feedback is essential to teacher's learning cycle as it leads to the innovative ways of teaching based on the given feedback. Schon differentiated reflection-in-action from reflection-on-action. As the former

is reflection in the middle of the teaching process without interrupting it. According to Schon (1987), this is a powerful type of reflection which is defined as something "goes beyond stable rules—not only by devising new methods of reasoning,... but also by constructing and testing new categories of understanding, strategies of action, and ways of framing problems (P.31)". This process helps teachers to make new suggestions which lead to the right answer. Reflection on action means thinking back over what took place during the teaching session. It is more of a cyclic practice in which the supervisor demonstrates, suggests questions and criticizes the teaching performance of the teacher. The coach goes step by step with reflection-in-action. The supervisor role is to assist and support within the process.

Jones (1995,P.32) suggested a new approach of in-service supervision of EFL instruction that could build upon various concepts presented by different researchers. He believes that Democratic Supervision can be the answer to improve an EFL teacher's instruction technique. Democratic Supervision uses five principles as: 1. the supervisor serves as a resource for the teacher; 2. negotiation between supervisor and teacher is stressed; 3. supervisor and teacher should negotiate to select a specific supervisory approach and in-service instruction.

The previous Studies:

Several studies highlighted the role of educational supervision which are the following:

Wang and Day (2002) investigated 16 K-12 English as a second language teachers' experience being observed at different stages of their teaching careers. Data analysis showed both subjective and procedural problems in

classroom observation practices. These problems created numerous tensions between teachers and supervisors and put teachers in the role of passive performers. The study revealed five distinctive kinds of observation experience:

1.The nerve-wrecking experience; 2.Wonder-why experience; 3.Put-on-the-best- show experience; 4. Embarrassing experience; 5.Get-used-to-it experience. To many teachers, classroom observation was perceived to be a punishment and they had to defend themselves in front of their supervisors. Wang and Day's study results suggested that there was a missing link between teacher observation and the promotion of teacher learning and professional growth.

Shaheen (1991) and Sheiha & Al-Far (1994) investigated teachers' opinions on the preferred characteristics and expected role of supervisors. They found the following results: 1. Teachers preferred supervisors who could deal with them on a friendly basis and not an authoritarian one; 2. Teachers wanted to be listened to; 3. Teachers expected more qualified and competent supervisors to guide them through the teaching process; 4.Unfortunately, teachers pointed out that some supervisors focused only on their mistakes; 5.Teachers were in need of guidance; 6. In-service training became a must for teachers; 7.Teachers expected their supervisors to be a good source of up-to-date information. Since many supervisors lack experience, teachers suggested recent books and periodicals in their specialization in their school libraries. It was recommended establishing a specialized department which would promote and support teachers' continuous professional development.

Al-Ansari (2000) studied the current status of the EFL supervisors from EFL teachers' perceptions in both intermediate and secondary Saudi schools. According to the results of the study, supervisors revealed a lack of cooperation with teachers because they did not pay enough attention to teachers' inquiries and needs. The results suggested that the choice and appointment of supervisors should fulfill special standards like high qualifications and good personality. This would help in building a good relationship between supervisors and teachers. In order to enable supervisors to practice their role effectively, they should have minimum supervisory load. In addition, they should be free from doing administrative work. This would allow them to become more dedicated to their work and achieve the purpose of their job.

Dirani (2000) suggested a revision of both the supervisors' preparation programs and the in-service training courses. He pointed out that revision would equip supervisors with relevant and required competencies to achieve their job tasks and responsibilities. In addition, supervisors are expected to strengthen the relationships with their teachers. This practice would encourage teachers to excel in their work and become more committed to their profession.

The University of Emirates (1997) designed a training program for supervisors to train EFL teachers. The program was designed to improve both the overall quality of English language instruction and the English language proficiency level of students. The program ended with important recommendations raised by EFL educational supervisors. Supervisors needed to be allocated more time for training

with their teachers to address their needs and the needs of their students. They wanted the university trainers to update them with the current TESL literature. Moreover, "the supervisors also communicated the need for university to assist with the upgrading of the testing policies and procedures presently used" (Guefrachi & Troudi, 1997).

Several studies were conducted on the educational role of supervisors by Rayan, (1980 and 1988), (Al-Sa'ady, 1984; Al-Ahmad, 1987; Rajeh, 1988; and Al-Hamad, 1989 & 1995) which showed many shortcomings as follows:

1. The appointment of supervisors is based generally on the accumulative years of teaching experience;
2. Many supervisors and teachers lack a clear understanding of the functions and roles of the educational supervision;
3. Educational supervisors practice a judgmental role rather than a developmental one;
4. Unfortunately, many supervisors do not emphasize developing the professional relationship among teachers;
5. Supervisors play a minor role in designing extra-curricular school activities.

Al-Musallam (1998) surveyed teachers' opinions regarding the need for educational supervisors to continue their supervisory role to develop teachers professionally. The researcher explored the supervisory role in four domains as: 1. developing teachers professionally; 2. Teacher-student relationship; 3. Teachers and curriculum assessment and development; 4. Teachers and methods of teaching. She concluded her study stressing that educational supervision is of great necessity for teachers. Undeniably, supervisors played an important role in the professional development of teachers. Although some senior teachers were qualified to

play the role of resident supervisors, teachers still preferred to have visiting external supervisors.

In Yemen

Surveying libraries and available materials, the researcher did not find any study on the supervision of English teaching in Yemen.

From the previous studies the following points are elicited by the researcher:

1. The educational supervision in Arab countries encounter similar problems and difficulties.
2. Those problems and difficulties stem from the criteria implemented in selecting supervisors and the undefined roles of those supervisors.
3. The responsibilities and tasks carried out by those supervisors seem to be beyond their capacity.
4. Moreover, it is significant to mention that the number of supervisors is very small compared to the number of teachers they supervise.
5. Supervisors play the minimum supervisory role which is not the expected.
6. The image of inspection rather than supervision is what teachers believe about their supervisors, of course, this image affects, to a great extend, on their relationship with their supervisors.
7. Most of the educational supervisors use classical methods and styles of supervision which are inappropriate nowadays. All of the mentioned-above play a major role in hampering the expected role of educational supervisors.

Methodology of the Study:

Participants of the Study:

Participants of this study consists of sixty one EFL teachers; forty male and twenty one female teaching English

in the secondary schools of Al- Nadirah and Al- Saddam Educational Districts in the academic year 2010/2011 A.D.

Instrument of the Study:

The instrument of the present study is a questionnaire which is based on reviewing the related literature. It consists of two sections: Section one includes the demographic data (5 items) of the participants. Section two presents the questionnaire items which are divided into four domains. The first domain includes 17 items which deal with " EFL teachers' perceptions of the professional experience of supervisors". The second domain contains 12 items that cover "Teachers' perceptions of the nature of supervisors' classroom visits". The third domain includes 14 items which deal with "Teachers' perceptions of the influence of supervisors' visits on developing teachers' performance". The fourth domain includes 15 items which focus on "Teachers' perceptions of the nature of supervisors-teacher relationship".

The responses to each item are combined on a scale ranging from 5 to 1. In order to make this section easier to read and comprehend, the researcher combined response five (strongly agree) and response four (agree) into one as a positive category (Agree). Response one (strongly disagree) and response two (disagree) are combined into one as a passive category (Disagree). Response three represents neutral category.

Validity and Reliability of the Questionnaire:

a. Validity

Four members of the Faculty of Education, who are specialized in 'Methods of Teaching EFL and Curriculum, Educational Psychology, Educational Administration and Teaching Practice', reviewed the questionnaire items.

Feedback was taken in consideration to clarify the statements of items. The questionnaire was also piloted with 20 secondary EFL teachers. The researcher got suggestions from the pilot study and has taken into account while preparing the final draft of the questionnaire items.

b. Reliability

Coefficient Alpha Cronbach was calculated to get a measure of consistency and reliability of the questionnaire for all items in its four domains. The reliability value is presented in the Table 1.

Table 1. Shows the Totals Reliability Analysis:

No. of Items	Cronbach's Alpha	S.D.	Mean	Variables Labels	Variables Name
17	0.74	0.922	2.63	Professional experience of supervisors	Domain-A
12	0.64	0.68	2.72	Nature of supervisors' visits	Domain-B
14	0.71	0.74	2.88	Influence of supervisors' visits on developing teachers' performance	Domain-C
15	0.75	0.90	2.92	Supervisors-teacher relationship	Domain-D

Number of Cases = 61. Dependent Variables have been classified into four groups as described in the instrument and named as Domain-A, Domain-B, Domain-C, and Domain-D.

Administration of the Questionnaire:

In order to explain the purpose of the study, the researcher visited the selected schools to meet EFL teachers. During these meetings with EFL teachers and heads of schools the target topic is discussed in depth. The teachers raised many questions for clarifications about some questionnaire items. In spite of the three follow-up visits to schools by the researcher throughout the first semester of the academic year 2010/2011, and despite the assistance of many college students, the return rate did not exceed 72% of the distributed copies of questionnaire as EFL teachers were

busy and tired because of their heavy teaching loads and extra educational activities.

Analysis of Data:

The analysis of the collected data from English teachers who are teaching in the public secondary schools of the Republic of Yemen. Depending on the EFL teachers' responses to the distributed questionnaire, the researcher presents their opinions and attitudes regarding each item of the questionnaire. The above-mentioned version of the SPSS program is used to analyze the data. The researcher used frequencies, percentages, means and Standard Deviations in the analysis of data in relation to the first four questions.

Research Question One:

How do EFL teachers perceive the professional role of EFL educational supervisor?

Table 2. Frequency, Percentage, mean and Standard Deviation for the Dependent Variables regarding Domain A "Teachers' Perceptions of the Professional Experiences of Educational Supervisors." [See appendix]

S.D	M	Disagree		Neutral		Agree		Items 1 to 17
		%	F	%	F	%	F	
1.22	3.03	41.0	25	11.5	7	47.5	29	1
1.24	3.13	31.1	19	24.6	12	44.2	27	2
.98	3.15	24.6	15	42.6	26	32.8	20	3
.85	3.02	29.5	18	39.3	24	31.1	19	4
.97	3.70	16.4	10	6.6	4	77	47	5
1.17	3.16	34.5	21	21.3	13	44.2	27	6
1.26	2.93	44.2	27	16.4	10	39.4	24	7
1.29	2.74	49.1	30	23.0	14	27.9	17	8
1.21	2.61	54.1	33	18.0	11	27.9	17	9
1.23	2.48	63.9	39	11.5	7	24.6	15	10
1.32	2.43	55.5	37	13.1	8	26.2	16	11
1.24	2.74	49.1	30	21.3	13	29.5	18	12
1.18	2.82	44.2	27	19.7	12	36.0	22	13
1.20	3.11	36.0	22	16.4	10	47.5	29	14
1.08	2.74	39.4	24	33.8	20	27.9	17	15
1.18	3.11	34.5	21	24.6	15	41.0	25	16
1.28	3.11	41.0	25	11.5	7	47.5	29	17

The above question deals with the current status of the educational supervisors' professional role from teachers' points of view. By surveying the data of the seventeen items listed under **Domain A** which presented in **Table 2**. **Item 5** gets the highest percentage (77%) of the study participants. Its mean and std. deviation are (3.70& 0.97) respectively. It suggests that the supervisors demand teachers to complete the teaching plan on time. On the contrary, only (4.16%) refuse the item. While **item 10**, (63.9%) along with mean (2.48) and std, deviation (23.1) reject the idea that says: "Educational supervisors present developmental programs to teachers". On the other hand, (24.6%) agree with the item. **Item 11**: shows that (55.5%) along with mean (2.43) and std. deviation (1.32) refuse the notion which says that 'the supervisors provide teachers with relevant books'. On the contrary, (26.2%) claim that the supervisors provide them with specialized books. **Item 12** shows that (49.1%) along with mean (2.74) and std. deviation (1.24) reject proposition which indicates that supervisors encourages teachers to join in-service training programs. On the other hand, (29.5%) agree with the item. While (21.3%) ensure that they have not any knowledge about in-service training courses. **Items 1, 14 and 17** get the same percentage (47.5%) along with means (3.03,3.11,and 3.11) and std. deviations (1.22, 1.20 and 1.28) respectively. **Item 1** (47.5%) confirm that the supervisors apply various models of supervisions. On contrary,(41%) reject the same item. While **item 14**, (47.5%) report that the supervisors attend models lessons with teachers for discussions. On the other hand, (36%) disagree with the proposition. **Item 17**, (47.5%) agrees that supervisors encourage trying out new methods, strategy and techniques of teaching before using them in the teaching process. On contrary, (41%) disagree with the item. Both **items 2 and 6**

get (44.2%) along with means (3.13 and 3.16) and std. deviations (1.24 and 1.17) respectively. As shown in **item 2**, (44.2%) reports that the supervisors prepare a plan to develop teacher's performance, but this result contradicts with the result of **item 10** which mentions that the supervisor does not have developmental program for developing teacher's performance. On contrary, (31.1%) claim that they usually do not prepare a plan to develop teacher's performance. In addition, (24.6%) report that they do not have knowledge with the proposition. This percentage represents about quarter of the sample. **Item 6** (44.2%) shows that supervisors follow up current trends in supervision. On the other hand, (34.5%) deny the idea. Finally, **item 13** (44.2%) along with mean (2.28) and std. deviation (1.18) disagree with the proposition which says: "The supervisors' role is providing teachers with techniques that enhance their relationships with students. On contrary, (36%) agree with the same notion.

The above table shows that a great number (77%) of the study participants report that the main task of supervisors is following up teachers to complete the teaching plan on the limited time. This means, educational supervisors are classical because they concentrate on finishing the target curricula on the limited time while they neglect the important issues of their tasks which are developing the teachers' performance. Also, large number (63.9%) of the participants members confirm that the supervisors do not prepare scientific developmental programs for developing teachers' performance. At the same time, less than half (44.2%) of the study participants claim that supervisors prepare plans for developing teachers' performance, but these two results are contradicted.

In brief, according to the teachers, supervisors are able to apply different models of supervisions. Teachers believe in their supervisors that they have not appropriate experiences and abilities which help them in preparing scientific developmental programs for developing their teachers' performance. This suggests that supervisors need to give more time to classrooms' works, listen to teachers needs and problems and play the expected guiding role for teachers to follow and rely on.

Research Question Two: How do EFL teachers perceive the role of EFL educational supervisors in developing teachers' performance?

Table 3. Frequency, Percentage, mean and Standard Deviation for the Dependent Variables regarding **Domain B** "Teachers' Perceptions of the Nature of Supervisors' Classroom Visits." [See appendix]

S.D	M	Disagree		Neutral		Agree		Items 1 to 12
		%	F	%	F	%	F	
1.23	2.51	59	36	9.8	6	31.1	19	1
1.24	2.92	37.7	23	26.2	16	36.1	22	2
1.17	2.59	57.4	35	11.5	7	31.1	19	3
1.12	2.82	39.3	24	27.9	17	32.8	20	4
1.29	3.21	32.8	20	14.8	9	52.5	32	5
1.04	3.16	26.2	16	31.1	19	42.7	26	6
1.30	3.46	26.2	16	16.4	10	57.4	35	7
1.28	3.20	39.3	24	9.8	6	50.8	31	8
1.24	3.26	36.1	22	16.4	10	47.5	29	9
1.16	2.62	50.8	31	23.0	14	26.2	16	10
1.18	3.44	24.6	15	13.1	8	62.3	38	11
1.26	3.20	39.3	24	8.2	5	52.5	32	12

Twelve items listed under **Domain B** which are presented In **Table 3**, as in **item11**, get the highest percentage (62.3%) of the study participants along with mean (3.44) and std. deviation (1.18) claim that the

supervisors require teachers to bring teaching aids if not available in school. On the contrary, (26.2%) refuse the proposition. This evaluation may not be fair to many teachers because students' performance may not be as expected some times. **Item 1**, (59.%) along with mean (2.51) and std. deviation (1.23) report that the supervisors do not make a sufficient number of class visits all academic study year long. This requires from supervisors to intensify the number of their visits to maximize their guidance. On the contrary, (31.1%) confirm the vice versa. **Item 3**, (57.4%) along with ,mean (2.59) and std. deviation (1.17) ensure that the time of a visit is not sufficient. On the other hand, (31.1%) claim that the duration of a visit is sufficient. Both **items 5 and 12** get the same percentage; (52.5%) along with means (3.21&3.20) and std. deviations (1.29& 1.26) respectively, whereas **item 5&12**, (52. 5%) assert that the supervisors focus on positive and passive parts of teaching practice. While (32.8%) disagree with the item. While **item 8**, slightly, more than half the participants, in this study, (50.8%) along with mean (3.20) and std. deviation (1.28) report that the role of supervisors is developmental which is less than half of the participants (47.5%) along with mean (3.26) and std. deviation (1.24) agree that the supervisors' role is judgmental while **item 9**. The percentage of participants who report that the supervisors ' role is developmental is more than the percentage of those who ensure that supervisors' role is judgmental. Therefore, supervisors must put in account their role to be more developmental rather than judgmental to push the wheel of teachers' progress in teaching. About half of the participants (50.8%) along with mean (2.62) and std. deviation (1.16)

refuse that supervisors embarrass teachers when interacting with students. On the other hand, (26.20) agree that supervisors embarrass them. Finally, **item 6** shows that 42.7% along with mean (3.16) and std. deviation (1.04) state that supervisors expect continuous excellence from the teachers. On the contrary, (26.2%) mention that the supervisors do not expect continuous excellence from the teachers. This puts pressure on those teachers who do not agree with the position to improve their performance in teaching.

From above discussion, It can be concluded that EFL teachers encounter some pressure from their supervisors during classroom visits, because some supervisors embarrass the weak teachers, in their performance, when interacting with students. In addition, the supervisors ask teachers to bring audio-visual aids which are not available in the schools.

In brief, It can be stated that, in order to make the most of the classroom visits beneficial, supervisors need to plan the purpose of the visits with teachers. They must put in mind that teachers may not meet their expectations for any reason. Therefore, supervisors should enhance their developmental role for the benefit of their teachers' development.

Research Question Three: What do EFL teachers expect from their educational supervisors?

Table 4. Frequency, Percentage, mean and Standard Deviation for the Dependent Variables regarding **Domain C "Teachers' Perceptions of the Influence of Supervisors Visits on Developing Teacher Performance"**. [See appendix].

S.D	M	Disagree		Neutral		Agree		Items 1 to 14
		%	F	%	F	%	F	
1.29	2.90	47.5	29	14.8	9	37.7	23	1
1.15	2.85	44.2	27	26.2	16	29.5	18	2
1.05	3.07	31.8	20	36.1	22	31.1	19	3
1.11	2.75	49.2	30	23.0	14	27.9	17	4
1.15	3.03	37.7	23	23.0	14	39.9	24	5
1.32	3.21	34.4	21	18.0	11	47.5	29	6
1.15	3.26	34.4	21	11.5	7	54.1	33	7
1.36	3.43	29.5	18	8.2	5	62.3	38	8
1.18	2.90	37.7	23	31.1	19	31.1	19	9
1.09	2.33	65.6	40	16.4	10	18.0	11	10
1.35	2.51	57.4	35	9.8	6	32.8	20	11
1.35	2.87	49.2	30	8.2	5	42.6	26	12
1.22	3.05	31.8	20	18.0	11	49.2	30	13
1.04	2.90	41.0	25	26.2	16	32.8	20	14

Fifteen items listed under **Domain C**, which are represented in **Table 4**, **item10**, gets the highest percentage (65.6%) of the study participants along with mean (2.33) and std. deviation (1.09). Those teachers disagree with the proposition which says: "Training programs are not needed due to sufficient supervisors feedback". This means, training programs are very urgent for teachers to follow up the new and innovation in teaching English, the supervisors' feedback does not help in developing teachers' performance in the field of English teaching. While **item 8**, (62.3%) along with mean (3.43) and std. deviation (1.36) claim that the supervisors' duration of the visits is short. On the contrary, (29.5%) ensure that the supervisors' duration of the visits is sufficient. This result agree with result (3) in the domain C. **Item11**, (57.4%) along with mean (2.51%) and std. deviation (1.35%) believe that supervisors are not available for teachers whenever needed to help them in solving

difficult problem, for example. On the other hand, (32.8%) claim that they get their supervisors whenever they need them. More than half participants (54.1%) along with mean (3.26) and std. deviation (1.15) report that supervisors highlight weakness in their performance for future avoidance. On contrary, (34.4%) reject the idea as pointed out in **item 7**. Both **items 4 and 12** get the same percentage (49.2%) along with means (2.75 & 2.87) and std. deviations (1.11 & 1.35). Regarding **item 4**, (49.2%) disagree that 'the supervisors' solutions work most of the time'. On the other hand, (27.9%) agree with the suggestion. While (49.2 %) show that 'the supervisors do not help teachers to develop their performance'. On the contrary, (42.6%) assert that supervisors do so as in **item 12**. While **item 13**, (49.2%) along with mean (3.05) and std. deviation (1.22) confirm that supervisors support teacher-self confidence. On the other hand, (31.8%) refuse the notion. As pointed out in **item 1**, (47.5%) along with mean (2.90) and std. deviation (1.29) deny that supervisors provide teachers with practical solutions for problems. At the same time, (37.7%) reported that they receive practical solutions for problem from their supervisors. **Item 6**, (47.5%) along with mean (3.21) and std. deviation (1.32) indicate that the same remarks are repeated during the classroom visits. On the contrary, (34.4%) refuse the idea. This raises the following question: 'Do supervisors perform their tasks mechanically without any creativity?'. **Item 2**, (44.2%) along with mean (2.85) and std. deviation (1.15) disagree that supervisors provide them with new and innovative ideas. While (29.5%) state that they get so. This means, the developmental role of supervisors is not active. Therefore, supervisors should be guiding, coaching, and inspiring teachers especially the novice ones. Finally, (41.0%) along with mean (2.9) and std. deviation (1.04)

disagree that their supervisors encourage positive critical discussion before and after the visit. While (32.8%) reject the idea.

In brief, teachers who participated in this domain, indicate that their expectations from supervisors are high. Yet, very little is achieved out of the classroom visits to help teachers develop their teaching performance. Here, in this respect, many questions are raised as the following: Is there a gap between what supervisors have to do and what they actually do? Why do not teachers see the developmental role of their supervisors? Is supervisors' role actually developmental or is it judgmental in disguise?

Research Question Four: What characteristics do EFL teachers look for in the educational supervisors?

Table 5. Frequency, Percentage, mean and Std. Deviation for the Dependent Variables regarding **Domain D "Teachers' Perceptions of the Nature of the Relationship Between Supervisors and Teachers"**. [See appendix].

S.D	M	Disagree		Neutral		Agree		Items 1 to 15
		%	F	%	F	%	F	
1.16	3.16	27.9	17	29.5	18	42.7	26	1
0.99	3.08	27.9	17	37.7	23	34.4	21	2
1.03	3.07	32.8	20	24.6	15	42.6	26	3
1.15	2.66	52.5	32	26.2	16	21.3	13	4
1.02	2.95	29.5	18	41.0	25	29.5	18	5
1.12	3.67	18.0	11	19.7	12	62.3	38	6
1.21	3.10	32.8	20	19.9	12	47.5	29	7
1.14	2.74	44.3	27	24.6	15	31.1	19	8
1.40	3.10	36.1	22	19.7	12	44.2	27	9
1.32	2.89	47.5	29	16.4	10	36.1	22	10
1.28	3.02	42.6	26	16.4	10	41.0	25	11
1.06	3.54	19.7	12	19.7	12	60.7	37	12
1.21	3.10	31.1	19	29.5	18	39.3	24	13
1.14	3.25	26.2	16	26.2	16	47.5	29	14
1.15	2.97	36.1	22	27.9	17	36.1	22	15

The fifteen items listed under **Domain D** are represented in **Table 5**.

Item 6 in table 5 gets the highest percentage (62.3%) along with mean (3.67) and std. deviation (1.12) indicate that the teachers welcome the notion of having a formal relationship with their supervisors. This means, some supervisors have friendly relation with teachers. On the contrary, (18.0%) disagree with the item. In **item 12**, (60.7%) along with mean (3.54) and std. deviation (1.06) show that supervisors and teachers are friends. More than half (52.5%) of participants along with mean (2.66) and std. deviation (1.15) disagree with the idea which indicates that supervisors take teachers' opinions seriously. On the other hand, (26.2%) claim that they do not know whether their supervisors take their opinions seriously or not. **Items 7&14**, get the same percentage; (26.2%) whereas **item7** gets (47.5%) along with mean (3.10) and std. deviation (1.21) agree that supervisors encourage teachers in front of their colleagues. On the contrary, (32.8%) refuse the proposition. The same percentage of the study participants report that supervisors deal with experienced teachers as colleagues as in **item 14**. Regarding dealing of the supervisors with novice teachers using their authority, the percentages of the participants who agree and disagree with suggestion are equal as in **item 15**. In respect of **item 10**, (47.5%) along with mean (2.89) and std. deviation (1.32) disagree to be promoted as supervisors. On the other hand, (36.1%) of participants show their willingness to be promoted as supervisors. **Item 8**, (44.3%) along with mean (2.74) and std. deviation (1.14) report that supervisors do not encourage teachers in front of their students. On contrary, (31.1%) agree with the idea, which means that teachers need to be appreciated as a reward for their good performance. **Item 9** shows that (44.2%) along with mean (3.10) and std. deviation (1.40) agree that supervisors' visits are a source of anxiety. On the contrary,

(36.1%) reject the proposition. Less than half (42.6%) of the participants along with mean (3.02) and std. deviation (1.28) refuse the notion which says "Supervisor has the qualities of a leader", while slightly less than (41.0%) the previous percentage state that the supervisor has the qualities of a leader as in **item 11**. As in **item 1**, (42.7%) along with mean (3.16) and std. deviation (1.16) report that their supervisors have positive ideas towards them. 42.6 percent of the participants along with mean (3.07) and std. deviation (1.03) claim that supervisors come to class with a predetermined evaluative idea on the teacher practice. On the other hand, (32.8%) disagree with the notion as in **item 3**. To be objective and to avoid subjectivity during evaluation, (37.7%) along with mean (3.08) and std. deviation (0.99), they show that they have not any idea regarding the suggestion in **item 2**, whereas (34.4%) of the participants agree with the same item. Finally, (39.3%) along with mean (3.10) and std. deviation (1.21) confirm that their supervisors are open-minded.

Research Question Five: Do gender, specialization, scientific degree, district, and teaching experiences influence the nature of the relationship between educational supervisors and teachers?

T-test and One Way ANOVA are used in the analysis of data of the second section regarding the last question of the study.

Table 6: T-test Domain A to Domain D by Gender

Sig (2tailed)	Df	T	Female			Male			Variable Name
			S.D	M	N	S.D	M	N	
.82	59	.24	.77	2.91	21	.66	2.96	40	Domain A
.28	59	-1.09	.49	3.13	21	.52	2.98	40	Domain B
.86	59	.18	.66	2.92	21	.54	2.94	40	Domain C
.67	59	.43	.57	3.04	21	.59	3.11	40	Domain D

Table 6 handles differences among groups regarding gender. It also shows that there are no significant differences

between male and female regarding their opinions on **Domain A**. "Teachers' perceptions of the professional experiences of educational supervisors", **Domain B**. "Teachers' perceptions of the nature of supervisors' classroom visits", **Domain C**. "Teachers' perceptions of the influence of supervisors visits on developing teachers' performance" and **Domain D**. "Teachers' perceptions of the nature of the relationship between supervisors and teachers". Because **sig** (2tailed) is more than 0.05 in all of the four domains.

The above table also shows that female mean value of each of the four domains is less than the male mean value of the respective domains. So, the agreement of female is more than the male in all of the domains. It indicates that supervisors could not perform their roles as expected. Due to the limited number of supervisors regarding the number of schools which they should visit. In other words, some of supervisors do not make several visits to the target schools because they are more than their load. Therefore, Ministry of Education should increase the number of supervisors to be able to fulfill their required targeted roles in the field of English language supervision.

Table 7: T-test Domain A to Domain D by Specialization

Sig (2-tailed)	df	T	English Language & Arts			Eng & Education			Variable Name
			S.D	M	N	S.D	M	N	
0.46	59	0.75	0.46	2.69	4	0.70	2.96	57	Domain A
0.70	59	0.39	0.61	2.64	4	0.51	3.04	57	Domain B
0.54	59	-.62	0.77	3.11	4	0.57	2.92	57	Domain C
0.48	59	1.60	0.64	2.88	4	0.58	3.10	57	Domain D

The above table handles differences among teachers' opinions with reference to specialization. T-test shows that there are no significant differences regarding specialization.

Table 8: ANOVA Domain A to Domain D by Degree

Sig (2-tailed)	Other			Diploma after BA			BA			Variable Name
	S.D	M	N	S.D	M	N	S.D	M	N	
0.35	0.58	3.59	3	0.12	3.21	2	0.70	2.91	57	Domain A
0.90	0.94	3.17	3	0.59	3.13	2	0.51	3.02	57	Domain B
0.03*	0.54	3.89	3	0.35	3.32	2	0.56	2.89	57	Domain C
0.42	0.28	3.53	3	0.24	3.37	2	0.59	3.06	57	Domain D

*P > 0.05

Table 8 shows that there is significant difference in Domain C in respect to their degree. This shows that teachers have more positive attitude about the influence of supervisors visits on developing teachers performance.

Table 9: ANOVA Domain A to Domains D by Teaching Experience

Sig (2-tailed)	More than 10			6-10			1-5			Variable Name
	S.D	M	N	S.D	M	N	S.D	M	N	
0.49	0.58	2.17	23	0.77	2.86	22	0.72	3.17	16	Domain A
0.04*	0.51	2.97	23	0.46	2.89	22	0.49	3.27	16	Domain B
0.02*	0.55	3.01	23	0.61	2.71	22	0.44	3.04	16	Domain C
0.81	0.54	3.12	23	0.71	2.99	22	0.56	3.19	16	Domain D

*P > 0.05

Table 9 shows that there are significant differences in Domains B&C with respect to their teaching experiences. The mean values as shown in table 9 show that teachers have positive attitudes with reference to both domains.

Table 10: T-test Domain A to Domains D by Educational District

Sig (2-tailed)	df	T	Saddah			Nadirah			Variable Name
			S.D	M	N	S.D	M	N	
0.11	58	0.86	0.60	2.87	33	0.60	3.02	27	Domain A
0.14	58	1.07	0.53	2.96	33	0.46	3.10	27	Domain B
0.70	58	0.64	0.57	2.87	33	0.55	2.94	27	Domain C
0.42	58	0.68	0.57	3.03	33	0.61	3.14	27	Domain D

Table 10 shows that there are no significant differences among teachers' opinions with reference to educational district.

General Results and Interpretation of the Study

Coming to the end of the analysis of the data this study comes out with the following results:

1. The great member (77%) of the participants report that the supervisors always focus on the completion of the syllabus on time. This result does not support or agree with any result(s) of the previous studies.
2. 63.9 percent of the participants claim that supervisors do not present developmental programs to teachers. This means, the role of the supervisors is not developmental, it is judgmental in general. This result agrees with the results of (Shaheen,1991; Sheiha & Al- Far, 1994; Rayan, 1988; Al- Sa'ady,1984; Al- Ahmad, 1995; Rajeh, 1988; Al- Musallam,1998 and Hamad, 1995,). These previous studies results confirmed that supervisors always focus on teachers' mistakes rather than to be a good source of up-to-date information and skills of teaching. They also play judgmental role rather than developmental one.
3. More than half (55.5%) of the participants confirm that the supervisors do not provide teachers with specialized books which help in developing teachers' performance. This result agrees with the University of Emirates (1997) results that participants wanted the university trainers to update them with the current TESL literature.
4. In this study, more than half (54.1%) of the participants state that the supervisors do not participate in planning extra-curricular school activities. This result agrees with results of Rayan (1980)'s study which mentioned that supervisors play a minor role in designing extra-curricular school activities.

5. Great number (62.3%) of the participants confirm that the supervisors ask teachers to bring teaching aids if they are not available in the schools. This result does not support any result (s) of the previous studies results. This means, Yemeni supervisors are distinguished by this result, but it is not reasonable demand.
6. More than half (57.4%) of the participants assert that the supervisors evaluate teachers' performance according to the students' performance. This result does not confirm any result(s) of the previous studies results. This means, Yemeni supervisors are alone who evaluate teachers' performance in light of the students' performance as one of indicators or criteria of evaluating teachers' performance.
7. In this study, more than half (57.4%) of the participants disagree that the duration of the visit is sufficient. This result does not agree with any result of the previous studies. But it confirms the opinion which says many Yemeni supervisors can not visit all the schools that are situated in their loads, exactly those supervisors who supervise on rural schools.
8. More than half (54.1%) of the participants ensure that supervisors highlight the weaknesses in teachers' performance to be avoided in the future. This result agrees with (Shaheen, 1991; and Sheiha & Al-Far, 1994) results regarding some supervisors focus on the teachers' mistakes. Also, it agrees with Al- Hamad (1995)'s result that sys Kuwaiti supervisors practice a judgmental role rather than a developmental one.
9. 65.6 percent of the participants report that training programs are needed because supervisors' feedback is not sufficient for developing their performance. This result supports (The University of Emirates,1997; Shaheen,

1991 and Dirani, 2000) results that mention to design a training program for supervisors to train EFL teachers became necessary. This is true because training is very important for those teachers in order to overcome the problems which they encounter them in their educational career.

10. 57.4 percent of the participants report that they do not find the supervisors when they need them in teaching. This result shows that there is a shortage in the number of Yemeni EFL supervisors and the result does not support any result of the previous studies.
11. 62.3 percent of the participants agree that teachers prefer to have formal relationship with the supervisors. This result contradicts with (Shaheen, 1991 and Sheiha & Al-Far, 1994) results regarding teachers prefer supervisors who deal with them on a friendly basis and not an authoritarian one.
12. 60.7 percent of the participants state that the supervisors are their friends. This result agrees with (Shaheen, 1991 and Sheiha & Al-Far, 1994) results regarding teachers prefer supervisors who deal with them on a friendly basis and not an authoritarian one.
13. More than half (52.5%) of the participants claim that the supervisors do not take teachers' opinions seriously. This result does not agree with any result of the previous studies. It is not reasonable result because most of supervisors always take teachers' opinions seriously when they find them developmental and beneficial.

Recommendations and Suggestions of the Study

Recommendations:

From the analysis and the results of the study, some recommendations are found necessary.

1. As the main purpose of this study is to investigate the current status of the EFL educational supervision in Yemeni secondary schools, the study highlighted, from teachers' perceptions, some passive practices from their supervisors while accomplishing the purposes of their roles. The supervisors should re-consider the models of supervision, they implement modern and appropriate models of supervision to achieve a better future for the in-service teachers' professional developmental. In other words, an eclectic approach should be used because it makes supervision objectives achievable and reachable.
2. Teachers should be encouraged to practice the self-help exploration model. Such a model helps teachers to construct their own knowledge.
3. Supervisors have to create the opportunities for teachers to appreciate their own efforts and creative work.
4. Supervisors should realize the actual purpose of their role which is the advancement of the educational process. This can be accomplished by obtaining a clear understanding of their job objectives, tasks and responsibilities.
5. A dialogue between the supervisors and their teachers should take place because it bridges the communication gap between them.
6. Classroom visits should be made with a clear purpose in the supervisor's mind about the skills and competencies teachers need to develop, following up discussions after the classroom visits are necessary to identify if teachers have benefited from supervisors' suggestions or not.
7. Supervisors' visits should develop the supervisory developmental role more than the inspection judgmental one.

8. The criteria of selecting and appointing supervisors must be revised according to modern approaches and models of supervision.
9. Supervisors' profession competencies and skills can be developed through attending intensive training courses to overcome any existing problems. This enables them to fulfill the tasks and roles of their job successfully.
10. Finally, supervision units should cooperate and exchange the various experiences and researches' results for the benefit of their teachers.

Suggestions for Further studies:

1. Firstly, concerning the limitations of this study, it should be replicated, using and selecting a large number of samples, representing rural and urban schools.
2. A further study can be conducted to find out the effectiveness of educational supervision on the students' achievement in English language.
3. A further study can be conducted to propose some suggestions to improve and develop the role of the educational supervisors.
4. Finally, A further study can be conducted to investigate EFL teachers' opinions regarding the need for educational supervisors to continue their supervisory role to develop teachers professionally.

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