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We certify that we have read this thesis and that in our combined opinion it is fully
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ABSTRACT

The purpose of this study is to discover the perceptions of English Language Teachers about Supervision they have undergone and more specifically whether they feel that the process of supervision has made any contribution to their teaching and performance, or helped to solve their problems in the teaching environment.

The sample group for this study consisted of 16 English Language teachers who have had supervision at least once at Elementary School level in Turkish setting.

The instrument used for the data collection, that is, survey, was developed by the researcher, based on the literature surveyed. Qualitative research tradition and content analysis were utilised.

Analysis of the data revealed that teachers are not satisfied with the supervision they get and teachers do not feel that supervision is effective, useful, and necessary for them. In addition, teachers do not believe that supervision improves their teaching and help finding solutions to their problems in classrooms. Moreover, teachers want to be supervised by supervisors who speak English and are more familiar with English language teaching methods and new developments in the subject. It can be concluded that teachers want to be guided by the supervisors to be more effective in teaching and learning process rather than be controlled for disciplinary purposes.

Analysis of the findings also revealed that there is not a certain frequency of supervision. That is, teachers having the same years of experience have different number of supervision, which shows the inconsistency in the frequency of supervisory activities.

It is recommended that the way that current supervision is handled be radically changed in order for the process to help the teachers to develop into a better and a more professional people. Similarly, it is recommended that a modified version of Clinical supervision be applied in in-service training of English Language teachers. Besides, it is suggested to have certain frequency of supervision throughout Turkey. The most important point to be recommended is that English Language teachers be supervised by the supervisors who are qualified in English and familiar with English Language teaching Methods.

ÖZET

Bu çalışmanın amacı, Denetleme süreci ile ilişkilendirilen problemleri belirlemek için Türkiye ortamında İngiliz Dili Öğretmenleri açısından şu anki denetlenmeler hakkındaki düşüncelerini ve denetleme sürecinin mesleki açıdan katkıda bulunup bulunmadığını incelemektir.

Bu çalışma için örneklem grubu Türkiye ortamında İlköğretim Seviyesinde en az bir kez denetim geçiren 16 İngilizce Dili öğretmenini kapsamaktadır.

Bu çalışmada araştırma konusunun mahiyetine uygun olarak "survey- araştırma" yöntemi uygulanmıştır. Daha belirgin olarak, veride zenginlik ve derinliği yakalamak için serbest-derin mülakatlar kullanılmıştır.

Verilerin analizi öğretmenlerin geçirdikleri denetimden memnun olmadıklarını göstermiştir. Ayrıca, öğretmenler denetim sürecinin etkili, yararlı ve gerekli olduğunu düşünmemekteler. Öğretmenler, denetimin öğretimlerini geliştirmediğine ve sınıfta karşılaştıkları problemleri çözmede etkili olmadığına inanmaktadırlar. Ayrıca, öğretmenler, İngilizce ve İngilizce öğretme metodlarını bilen, ve yeni gelişmelerden haberdar olan denetmenler tarafından denetlenmek istemektedirler. Sonuç olarak, söylenebilir ki, öğretmenler eğitim öğretim sürecinde daha etkili olmak için denetmenler tarafından yönlendirilmek istemektedirler.

Verilerin analizi sonucunda aynı mesleki tecrübeye sahip olan öğretmenlerin denetim sıklıkları arasında büyük fark olduğu ve denetim sıklığında bir düzensizlik olduğu görülmüştür.

Araştırmanın sonucunda Klinik Denetimin uyarlanmış halinin İngilizce Öğretmenlerinin meslek içi eğitimi olarak uygulanması önerilir. Ayrıca, Türkiye'nin her yerinde belirli bir denetim sıklığının olması öngörülmektedir. Önerilen bir diğer nokta İngilizce dersi öğretmenlerinin İngilizce ve İngilizce öğretim tekniklerini bilen denetmenler tarafından denetlenmesidir.

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CHAPTER ONE

1. INTRODUCTION

Supervision has been one of the most hotly debated issues of the 21st century which is characterized by exponential information growth, fast-paced innovation and organizational change. As a result of a series of technological, political, economic, and social changes taking place in this century, schools are called on to rethink and restructure how they operate and how teachers relate to students. Supervision has been used as an alternative model or approach to school and instructional improvement but there comes a question: What is Supervision?

Supervision is considered as the centre for the improvement of instruction. It is believed to be the process of engaging teachers in instructional dialogue with the aim of improving teaching and increasing student achievement (Sullivan and Glanz, 2000).

Supervision is seen as a technology for improving instruction. It is a deliberate intervention into the instructional process. It is goal-oriented, combining schools' needs with the personal growth needs of those who work within the school. Supervision assumes a professional working relationship between teachers and supervisors. It aims to fill the gap between the real situation and the ideal situation by a systematic but flexible and continuously changing methodology according to the demands of the time and society (Goldhammer, Anderson, and Krajewski, 1993).

Supervision is a product of mutual trust by the teacher and the supervisor, which is reflected as seeking the growth and improvement by understanding, supporting, and correcting each other. Supervision requires both pre-service and in-service training of

teachers by supplying effective approaches to the improvement of instruction (Good, 1959; Masher & Purpel, 1972; Neagley & Evans, 1980; Duke, 1987).

The rationale behind the current supervision in Turkey is that it is viewed as a major tool for monitoring the implementation of the national curriculum though there are some references to training and development of teachers. It is believed to bring about positive changes among the school personnel. It is supposed to help schools maintain and upgrade their overall performance and standards with a systematically monitoring of the effectiveness of school management and instructional processes in school and with guidance of teachers to achieve better teaching learning strategies.

Supervision consists of all the activities leading to the improvement of instruction, activities related to morale, improving human relations, in-service education and curriculum development. Supervision can be broadly described as all administrative and professional efforts and activities of education officials aiming to provide quality leadership to school personnel in the improvement of school management, instruction and instructional settings (Burton and Brueckner, 1955).

All teachers need to be observed and given feedback in terms of their performance, weaknesses and strengths in the classroom. Furthermore, not every teacher is well informed about new techniques in teaching area, and some teachers have difficulty in adapting their skills and materials to the teaching environment and students' needs. In order to improve instruction by means of systematic cycles of planning, observation, and intensive analysis of actual teaching performances, supervision can be of great value for the professional development of in particular, young, new teachers.

1.1 Statement of Topic

In the literature review searched Supervision is seen not only as a correcting approach but also a training approach and support service for teachers. This is why we feel it is important. In supervision, the teacher gets feedback on his instruction and activities in the classroom, is guided in terms of his teaching, materials preparation and usage, problem solving techniques, teacher-student relations, planning for the lesson, etc. Supervision also

aims to help teacher in the implementation of the curriculum according to the national goals of the Ministry. Besides, supervision is done to help the teacher adapt the materials and techniques to be used to the teaching environment.

Considering all the points mentioned above, it is necessary for teachers to get help from supervisors to improve their teaching and find solutions to the problems as part of in-service training. Supervision is not the only means of solving all the problems faced in teaching by itself. It is supposed to be a useful in-service training for teachers seeking development in their instruction. As a result of supervision, the teacher improves his instruction in the classroom, which contributes to learners in terms of better learning environment. The teacher can solve the problems that he faces in the classroom in the light of the guidance he gets from the supervisor and creates a more positive teaching environment.

Supervision being so important has been considered as an important part of in-service training for teachers but it is important to know what teachers having supervision think about it, how they perceive it, and what they experience at the time of supervision. It is also important to know if supervision reaches its ends in terms of teacher's classroom performance or student development.

1.2 Statement of Purpose

Teachers need skilful assistance of supervisors if they are to make progress as supervision has a great potential to offer concerning the improvement of instruction. It is, however, known from the statements of teachers that not all teachers have positive feelings towards supervision. In essence, teachers claim to be hostile not to the supervision but to the style they typically receive. It seems that somewhere in the chain of education the link between the theory and its actual practice of supervision is broken. Considering the purposes and characteristics of supervision stated before, teachers are expected to welcome supervision and have very positive approach towards it. The picture on the ground is quite surprising and a bit worrying. Therefore, it is necessary to identify the problems of teachers in supervision to benefit from this process better.

The purpose of this study is to determine the perceptions, ideas, feelings and experiences of Elementary School English Language teachers about current supervision process in Turkish setting with a focus on the problems identified with supervision and with a view to making it a training approach to instructional improvement and a useful in-service training for teachers. We are in particular interested in how teachers perceive supervision and whether they benefit from it in terms of classroom teaching and student development or they conceive it as done only for disciplinary purposes. Moreover, it is aimed to find out whether teachers feel they get guidance and help in terms of their teaching, material preparation, problem solving techniques, teacher-student relations, and planning for the lesson. It is also aimed to find out whether teachers use their knowledge and skills better after supervision.

Among all the research done on supervision there is no research done on the perceptions, ideas, feelings and experiences of EFL teachers at Elementary School Level about supervision. The reason for choosing EFL teachers is that English language teaching is a recent topic compared to other subjects in Turkish education. Therefore, teachers need more guidance and supervision in terms of materials, instruction, and curriculum implementation. However, EFL teachers at Elementary School Level are supervised and evaluated by Elementary School Inspectors, most of whom do not speak English or have any EFL background and interest in English, and are not familiar with the concepts and issues in their particular subject. Therefore, teachers cannot benefit from them as much as they need.

The motive for choosing this topic is that the researcher was once observed by a supervisor who confessed that he did not know any English but considered the lesson as perfect and teacher as successful by looking at the finger raising of students. The supervisor could not answer the teacher's questions, that is the researcher's, in terms of instructional problems and material supplementation. Following this experience, the researcher aimed to find out the supervision of EFL teachers and their perceptions, ideas, feelings of supervision. In addition, the experiences of other EFL teachers were in concern of the researcher to find out if they experienced the same things as the researcher did. It is important to know about teachers' perceptions, ideas, feelings, and experiences of

supervision to realize whether the ends aimed to be reached stated with the Official Communiqué are really attained and done in the process of supervision.

This study is different from other researches in that it is based on the ideas, perceptions, feelings and experiences of EFL teachers at Elementary School Level on Supervision. This study aimed to understand the phenomena with deep interviews through the eyes of the participants whose world it is and who experience supervision by Elementary School Supervisors. Besides, the study wanted to find out what the expectations of EFL teachers from supervisors are, what characteristics they prefer supervisors to have, what they experience in Supervision, and how they perceive Supervision and Supervisors.

1.3 Research Questions

The major questions aimed to be answered with this study are:
- What are the perceptions, ideas, feelings, and experiences of teachers on Supervision?
- What exactly happens before, during, and after the process of supervision from the teachers' points of view?

The minor questions to be answered are:
- What positive and negative experiences have teachers experienced in Supervision?
- What are the possible reasons behind the dissatisfaction with supervision if they find it dissatisfactory?
- In what respects do teachers find supervision satisfying if they feel it is satisfactory?
- What preparations do teachers have for supervision?
- What are the possible reasons behind the fears of supervision if any?
- What contributions do teachers feel supervision make to their profession?
- What are the possible reasons behind the feeling of tension at the time of supervision?
- What processes do teachers prefer supervision to follow?
- About what are teachers over-alerted in supervision?
- How do teachers perceive supervisors?
- What characteristics do teachers expect supervisors to have?

1.4 Significance of the Study

This study is of importance in terms of the findings it aims to have in the end. The results of this study are important to understand the process of supervision and will be of help to the authorities in improving supervision if it is needed to make any improvement with reference to teachers' ideas, beliefs, perceptions, and experiences. First of all, policy-makers who define the responsibilities and aims of supervision will be informed about the results of the study to redefine the responsibilities and aims by considering the problems outlined. Secondly, the results will be of value to the supervisors in reflecting the effects of the supervision they give to teachers. In this way they may see the ineffective and misleading behaviours they show during the supervision cycle, learn teachers' ideas about them, and have an opportunity to concern the ideas, feelings, and perceptions of teachers in their future supervisory processes. In addition, educators can have a better understanding of teachers' expectations of supervision, how it can be improved, and what other in-service training opportunities can be provided to improve the instruction of teachers. Finally, the results may provide certain input for the Ministry of Education to realize how supervision is perceived by teachers who undergo it and improve the quality and process of supervision they provide as part of in-service training. Those involved in this process can take initiative to change the current supervision system and improve the quality of education.

1.5 Limitations of the Study

This study is limited to supervision in education, and especially, to the supervision of English language teachers at elementary school level.

1.6 Outline and Organization of the Study

This study consists of five chapters and organized as follows:

Chapter 1: It starts with Introduction which introduces the concept of supervision, the rationale behind it and its benefits to teachers. It also introduces the topic and the purpose of the study as well as the research questions and the limitations of the study.

Chapter 2 is the Literature review which presents definitions supervision by different researchers, its stages and processes, its application in Turkish setting, and the proposed aims of the process. Empirical studies are reviewed in this chapter as well to be familiar with different research done on the topic though they are not identical with this study.

Chapter 3: The methodology of the study, the method used for the study, the participants, and the interview questions were presented in this chapter.

Chapter 4: This chapter is devoted to the presentation and analysis of data in which how the data for the study were recorded and analysed is explained. The participant teachers' reflections to the interview questions are presented, analysed and discussed by creating themes. In addition, the Official Communiqué and teacher evaluation checklist were analysed in terms of themes.

Chapter 5: Summary, discussions, and conclusions are presented, in which the study is summarized, the findings are discussed, and some implications based on the finding of the study are presented.

Bibliography, appendices, and resume parts will follow the chapters.

CHAPTER TWO

2. REVIEW OF LITERATURE

2.1 Introduction

In this chapter various definitions of Supervision are presented in order to understand the key concepts. Models of Supervision defined by Sullivan & Glanz (2000) are also included to see the historical developments in Supervision and to understand the characteristics of each model. The processes of Clinical Supervision are given to clarify the stages to be followed in educational supervision process and the functions of these stages are also explained. The role of supervisor is also discussed to understand what a supervisor's job is. The proposed characteristics of supervisors are also given to date as a basis for the research questions. In the last part of this chapter, the concept of clinical supervision in Turkish setting is analysed and, following this, the purposes of supervision stated in the Official Communiqué are given to clarify the concept in Turkish Education system and Turkish setting. In the following part, a teacher supervision form is given to show the criteria considered in Supervision in Turkey. Finally, researches done on supervision in Turkey and abroad are given.

2.2 Definitions of Supervision

As a broad term, supervision is used in all fields of life including business, management, education, health, military and social services, etc. The origins of Supervision is dated back to Medieval Latin by Sullivan & Glanz (2000) and defined as a process of perusing and scanning a text for errors or deviations from the original text. Later recorded instances of the word established the process as entailing *general management, direction, control, and oversight.* The most general definition of the term is found in

Merriam-Webster's Collegiate Dictionary (1998) and it defines it as 'the action, process, or occupation of supervising; especially, a critical watching and directing as of activities or a course of action' (p.1184).

A good supervision is considered as a country's most valuable resource and it is seen as the key element for the success of any business. This success is achieved by wisely directing the efforts of others, by wisely using the available manpower, and by wisely putting the right combination of men and materials together to get the work done most efficiently. However, supervision is not a process done for individual benefits. Wiles (1955) defines Supervision as working for the conditions under which people can think together about purposes and about ways of implementing them and securing resources that will make possible the growth of staff in vision and skills.

As this study is based on educational context, it is necessary for us to focus on supervision in educational context.

According to Sullivan & Glanz (2000), school supervision originally referred to as a procedure in which someone would 'examine' a teacher's classroom 'looking for errors'. They base the definition on finding the errors, that is, inspection. This is the thing that most teachers do not like. There is somebody always *looking for an error* to record. Similarly, Mansour (1993) believes that both parties in the process, teachers and supervisors alike, tend to see supervision as clerical work, the main aim of which is to label teachers as 'good' or 'bad', thus opening the way to promotion or reprimand, and the formative aspect is, to a great extent, left aside, the rupture seems to go so deep that supervisors are perceived by teachers as *potentially dangerous* and a book on the subject is titled *Supervisors and Teachers: A Private Cold War* (Blumberg, 1980). However, Masher and Purpel (1972) focus on the supervision of administrators and stress that the prime concern of Supervision is the improvement of practical pedagogy among practitioners and professional leadership in reformulating educational programmes among administrators. Although they intended to define the term in terms of education, there is no reference to classroom setting or problems taking place there, about which teachers need supervision most.

Duke (1987) believes that supervision ensures both the maintenance and continuous improvement of standards, providing assurance to the public that professional incompetence and educational malpractice will be detected and corrected.

It can be concluded that supervision is not only for teachers but for administrators and other school personnel at school as well. Unlike Masher and Purpel (1972), Duke (1987) considers supervision more from the perspective of correcting errors in providing standard instructional purposes.

Sergiovanni and Starratt (1993) consider the concept more from the view of teachers and describe supervision as the process designed to help teachers and supervisors learn more about their practice, to be better able to use their knowledge and skills, to better serve parents and schools, and to make the school more effective learning community. The ends of supervision in this definition are more related to the school environment but less on the improvement of instruction.

Supervision is defined, in Good's (1959) terms as all efforts of designated school official directed toward providing leadership to teachers and other educational workers in the improvement of instruction: involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and the evaluation of instruction. This definition is improved by Neagley and Evans (1980) as 'including both positive and democratic actions which are aimed at improving instruction through the continual growth of all concerned in education process' (p.14).

Burton and Brueckner (1955) claim that supervision encompasses all activities that bring about total improvement of the instructional processes, and more importantly the total setting for learning rather than the narrow and limited aim of improving teachers in-service. They try to broaden the scope of supervision to all processes of learning rather than limiting it to teachers' instructional improvement.

Similarly Neagley and Evans (1980) emphasise that school supervision comprises both positive and democratic actions which are aimed at improving instruction through the

continual growth of all concerned in educational process. Supervision is not only for teachers but also for the others who take place in educational processes.

Literature on supervision seems to generally agree that supervision is important in both the maintenance and policing of standards as well as in ensuring the growth, development and improvement of instructional and administrative capabilities of all professionals and workers involved in the educational processes. All the literature review focuses on the improvement of the instruction of teachers in the classroom to help the learning environment improve, have better education, find solutions to the problems. The most important point in all literature review is that supervision is designed to help teachers to better serve parents and schools by making the school more effective learning community with the improvement of instruction and learning environment. It also makes teacher be better able to use their knowledge and skills. In addition it aims to make supervisors learn more about teacher's practice and detect the missing and problematic points to improve them.

To sum up, supervision consists of all the activities leading to the improvement of instruction; activities related to morale, improving human relations, in-service education and curriculum development. Whether supervision is viewed as an inspection and evaluation process, as a teacher development mechanism, or as a curriculum development strategy, the primary concern is still the improvement of instruction, instructional settings, and educational leadership.

2.3 Models of Supervision

Supervisory practice has evolved since it first appeared and its effectiveness is closely related to the activities of educational leaders if the aim is to improve instruction and to respond to the needs of teachers and students. In this evaluation process, it has taken on various models. These models seemed to be American oriented. The reason for this may be attributed to the birth of the concept and its development in the USA, and the country's leading the implementation of supervision. The high importance given to supervision can also be seen in the variety of the models and their developments in time.

2.3.1. Supervision as Inspection

Many teachers perceived supervision (and they still do) as inspectional rather than a helping function. Because Supervision as Inspection through visitation gained wide application in schools, it is the first model that characterizes early methods in supervision. As Spears (1953) explained, the early period of school supervision was based on the idea of maintaining the existing standards of instruction rather than on the idea of improving them. In the late 19th century, reformers realized that there were serious problems in the nation's schools including inefficiency and corruption. To struggle with these problems supervision became an important tool and Supervision as Inspection was the dominant method for administrating schools. Payne (1875), author of the first published textbook on supervision, stated that teachers must be held responsible for work performed in the classroom and that the supervisor, as expert inspector, would oversee and ensure harmony and efficiency. However, visiting schools and inspecting the work was very time consuming. Besides, supervisors using inspectional practices did not appreciate the competency of most teachers. Teachers were regarded as efficient and inefficient. Supervision as inspection did not consider improving teaching but judged teachers and gave an end to the inefficient teachers' jobs.

2.3.2. Supervision as Social Efficiency

After 1890 with numerous technological advances, American education changed and 'efficiency' became the main word of the day. Taylor (1911) stressed scientific management and efficiency in the workplace, and the main purpose of management was to promote the efficiency of the worker. Bobbitt (1913) used Taylor's ideas to solve the problems of educational management and supervision, and his ideas shaped the character and nature of supervision for many years. His scientific and bureaucratic methods of supervision aimed not at becoming professional but at finding a legitimate and secure role for control-oriented supervision within the school bureaucracy. However, there are various criticisms to this model as well. Hosic (1924) contended that teaching cannot be 'directed' in the same way as bricklaying.... In education, the supervisor's function is not to devise all plans and work out all standards and merely inform his co-workers as to what they are... the supervisor prototype should be the chairman of committee or consulting expert.

2.3.3. Democratic Supervision

The fallacy of Bobbitt's logic as well as the negative effects of bureaucracy gave rise to a new model known as Democracy in Supervision. Pajak (1993) states that Dewey and Hasic's ideas of democratic supervision influenced supervisors to apply scientific methods and cooperative problem solving approaches to educational problems. Democratic Supervision meant teachers, curriculum specialists, and supervisors cooperate to improve instruction. The question asked by Newlon (1923) was 'how can the ends of supervision best be achieved?' and the answer was found in the cooperation of teachers and supervisors in equal standards.

2.3.4. Scientific Supervision

In the 1930s and 1940s, educators urged more scientific approaches to supervisory practice in schools. Burton (1930) believed the necessity of having more objectively determined items by means of which the teacher's procedure was evaluated. Besides Barr (1931) stated that scientific principles were the necessary part of a general movement to place Supervision on a professional basis. He suggested using surveys to determine the instructional status of school and finding the causes of poor work by the use of tests, rating scales, and observational instruments. According to Barr, the results of supervision must be measured. Supervisors were required to have the ability to analyze teaching situations and to define the probable causes of poor work with a certain degree of expertness. In those years, with the aim of improving instruction based on classroom observation gaining momentum, stenographic reports in which the verbatim accounts of actual lessons were recorded without criticism and comment were started to be used and they were the first major systematic study of classroom behaviour.

2.3.5. Supervision as Leadership

In the 1960s, democratic and scientific supervision expanded in the form of Supervision as Leadership. Leeper (1969) maintained that supervisors must extend democracy in their relationship with teachers. The principal focus of supervision during that time was to provide leadership in five ways: developing mutually acceptable goals, extending

cooperative and democratic methods of supervision, improving classroom instruction, promoting research into educational problems, and promoting professional leadership.

2.3.6. Clinical Supervision

There was uncertainty in the field of supervision by the 1970s. Clinical Supervision grew out of this dissatisfaction with traditional methods. The basis of clinical supervision was to improve teaching by a prescribed, formal process of collaboration between teacher and supervisor. Supervision to improve instruction and promote pupil learning, instructional leadership, and democratic practices remained as prominent goals in the 1970s. This model of supervision will be discussed broadly in the next part.

2.3.7. Changing Concepts Model

The last model of supervision, Changing Concepts Model of Supervision, appeared in the 1980s. In this period, educators considered alternative methods of supervision. Developmental Supervision, in which different levels of teaching abilities were accepted, became popular in the early 1980s. Transformational Leadership, in which supervisors served as agents, attracted attention by the end of the decade. Teachers participated in decision-making process in schools in teacher empowerment. Teachers were seen as leaders in the next five years. Peer supervision became an alternative to traditional supervision. Glickman (1992) marked democratic enterprise and preferred to use 'instructional leadership' for supervisors. During changing concepts there was an attempt to extend democratic methods and to disassociate from bureaucratic and inspectional supervision.

To sum up, Supervision as Inspection reflected the bureaucracy in education. Competency of most teachers was not considered favorably. Supervision was considered as inspectional rather than a helping function. Supervision was an important function performed by superintendents and inspectional practices dominated supervision. Similarly, supervision as Social Efficiency was a consequence of bureaucracy in education. It was largely influenced by scientific management in education. Coordination of all school labors, finding the best methods of work, and enforcing the use of these methods were the

key points of this model. The efficiency of educational workers was essential and using scientific principles in supervision was seen as a necessity for on-going progress of the school system. The supervisor was considered to be in the role of a chairman of committee or a consulting expert. Schools were seen like businesses and education was considered to be equal to production in a factory. Rating schemes of teachers were used as impersonal methods of scientific administration and supervision. Unlike the former two models, Democracy in Supervision focuses on the work of teachers and supervisors coordinately. Supervisors in this model tried to minimize the evaluative function of supervision and attempted to apply scientific methods and cooperative problem-solving approaches to educational problems. After these models, with the aim of placing supervision on a professional basis, appeared Scientific Supervision. It required supervisors have training in both the science of instructing pupils and teachers. Democracy and science are seen necessary for supervision and combined to achieve success in this model.

Different from previous models, Supervision as Leadership highlighted professional and democratic leadership to improve classroom instruction and find solutions to the problems. Similarly, Clinical Supervision aimed to improve instruction. In fact, it was a combination of leadership and democratic supervisions. It was different from Inspectional Supervision which aimed at fault finding in that Clinical Supervision favored collaborative practice in equal standards of teachers and supervisors, and the overall aim was to contribute to teaching and learning environment. Ineffective teachers were not fired but trained to improve missing or faulty points. Education is not considered as a factory in a business since it deals with human beings. There was a partnership between the supervisor and the teacher. The origins of *helping* or *improvement* functions of supervision in this model grew out of Democratic Supervision.

By looking at all the models mentioned above it can be said that the models of supervision changed from a very authoritarian model aiming at fault-finding and suspecting the competence of teachers to more competitive, democratic models aiming at improving the instruction, facilitating teaching and learning, and helping to find solutions to the problems in teaching. All these models are summarized in Table 1.

Table 1. Models of Supervision

Timeline	Pre-1900	1900-1919	1920s	1930-1950	1960s	1970-1980	1990s
Models of Supervision	Supervision as Inspection	Supervision as Social Efficiency	Democracy in Supervision	Scientific Supervision	Supervision as Leadership	Clinical Supervision	Changing Concepts
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
	Payne-Green-Wood-Balliett	Taylor-Bobitt	Dewey-Hasic-Newlon	Burton-Barr-Stevens	Leeper	Goldhammer-Cogan	Glickman-Sergiovanni

From what is said above it can be concluded that supervision is considered as an important management function towards the improvement of education, both at instructional and administrative levels. Supervision in the 21st century requires participatory democratic practices to encourage teachers in ongoing, meaningful dialogue about instructional improvement. Supervision plays a crucial role in developing sound educational programming and promoting excellence in instruction. However, most teachers react offensively and hostilely towards supervision even though it is a standard to most programs. Teachers often view supervision as a threat and become anxious when interacting with their supervisors. Stoller (1996) believes that these adversarial attitudes stem from traditional supervisor-supervisee relationships and the unsystematic and subjective nature of traditional classroom visits that are usually unannounced, supervisor-centered, authoritarian, directive and judgmental.

Freeman (1982) and Gebhard (1984) outline a number of approaches to language teacher supervision; some are reminiscent of more traditional models while others are breaking the traditional mold moving away from an authoritarian orientation. Freeman (1982) lists three approaches 1) the supervisory approach (with the supervisor as the authority figure), 2) the alternatives approach (with the supervisor as a provider of alternative perspectives), and 3) the non-directive research (with the supervisor as

understander). Gebhard (1984) expands his ideas by adding two more models: 1) directive supervison (with a supervisor who directs and evaluates teaching), 2) alternative supervision (with a supervisor and a supervisee who share the responsibility for generating alternatives), 3) collaborative supervision (with a supervisor who works with but does not direct supervisees), 4) non-directive supervision (with a non-judgmental supervisor who listens to and restates supervisee's ideas), 5) creative supervision (with a supervisor who makes use of a combination of approaches). Each of these models typifies a distinct approach to supervision. Teachers expect to have supervision which is, as Stoller (1996) states, more democratic than authoritarian, more teacher-centered than supervisor-centered, more concrete than vague, more objective than subjective, and more focused than unsystematic. Clinical supervision is the one that meets all these expectations of supervisees.

2.4. Clinical Supervision

Among all the models considered above, Clinical Supervision is the one giving utmost importance to the improvement of instruction and learning, and improving teaching-learning environment that can help teachers release their full potentials and do their jobs better. Clinical Supervision also emphasizes self-analysis and self-direction in the process of improving teaching and learning in a democratic, collaborative, and equally participant environment. For that reason it is chosen to be used in this study as the guide for the in-service training of teachers participated in this study.

Riordan (1995) states that clinical supervision gets its origins from the work of Cogan (1973) and Goldhammer, Anderson, and Krajewski (1980). Acheson and Gall (1992) argue that clinical supervision focuses on the improvement of instruction by means of systematic, planned observation and analysis of actual teaching performance. According to Sergiovanni and Starratt (1993), clinical supervision is a partnership in inquiry shared by the teacher and supervisor that is intended to help teachers modify existing patterns of teaching in ways that make sense to them. Krajewski (1993) considered the term more in terms of collaboration and positive rapport and claimed that clinical supervision involved the cultivation of positive attitudes held by the teacher toward the process, the development

of trust, the establishment of a non-threatening environment, and the development of a mutual rapport.

Cogan (1973) describes clinical supervision as the rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of the data and the relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teacher's classroom behaviour. Cogan's description is based on teacher and the improvement of teaching.

Flanders (1976) considers the concept from the same point but adds that it seeks to stimulate some change in teaching to show that a change has taken place and to compare the old and new patterns of instruction in ways that will give a teacher useful insights into the instructional process. With this definition Flanders gives importance to the changes taking place with the implementation of clinical supervision. Sergiovanni & Starratt (1979) define clinical supervision as *face-to-face encounters with teachers about teaching*, usually in classrooms, with the double-barrelled intent of professional development and improvement of instruction.

Acheson and Gall (1980) state that clinical supervision is interactive rather than directive, democratic rather than authoritarian, teacher-centred rather than supervisor-centred. This definition makes the difference between Clinical Supervision and other models . The main emphasis is on teacher. Garman (1986) adds to this definition that clinical supervision is an educational service for the teacher, not an institutional mandate for inspection and quality control by administrators. This definition brings out another topic: Supervision vs. Evaluation.

Supervision involves an interaction between the teacher and the supervisor in which the supervisor's role is more that of a partner, an observer and data collector, a guide of sorts, helping the teacher to discover shortcomings and strong points related to teaching methods used with the aim of improving instruction. On the other hand, Evaluation includes making judgements on the teacher's performance of a specified skill (Costa and Garmston, 1994). Evaluation is based on the laws of the government and it can lead to salary increases,

promotions, or even discharges. The detailed difference between supervision and evaluation is beyond the scope of this paper and can be the subject of another paper.

Amidst all these differing views on clinical supervision lies a common understanding in the literature that the primary concern of it is to improve instruction and instructional setting.

2.4.1. The Goals of Clinical Supervision

According to Acheson and Gall (1997), the primary goal of clinical supervision is the development of the pre-service or in-service teacher, or it includes the teacher as an active participant in the supervisory process. The goals of clinical supervision, as they state, are:
- to provide teachers with objective feedback on the current state of their instruction
- to diagnose and solve instructional problems
- to help teachers develop skill in using instructional strategies
- to evaluate teachers for promotion, tenure, or other decisions
- to help teachers develop positive attitudes about continuous professional development (p.13).

With these objectives, they combine evaluation and supervision both serving to the aim of improving instruction. Chapman (1990) adds to this list six more purposes. These are:
- to ensure that the plan is being carried out
- to detect needed changes in the programme design
- to identify weaknesses that threaten success
- to train and police
- to provide incentives to implementers (p.196-198)

Chapman's purposes are more authoritarian and more related to curriculum implementation when compared to Acheson and Gall's .

According to Cogan (1973), the main objective of clinical supervision is the development of the professionally responsible teacher who is analytical of his own performance, open to outside assistance, and with all self-directing. However, he states that

the aim of clinical supervision is not the teacher as a person but his teaching behaviour in the classroom. Therefore, the privacy of teachers cannot be invaded in this process.

To simply state, it seems that the general goal of clinical supervision in all quotations is to improve teachers' instructional skills.

2.4.2. The Processes of Clinical Supervision

There are a number of processes in clinical supervision defined by different experts. The number of these stages changes from 3 to 8. In essence, all these stages include the same steps but differ in their details. The cycle they complete is the same in the end.

Cogan's (1973) original clinical supervision cycle consists of the following phases: 1) establishing the teacher-supervisor relationship, 2) planning the lesson with teacher, 3) planning the observation, 4) observing the instruction, 5) analysing the teaching-learning processes, 6) planning the strategy of the conference, 7) conducting the reference, and 8) renewing the planning. Since then, other models have emerged. However, the elements they contain are similar to Cogan's.

Goldhammer et al (1993) have similar strategies, which can also be understood from the names of the stages themselves. These are: 1) observation conference, 2) observation, 3) analysis/strategic planning, 4) supervisory conference, 5) post-conference analysis.

Pavan (1993) updated the clinical supervision model for the nineties by revising the terms and by adding the elements of inquiry. Her model described five elements of the process of clinical supervision, including 1) planning, 2) observation, 3) analysis, 4) feedback, 5) reflection.

Acheson and Gall (1980) developed their model to promote clinical supervision and, more specifically, to train supervisors in clinical supervision skills. The phases of clinical supervision they state include the same essential elements of 1) planning, 2) classroom observation, and 3) feedback conference. Table 2 compares the most commonly used models of clinical supervision as summarised above.

Table 2. The Processes of Clinical Supervision as Described by Four Experts

Goldhammer (Stages)	Cogan (Phases)	Acheson and Gall (Phases)	Pavan (Elements)
Pre-observation Conference	Establish relationship Planning with teacher Planning the observation	Planning conference	Plan
Observation	Observation	Classroom Observation	Observe
Analysis & Strategy	Analyses session Planning conference strategy		Analyse
Supervision Conference	Conference Renewed planning	Feedback Conference	Feedback
Post-Conference Analysis			Reflect
(Goldhammer, Anderson, & Krajewski, 1993)	(Cogan, 1973)	(Acheson & Gall, 1980)	(Pavan, 1993)

Source: Robinson, 1998.

The present paper is based on Acheson and Gall's model as it is more basic and brief. The following sections will explain the stages of this model.

2.4.2.1. Planning Conference

The primary focus of clinical supervision is on professional development and the goal is to help the teacher improve his or her instruction. How can this goal be achieved?

According to Acheson and Gall (1997) clinical supervision relies on 'side by side' model, where both participants look at factual information, analyse, interpret, and make decisions as colleagues. They add that this process should start with a planning conference with the teacher. In this conference, the teacher has an opportunity to state personal

concerns, needs, and aspirations. The supervisor's role is to help the teacher clarify these perceptions so that both have a clear picture of the teacher's current instruction, view of instruction, and whether there is a discrepancy between the two. Next, the supervisor and teacher explore new techniques that can be tried to move the instruction toward the ideal. According to them, if this first phase is done properly, it can be helpful to the teachers who are deprived of access to colleagues with whom they can share perception. Another benefit of this stage, according to them, is that it provides teachers with an opportunity to reflect on their teaching. This is especially important when we consider that teachers rarely have an opportunity to observe other teachers' classroom performance. They claim that by helping the teacher clarify goals, collecting observational data on classroom events, and analysing the data for discrepancies, supervisors help teachers who are not aware of their goals. This stage ends with a cooperative decision by the teacher and supervisor on: 1) the intentions and goals of the teacher for the lesson which will be observed, 2) the teaching strategies which will be used, 3) the nature of data which will be collected in the class, 4) the method of data collection which will be applied (Acheson and Gall, 1997; Stoller, 1996). On the other hand, Sullivan and Glanz (2000) define the goals of the planning conference as:

- to identify teacher interests and concerns in a collaborative manner
- to clarify that the primary purpose of the observation is to improve teaching and learning
- to reduce stress and make teacher feel comfortable about the process (p.109)

2.4.2.2. Classroom Observation

The second stage of clinical observation involves a classroom visit by the supervisor, with agreed-upon questions and data-collection techniques in hand. The main goal of classroom observation is to provide teachers with performance indicators based on direct observation. At this stage, the supervisor attends to the classroom at the agreed time, observes the teacher in terms of the implementation of the methods and goals defined in the planning conference. The supervisor does not interrupt the lesson or interfere in the teacher's instruction but takes notes, records, or videotapes the performance in the lesson. According to Sullivan and Glanz (2000) the stages of the observation are;

- finalizing the choice of observation tool

- conducting the observation
- verifying the feedback conference time and offering a copy of the observation tool to the teacher
- analysing facts of the observation and begin thinking of interpretation
- choosing a feedback conference interpersonal approach (p.10).

General areas of teacher concern at this stage of the supervision of English Language Teaching as stated by Stoller (1996) are:
- Classroom management: Organization, lesson cohesion, pacing of activities, digressions, transitions from activity to activity, pair/group/class work, exploitation of unexpected or unplanned classroom occurrences;
- Classroom interaction: Teacher-student interaction, student-student interaction, student participation, amount of teacher talk;
- Affective factors: Student/teacher attitudes, perceived relevance of lesson, confidence building, student attentiveness, classroom atmosphere, student risk taking, teacher encouragement and feedback;
- Use of resources: Blackboard presentations, handouts, textbooks, equipment (overhead projectors, tape recorders);
- Teaching Techniques: Giving instructions, error correction, wait-time, eliciting language, providing feedback, asking questions, creating gaps;
- Methodology: Teaching of reading, writing, speaking, listening, grammar, pronunciation, vocabulary, functions, teaching of communicative competencies, fluency versus accuracy, incorporation of culture, introduction, practice, review, and evaluation of language;
- Acquisition: amount of learning taking place (p.325).

The data collection techniques that can be used at this stage are as follows:
- Selective Verbatim: Word for word written record of what is said in select 'verbal events', determined by focus of observation questions;
- Seating Chart Observation Records: Record of patterns of teacher-student interaction, verbal flow, student and/or teacher movement, and at-task behaviours using a seating chart;

- Wide-Lens Techniques: Record of a large number of teaching phenomena using notes taken during classroom observation or a video/audiotape recording of the class being observed (Stoller, 1996, p.326).

2.4.2.3. Feedback Conference

Acheson and Gall (1997) state that the final phase of clinical supervision is to participate in a feedback conference. Together, they review the observational data with the supervisor by encouraging the teacher to make his own inferences about teaching effectiveness. The teacher usually notices a number of areas in which he needs to improve. As the teacher and supervisor review the observed data, the feedback conference often turns into a planning conference with teacher and supervisor deciding cooperatively to collect further observational data or plan a self-improvement program. Acheson and Gall (1980) summarise the techniques advised to the supervisor at this stage as:
- provide the teacher with feedback using objective observational data
- encourage the teacher to consider alternative lesson objectives, methods, reasons
- provide the teachers with opportunities for practice and comparison
- listen more, talk less
- acknowledge, paraphrase and use what the teacher is saying
- ask clarifying questions
- give specific praise for teacher performance and growth
- avoid giving direct advice
- provide verbal support
- acknowledge and use what the person is feeling (p.56-65)

Sullivan and Glanz (2000) add to this list and advise to:
- identify the problem or goal and solicit clarifying information
- offer solutions. Ask for the teacher's input into the alternatives offered and request additional ideas
- summarize chosen alternatives, ask for information, and request that the teacher express his/her ideas first and restate final choices
- problem solve through sharing and discussion of options
- agree on a plan and follow-up meeting to start the cycle again (p.13)

Stoller (1996) believes that the failure in this stage of clinical supervision is often the fault of judgmental supervisors who push teachers into defensive responses, so typical of traditional, evaluative approaches, and state that to be most effective, supervisors need to set aside enough time to allow teachers to come to their own conclusions about the data and explore alternatives in a non-threatening dialog.

The most distinctive features of clinical supervision in this three-stage cycle are its emphasis on direct teacher-supervisor interaction and on the teacher's professional development. The best part of the stages explained above is that the teacher and the supervisor determine what criteria and procedures will be used during the observation and observation visitations are known beforehand. And the last stage provides the teacher feedback in terms of recommendations on the improvements needed. Wallace and Wooler (1991) summarise the last stage as that in which 'the teacher and the supervisor comment on what happened, what the teacher did, and what the pupils did; what the objectives were, and which of them were achieved, what the pupils learned and how you know it; what else could have been done and what positive and negative effects were; and what the teacher had learnt' (p.322).

In all these stages, trust occurs between the teacher and the supervisors, which forms the basis of an effective supervision to take place. If you trust the ideas and advice of the other person, you implement them and reach success.

Clinical Supervision can be summarised as the attempt for the improvement of teaching and learning environment in an interactive, democratic, teacher-centred, face-to-face environment with the teacher and supervisor in a planned and systematic process.

2.4.3. The Role of Supervisor in Clinical Supervision

Teachers are like students and they need to learn the profession of teaching. In their professional development they need assistance of a clinical supervisor. It is necessary for a teacher to make progress. According to Buckingham (1924) what a supervisor does while in the classroom is important from three points of view: first, it is important in its direct influence upon the teacher and the pupils; second, it is important because it affords as a

means of checking up or finding out the extent to which policies are being successfully carried out in the classroom; and third, it is important as a point of departure for helpful, constructive criticism to be made at individual and group conferences. Being given so many important roles, supervisors who are considered to be of the key elements in the success of this process should be dealt with carefully in terms of their roles.

A supervisor can be viewed differently from different perspectives. Savedra and Hawthorn (1990) describe supervisor as a person selected by the middle management to take charge of a group of people, or a special task to ensure that work is carried out satisfactorily. According to Lucia and McNeil (1969), a supervisor can be one who holds a supervisory position, or one who actually makes a difference in the operation of the school by exercising authority or influence, or one who spends his time in particular organisational functions, or as a personnel agent intend upon influencing others in group situations, or as a central person of virtue and sovereignty in whom the teacher finds emotional support and professional guidance.

Oliva (1976) as quoted by Tuah (1995) views a supervisor more from an administrative perspective. He views a supervisor as an individual whose main tasks are concerned with improving instruction and curriculum, a member of special service personnel who is assigned administrative duties at state, district, or school levels. Similarly, Lovell and Wiles (1983) view a supervisor as a member of personnel who is officially assigned a supervisory function to help improve curriculum and instruction as a means of improving the quality of learning among students.

Mansour (1993) agrees with the argument of Pennington (1980) that it is in the best interest of teachers to take an active role in the evaluation process, as part of their own development as teachers and as part of their contribution to the development of the profession (). Once teachers feel that they are being treated as a partner in the supervisory process, communication and collaboration will come naturally (Wallace and Wooler, 1991). In order to provide this, peer evaluation by unit heads as assistant supervisors are claimed to be useful by Mansour (1993) and his claim is to employ peer evaluation in a larger context and allow talented teachers in primary and secondary schools to participate actively in the supervisory process. It can be done by a gifted teacher promoted by the

supervisor to the rank of a 'unit head', playing an active role in the improvement of his colleagues teaching.

According to Mansour (1993) the unit head will provide the supervisor with general reports on his activities and inform him about any problems. Hence, the supervisor will have up-to-date knowledge about all teachers in his area. This will greatly help smooth the supervisor's work, as he will be sure that individual teacher's needs are catered for, while he himself can work on issues of a more general nature-e.g., arranging substantial in-service training programmes. This is not to say that the supervisor will become redundant in teacher supervision, nor will he be distanced from the teachers. It is just that he will leave much of the work at the micro level to his unit heads, and will devote more of his time to matters at a macro level. He will still observe individual teachers but his assessment will be more effective, as he will have a personal report on each teacher prepared by the unit head. He will evaluate the progress and achievement of both the unit heads and the teachers, and guide the unit heads as to what more could be done to improve a certain teacher's performance. He will always ensure that the unit heads carry out their duties in a positive, collegial spirit.

In short, the unit head will be the missing link in the chain of supervision. The supervisor will know that when he observes a teacher in the class, the outcome will not be a mere semester report but work on the unit head's part to help that teacher overcome his problems in teaching. Help will come from the inside by the assistant supervisors.

Wiles and Bondi (1986) define supervisory roles as 1) supervisors as curriculum developers, 2) supervisors as instructional specialists, 3) supervisors as human relations workers, 4) supervisors as teacher developers, 5) supervisors as evaluators, 6) supervisors as administrators. The role of a supervisor is defined by Reznich (1985) as 'training teachers with different needs, fostering teacher independence and responsibility, making personnel decisions, modelling good teaching, evaluating principles and assumptions, managing time, and balancing friendship and work roles'(p.39).

Harris (1969) groups supervisory tasks as developing curriculum, organising for instruction, providing staff, providing facilities, providing materials, arranging for in-service education, orienting staff members, relating special pupil services, developing

public relations, and evaluating instruction. Savedra and Howthorn (1990) state their own list of supervisory tasks as planning, organising, motivating, controlling, communicating, problem solving, decision-making, and updating.

Tuah (1995) categorizes supervisory tasks as: administrative tasks, curricular tasks, and development tasks, and these tasks operate at three levels: the divisional or district level, the school level, and the classroom level. These tasks are summarized in table 3.

Table 3. Multi-dimensional Task of Supervision

| Operating Level | Supervisory Tasks | | |
	Administrative	Curricular	Developmental
Divisional and District Level	-planning for supervision - providing facilities and materials -maintaining facilities reporting feedback to superior	-interpreting curriculum and regulations -adopting texts and materials -serving in the District Divisional Curriculum Committee	-Recruiting and posting teachers -planning for in-service courses -acquiring professional assistance from outside
School Level	-overseeing school administration -communicating policy -reviewing discipline -overseeing budgeting -coordinating school improvement plans -reporting feedback to school	-advising curriculum implementation and study regulations -advising school curriculum committee -supervising assessment and testing	-overseeing professional development -overseeing school-based staff development programmes
Classroom Levels	-observing and evaluating teachers' performance -reporting feedback to teachers	-helping instructional practices in the classroom -guiding teachers to interpret -demonstrating teaching -finding model teaching	-identifying pedagogical strengths and weaknesses for training purposes -identifying 'potential' teachers -finding and developing model class

Source: Tuah (1995, p.35)

There are different views on supervisory roles and characteristics. Savedra and Hawthorn (1990) state the roles of supervisors from manager, subordinate, and supervisor perspectives. The manager's views show a clearer picture of what are wanted from supervisors. Supervisors should:

- set a good example to their staff, keep their sections running smoothly, make decisions and keep management informed of any snags
- sort out day-to-day problems and not let things get out of hand
- be firm with their subordinates, loyal to management and responsible, and keep their budgets
- know what is going on
- improve productivity and get the best out of their staff
- need to know about safety and all technical details of their work
- maintain quality (p.17)

According to subordinates, supervisors should:

- be helpful, fair, decisive, strict, and honest
- know the job
- understand/listen to the problems
- talk about what they want
- have a sense of humour and personality
- keep cool under pressure
- have authority
- have a smart appearance (p.18-19)

Supervisors state their views on the qualities expected from other supervisors as following. Supervisors should:

- be able to communicate well
- be able to organize their staff
- have leadership skills
- take responsibility
- be able to delegate, control, motivate, and transfer skills
- be reliable and patient, fair and listen to their staff
- be good with people and have common sense and understanding

- set standards for work, time-keeping, etc., set a good example
- have a sense of humour (p.20).

When these three lists are compared it can be seen that managers are more interested in the result and achievement of goals. The subordinates emphasise the context of the job, the environment, and the factors that make everything more comfortable for them. Supervisors should give more importance to management skills. As these views are not for the field of education, it is necessary to look at the views in this field.

There are many other characteristics attributed to supervisors. George (1985) summarizes them as follows: a supervisor must be able to understand people, be able to motivate them, be an energetic leader, be a good planner and allocator of the work, be wise and just in making decisions, be knowledgeable about different aspects of the work, and finally, be able to serve as an effective liaison between top management and the workers. According to him, the special qualities a successful supervisor needs are as follows:
- A good supervisor should possess the desire to learn and to develop new skills
- A supervisor should be able to formulate a clear picture of what he or she wishes to accomplish, that is, know the objective and the end result
- A supervisor should be able to think
- A supervisor should be able to express his/her thoughts clearly
- A supervisor should be a salesman
- A supervisor should possess moral integrity, honesty, and confidence
- A supervisor should be able to organize
- A supervisor should have the ability to work with and through other people
- A supervisor should be willing to tackle hard problems and make tough decisions
- A supervisor should be dynamic and have the ability to inspire others
- A supervisor should have the ability to evaluate others and to recognize individual strengths and weaknesses
- A supervisor should like people
- A supervisor should be a balanced person
- A supervisor should have the ability to get satisfaction from seeing things done
- A good supervisor should have a willingness to subordinate personal desires and wishes

- A supervisor should be fair and wise
- A supervisor should be able to win the friendship, loyalty, and support of teachers
- A supervisor should have a good mind and a good education
- A supervisor should try to see the whole picture
- A supervisor needs patience
- A supervisor needs to be flexible to adjust to new procedures, new and changing conditions
- A supervisor should be self-confident
- A supervisor must be able to take criticism
- A supervisor must possess initiative and desire to succeed
- A supervisor should have the ability to learn from failure
- A supervisor should be accessible (p.15-18)

The researcher's view on the characteristics of a supervisor are as follows: a supervisor should be knowledgeable on the topic, know different and new techniques, should be able to create and suggest solutions to the problems, should be able to diagnose the problems, listen to the teacher, inspire the teacher, have good communication skills, be understanding and logical, be wise in guiding the teacher, and the main aim should be to help the teacher in instruction. The roles of supervisors can be summarized as follows: A supervisor is responsible for improving instruction, developing curriculum, training teachers, providing materials, problem-solving, decision-making, motivating teachers and students, and providing in-service training for educators.

2.5. History of Supervision in Turkey

Supervision is the act of providing efficiency and job quality as for the appropriateness to the law and regulations in the direction of the aims of the establishment. It is also the act of finding out the reasons of leaving the aims of the institution and providing solutions and help for the solution of the problems in the most realistic ways. It is necessary to divide the history of supervision in Turkey into two periods: The Ottoman Empire period and Turkish Republic period.

It is stated in the web page of Ministry of Education that the concept of supervision was first introduced in 1838 in a proposal with the start of Junior High School. Supervisors were first assigned in 1847 with the regulation stating 'people called *muin* (assistants) are assigned with the aim of inspecting schools and guiding teachers' (http://www.tkb.meb.gov.tr).

Officials assigned to supervise Junior high schools and Primary schools were called as 'supervisors' in 1862. The terms supervision and supervisors were used in the regulations of the Ministry of Education in 1869. They, however, were assigned by the Local Education Authority of the city. With the introduction of the regulation in 1875 guidance function of the process became a matter of primary importance. The regulation of supervision in 1879 is very similar to the current supervision system.

The concept was divided into two as guidance and inspection in 1911 and supervisors were required to be chosen from secondary school and institutional teachers. The first regulation of the general supervision of the Ministry of Education was introduced in 1912 and the points to be considered in the supervisory process of the institution were stated in an additional regulation in 1914.

With the establishment of Turkish Republic, the regulations for the Ministry supervisors were published. The establishment, responsibilities and authorities of the institution and the basis of supervision were explained in 1923 and re-arranged in 1933. The current supervision process, responsibilities and authorities of supervisors and supervisory procedures were organised and approved with the regulations of the Ministry of Education on 19 February 1993 and have still been used in the educational process. In 2001 the aims, purposes, objectives, and application of supervision were re-stated and are applied currently.

2.6. Clinical Supervision in Turkey

Education is considered as the most powerful system affecting economic and cultural changes in the society, and as the institution and process guiding and shaping the future of the society.

In an educational system, the aims are reached at school. In recent years, primary schools in Turkey have been undergoing a fast and deep change. In fast changing Turkey, five-year education is considered insufficient and compulsory education has been increased to eight years. With this new process, the responsibilities of the schools have increased and many problems have risen as well. One of these problems is supervision. Before this new system, there were two types of supervisors in the Turkish Educational System. They were the Primary School Supervisors who had the authority of controlling, inspecting, and supervising from grade 1 to 5 of all the schools and institutions, public and private; the Ministry Supervisors that had the authority of controlling, inspecting, and supervising from grade 6 to 11 of the public and private schools, and educational institutions except universities. With the establishment of eight-year compulsory primary education, primary school supervisors have been given the responsibility of controlling, inspecting, and supervision of 1 to 8 grades.

Supervision in Turkey is carried out in three ways: a) supervision of administrators, b) supervision of teachers, and c) supervision of other staff. As this study is related to the teachers, it is necessary to look at the supervision of teachers. It is stated in Official Communiqué No 2521 (2001) that the success of teachers at institutions is defined by supervision-more like inspection. Depending on the type of the institution, to observe the duration and quality of the activities aiming to perform the aims of National Education, teachers are observed in classrooms, saloons, laboratories, and workshops. The aims stated in Official Communiqué No 2521 (2001) are:
- to obtain information on the success of the teachers in instruction
- to define positive attitudes
- to supervise to do the job in the best way
- to guide and assist the teacher for providing unity in education
- to improve the methods and techniques teachers use
- to provide educational materials and assist in their usages
- to help the measurement of student success with scientific methods
- to guide teachers in problem-solving
- to improve and direct the teacher in the actions taken for students who require special education

- to determine the educational leadership of the teacher inside and outside of the classroom (p.79).

It is also stated in Official Communiqué No 2521 (2001) that supervision is to be done at least in two hours; the supervisor enters the classroom with the teacher, and has a meeting with the teacher before and after the observation. In Turkey, the number of supervisors is defined according to the territory of the city. In article 51 of Official Communiqué No 2505 it is stated that only one supervisor is appointed for every 90 teachers in the first and second service territories, for every 80 teachers in the third service territory, for every 70 teachers in the fourth and fifth service territories.

The aim of supervision in education is to improve instruction and instructional materials as well as to help teacher to find solutions to the problems in the classroom. For this aim various techniques are developed by the Elementary School General Administration in Turkish Ministry of Education to be used in Supervision process. These are designed to facilitate, accelerate and unify the supervision process all around Turkey. These techniques are: 1) classroom visitations (informed or uninformed), 2) lesson observation, 3) control of student knowledge (oral exam, written exam, tests, habit and skill control), 4) comparison of lessons, 5) social activities checking, 6) supervision for administration, 7) checking of assignment.

When these techniques are analysed in detail, it is seen that supervision in Turkey is more related to the 'inspection' of teachers and paper work rather than improving instruction.

The course of supervision for Elementary Schools Teachers in Turkey is as follows: Supervision is usually done twice in a school year. The first is done with the aim of guidance, that is, the supervisor checks the materials, plans, and documents of teachers with the aim of guiding the teacher in the implementation of the curriculum and assisting the teacher in the planning of the lesson. The supervisor may observe the teacher in the classroom without giving scores to the teacher with the aim of evaluating the overall success and efficiency. During this observation, if it is done, the supervisor can identify the problems in the classroom and suggest the teacher the ways of solving them. The second

supervision is done, usually, by the same group of supervisors with the aim of checking if the points defined previously are implemented in the classroom efficiently. The supervisor observes the teacher in the classroom and gives feedback about the course of the lesson and weak and strong points. At the end of the supervision the teacher is given a grade to evaluate the success.

2.7. The Main Purposes of Supervision in the Official Communiqué

Here are the purposes of supervision stated in the Official Communiqué No 2521 (2001) by the Turkish Ministry of Education.

Article 5- The supervision and evaluation of the institutions are carried out to fulfil the purposes below and stated as:

1- to guide the activities of principals, teachers and other staff in fulfilling the aims of institutions according to the general aims and basic principles of Turkish National Education;

2- to check and evaluate the institutions in terms of their functions according to the regulatory rules and programs, and to take corrective and improving measures;

3- to provide in-service training and to evaluate and measure the activities objectively;

4- to assist the cooperation between the staff, the process of service, planning, direction, and implementation;

5- to define the problems in education and help in their solutions;

6- to provide the economic and effective usage of manpower, institution, materials, and time;

7- to help the institution unify with the environment; and to help headmaster, teacher and parents have good relations;

8- to increase motivation and morale, to provide job satisfaction, and to increase production and efficiency to the top; (p.67-68)

Article 6- The following principles are considered in the supervision of the institution;

1- Supervision is done with the aim of control, correction, and improvement;

2- Supervision is a democratic process;

3- It includes effect, imitation, reward, collaboration, and participation rather than power;

4- It is all about education, instruction, and administration techniques;

5- It requires collaborative- decision making in sharing, identifying and analysing the problems, planning, application, evaluation and (if necessary) development plan;

6- It contributes to the sharing of responsibilities and improvement of human relations;

7- It assists to in-service training of administrators, teachers and other staff;

8- It requires integrity and continuity;

9- It considers individual differences and environmental conditions;

10- It serves to the evaluation and improvement of national education services;

11- It considers the analyses and research improving educational and instructional methods and techniques;

12- It is based on the improvement of teaching and learning;

13- It relies on scientific and objective criteria;

14- It evaluates inspection facilities and helps to the improvement of these facilities;

15- It requires frankness and reliability; the supervisor defines the topics that are needed with the teacher; and share his views with the teacher after the observation;

16- It necessitates economy and productivity;

17- It is based on the continuation of the system according to its purposes, the usage of matter and manpower in the most effective way (p.70).

2.8. Supervision Criteria in Turkey

Teachers are supervised, that is, they are evaluated, according to a checklist of evaluation criteria regardless of the subject (eg. English, Mathematics, Geography, etc.) the teacher teaches. The observed behaviour is evaluated out of 100, and the teacher is considered to be successful and unsuccessful. In the checklist, there are 18 behaviours to be observed in which there are, interestingly enough, no items related to the improvement or quality of instruction. The behaviours observed and evaluated by the supervisor are as follows:

- The equipment, keeping, cleaning, preparation of the classroom and other parts,

- The success in protecting, keeping, using and making students use the lesson and game materials, and workshops according to the level of students,
- The success in making students benefit from the library, book shelves, workshops, laboratory, saloon, etc.,
- The success in preparing, planning for the lesson, and in applying the plans in the lesson,
- The success in using appropriate materials and methods according to the subjects studied,
- The success in correct timing of the lesson and subject, in using the time efficiently,
- The success in guiding the students about the class and subject he is teaching, and in developing the knowledge and skills of students,
- The success in benefiting and making students benefit from tours and observations analysis and equipments in education and instruction,
- The success in measuring and evaluating the success and attitudes of students,
- The success in teaching students the National Anthem, Atatürk's Call to the Youth, Students' Oath, and the Principles and Revolutions of Atatürk ,
- The success in using and making students use Turkish Language,
- The success in identifying students, realizing individual differences, guiding them to individual and group studies, making students have responsibility and self-confidence,
- The success in being an example to students, making students gain good attitudes to adapt to the environment, helping students with misbehaviour,
- The success in cooperation with administrators and other teachers, accomplishing the responsibilities given,
- The success in keeping the notebooks, files and records of the subject being taught,
- The success in improving himself, following and applying the regulations,
- The success in participation to the ceremonies, in-service training programs, and educational clubs,
- The success in having good relations with parents, realizing the environment, benefiting from the environmental conditions in education and instruction.

All the observed behaviours are given a mark and totalled at the end of supervision, which shows the success of the teachers supervised. The checklist does not include any

items for the improvement of teaching or solution of the problems encountered in the classroom. The checklist shows that Supervision in Turkey is more like Inspection and Evaluative rather than for the improvement of instruction and implementing the curriculum. It is based on the success of teachers in various points but how supervisors measure the success is unknown. There is not a written exam or quiz to measure the success, which shows that the evaluation of the teacher is subjective. In other words, it can change from one supervisor to another. Furthermore, each item is given a different mark and the highest marks are given to item 7 and 12. However, these items are not related to the improvement of instruction, which is the core of supervision, but to classroom management. In addition there is no reference in the checklist to what can be done in the classroom to improve instruction and contribute to the teaching and learning environment. Moreover, the checklist used to 'supervise' teachers is not at all similar to the data collection techniques described by Stoller (1996) to be used in Language teaching classrooms. The checklist is given in Appendix A and B. The act of evaluating the teachers according to the checklist contradicts with the democratic nature of supervision. In democratic supervision, the teachers and supervisors cooperate to improve teaching and learning. However, the supervisor evaluates the teachers with the checklist, which is more like inspection rather than democratic supervision.

What we have said so far clarify the concept of Supervision, Clinical supervision, and supervisors both in Turkish setting and abroad. The given information will guide us in the rest of this paper.

2.9. Research on Supervision

There has been a lot of research on Supervision and its models since the emergence of the concepts. In this study, the studies carried out since the 1990s will be considered to make it more up-to-date.

2.9.1. Research Done on Supervision Abroad

There has been a lot of research on Supervision in the last two centuries to analyse the concept. However, few of them are related to education, and especially to the perspectives

of English language teachers and the contribution of the supervisory process to teaching. Four studies could be found about the perceptions of teachers' on different supervisory actions. These are stated as following:

Jones (1995) studied democratic supervision. The aim of the study was to investigate the practicality and the effectiveness of applying Democratic Supervision to improve the instruction. The researcher concluded that Democratic Supervision contributed to the improvement of instruction.

In Hart (1929) supervision from the standpoint of the supervised was studied. The aim of the study was to find out the frequency of the supervision they had, the aim of the supervision they had, and its contribution to teachers if there were any. In addition, the researcher wanted to learn about the perceptions of those supervised on the faults of supervisors and supervision, and their suggestions for improvement. The results showed that there is a request for more frequent supervision visits, that supervision is not carried out extensively in the high schools of Michigan, that supervisory visits followed by reports or conferences are desirable and helpful; the primary aim should be to improve instruction rather than to secure ratings; and that principals might give more consideration to the improvement of teaching through supervision.

Similarly Hayes and Others (1995) studied teachers' perceptions of collaboration and clinical supervision. The aim of the study was to examine collaboration by exploring teachers' perceptions on clinical supervision. Hayes concluded that collaboration leads to improvements and changes in instruction, and these were due to the development of trust.

In another study, Tuah (1995) studied on perceptions of the role of primary school supervisors. The aim of the study was stated as to examine and analyse the perceptions of head teachers, school inspectors and school supervisors concerning the significance of school. The researcher found out that school supervision is an important means towards the implementation of the method, that school supervisors played multiple roles and performed multi-dimensional tasks, and that school supervisors are instructional specialists, curriculum and staff developers, evaluators, human relation workers or administrators.

Hayes and Others (1996) investigated clinical teaching. The aim of the study was to improve public schools, teacher education, school system and education practices, and to change into learner-centred supervision. It was concluded that the program was working. These researches are summarized in Table 4.

2.9.2. Research Done on Supervision in Turkey

There have been many studies on supervision in Turkey, which is an indication of importance in education. The most common characteristic of these studies is their use of questionnaires. However, no studies were found on Elementary School English Language Teachers. Studies on Supervision of English Language Teachers at Universities were stated below as well as others.

Baykal (1990) studied on the attitudes towards Supervision. The aim of the research was stated as to define supervision and evaluation and to define current attitudes in educational programs towards these procedures. The research findings showed that supervision and evaluation were different and no standard method of evaluation existed at the universities except Bilkent University.

Similarly, Karslı (1993) investigated supervision from the standpoint of the supervised. The aim of the research was to investigate the perceptions of teachers and principals on classroom observation. It was found out that there is a clear agreement between teachers and principals on classroom supervision. In addition, there is no significant relationship between perceptions on the subject and sex, branch, job experiences, levels of education. Besides, teachers and supervisors must perform as a leader, a guide, etc. It was also concluded that being a teacher is sufficient to be a supervisor.

In another study by Hüsrevoğlu (1990) Supervision and Evaluation were analysed at university. The aim of the research was to find out whether EFL teachers were familiar with supervision or not. The findings of the research indicated that most teachers define supervision negatively and they do not want to be observed for evaluative purposes, that nearly all teachers are against unexpected visits, that teachers agree that supervision should

Table 4. Research Done On Supervision Abroad

Year	Researcher	Subject	Setting	Sample Size	Method	Purpose	Results
1928	Hart, M.C	Supervision from the standpoint of the supervised	Michigan	142 High School teachers	Questionnaires	To learn about the teachers'perceptions of the faults of Supervisors and their supervision, and suggestions for improvement	-Supervision is not done extensively. -Supervisory visits followed by reports or conferences are desirable and helpful -The aim should be to improve instruction -Improving teaching by Supervision vital
1995	Jones, N.B	Professional development through democratic supervision	Taiwan	1 supervisor 1EFL teacher	Case study Open-ended survey Personal interview Observation	To investigate the practicality and the effectiveness of applying Democratic Supervision to improve the instruction	- Democratic Supervision contributed to the improvement of instruction
1995	Hayes, G.P	Teachers' perceptions of collaboration and clinical supervision	Canada	10 volunteer teachers	Semi-structured interview	To examine collaboration by exploring teachers perceptions on clinical supervision	- Collaboration leads to improvements and changes in instruction - Improvements and changes were due to the development of trust
1995	Tuah, A.B	A study of perceptions of the role of primary school supervisors in Sarawak with particular reference to the implementation of KBSR	Malaysia	60 school supervisors 50 school inspectors 160 head teachers	Questionnaire Interview	To examine and analyse the perceptions of head teachers, school inspectors and school supervisors concerning the significance of school supervision and the role of primary school supervisors in the implementation of the KBSR in Sarawak	- School supervision is an important means towards the implementation of the KBSR. - School supervisors played multiple roles and performed multi-dimensional tasks. - School supervisors are instructional specialists, curriculum and staff developers, evaluators, human relation workers or administrators
1996	Hayes, H. And Others	A new vision for schools, supervision, and Teacher education: the professional development system and model clinical teaching project	Wilmingt on	58 student-teachers	Interview	To improve public schools, teacher education, school system and education practices To change into learner-centered supervision	- The program is working

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be for the benefit of teachers and students, and frequent, and that a high percentage of EFL teachers (66.1 %) believe supervision is necessary for teachers.

Akbaba (1993) studied on the expectations from supervisors. The aim of the study was to investigate the expectations of the elementary school teachers from primary education supervisors on classroom supervision with respect to their job experience, level of education, and frequency of supervision. It was found out that teachers' sex affect their expectations and teachers' level of education, job experience, and frequency of supervision do not seem to affect their expectations.

Ağaoğlu (1995) did a study on clinical supervision approach for teacher training. The researcher aimed to find out whether there was a difference between the effectiveness of the present method of training candidate teachers and clinical supervision. The researcher concluded that there was a difference in terms of effectiveness between the present method of training candidate teachers and the clinical supervision, and that clinical supervision was effective.

Similarly, Yavuz (1995) studied on clinical supervision. The researcher aimed to find out teachers' perceptions of supervision activities. The results of the study showed that 1) Supervision activities in elementary schools are not similar to clinical supervision activities, 2) Contemporary principles of supervision are not applied at schools, 3) Supervision activities focus on physical conditions and suitability of classroom teaching to the goals of educational system, and other factors are often disregarded, 4) Pre and post observation conferences do not take place in supervision, and 5) Supervisors are perceived as incompetent in improving instruction.

Paker (1996), likewise, did a study on Clinical Supervision. The researcher aimed to explore the effectiveness of clinical supervision on teacher development and student achievement at university level. The researcher found out that 1) Clinical Supervision has been very effective in improving teachers' instruction, 2)Teachers have become more analytical toward their own instructions in the classroom, 3) It has provided ground on which teachers can discuss the issues related to their instruction with a clinical supervisor and easily get outside assistance whenever they need, 4) Clinical Supervision has created

awareness, self-responsibility and self-confidence in teachers, and 5) It has helped teachers revise their strategies in teaching four language skills, audio-materials, classroom management strategies, and their roles as teachers.

Uludüz (1996) studied on the attitudes of supervisors with the aim of finding out supervisor behaviours in the observation of classroom activities, and the frequency and appropriateness of these. The findings of the study were as follows: 1) There are statistically significant differences between teachers' and supervisors' views, 2) Supervisors consider the frequency of their visits as rare, and 3) Most supervisor behaviours are not suitable to modern supervision criteria.

Büyükaslan (1997) did a study on the expectations from supervision. The study aimed to discover if there were any differences between teachers' views on observation and other variables. The results showed that supervisors give importance to materials, planning and environment but they are weak in improving teacher instruction. Besides, the meetings of teachers and supervisors are not satisfactory. Moreover, teachers expect to participate in supervision, express their ideas, and have a reliable evaluation by supervisors.

Karakaya (2001) carried out a research on teacher and supervisor views on supervision. The aim of the research was defined as to find out the perceptions of teachers and supervisors in terms of developing teachers in people relations, participation in decision-making, and independence. The researcher found out that there are differences between teachers' views in terms of sex and job experience. Table 5 briefly summarizes the researches done on supervision and supervisors in Turkey.

2.10. Summary of the Chapter

After all the research cited, it can be concluded that in order to reach improvements and change in instruction, collaboration is necessary and must be based on trust between the teacher and supervisor.

At the end of this chapter it is concluded that supervision in education is a process done by supervisors who should be experts in the subject to improve teachers' classroom

teaching performance and finding solutions to the problems in teaching and learning process. Besides, it was found out by Tuah (1995) that School supervision is an important means towards the implementation of the programme and the curriculum according to the national goals of the country in education. In addition, it was concluded that supervision has been very effective in improving teachers' instruction and has created awareness, self-responsibility and self-confidence in teachers observed. However, the researches concluded that contemporary principles of supervision are not applied at schools and most teachers define supervision negatively. Teachers who participated in the researches perceived supervisors as incompetent in improving instruction. Furthermore, most supervisor behaviours were found out to be different from modern supervision criteria. Finally, Hüsrevoğlu (1990) found out that most EFL teachers do not want to be observed for evaluative purposes, which shows that teachers want to be guided not evaluated by supervisors.

Table 5. Research Done On Supervision in Turkey

Year	Researcher	Subject	Setting	Sample size	Method	Purpose	Results
1990	Baykal, Y.	Attitudes towards Supervision evaluation and the present state of supervision and evaluation in Turkey	İstanbul and Ankara	3 assistant directors 1 director at 4 universities	Interview	- To define supervision and evaluation - To define current attitudes in educational programs towards these procedures	- Supervision and evaluation are different. - No standard method of evaluation existed at the universities except Bilkent University.
1990	Karslı, M.	A study on the perceptions of Teachers and principals on classroom supervision	Diyarbakır	53 teachers 53 principals	Questionnaire	- To investigate the perceptions of teachers and principals on classroom observation	- There is a clear agreement between teachers and principals on classroom supervision. - There is no significant relationship between perceptions on the subject and sex, branch, job experiences, levels of education. - Teachers and supervisors must perform as a leader, a guider, etc. - Being a teacher is sufficient to be a supervisor.
1993	Akbaba, S.	The expectations of elementary school teachers from primary education supervisors on classroom observation	Ankara	501 elementary school teachers	Questionnaire	- To investigate the expectations of the elementary school supervisors from primary education supervisors on classroom supervision with respect to their job experience, level of education, and frequency of supervision	- Teachers' sex affect their expectations. - Teachers' level of education, job experience, and frequency of supervision do not seem to affect their expectations.
1995	Ağaoğlu, E.	The clinical supervision approach for training the candidate teachers who teach in the secondary education institutions	Eskişehir	20 candidate teachers	Pre-test, post-test controlled group model	- To find out whether there is a difference between the effectiveness of the present method of training candidate teachers and clinical supervision	- There is a difference in terms of effectiveness between the present method of training candidate teachers and the clinical supervision. - Clinical supervision is effective.

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Table 5 Continue

1995	Yavuz, Y.	Teachers ratings of supervision activities with regard to principles of clinical supervision	Izmir	179 teachers	Questionnaire	- To find out teachers' perceptions of supervision activities	- Supervision activities in elementary schools are not similar to clinical supervision activities. - Contemporary principles of supervision are not being applied at schools. - Supervision activities focus on physical conditions and suitability of classroom teaching to the goals of educational system, other factors are often disregarded. - Pre and post observation conferences do not take place in supervision. - Supervisors are perceived as incompetent in improving instruction.
1996	Paker, T.	Clinical Supervision: effects and implications for teacher development and student achievement in preparatory English classes at Çukurova University	Adana		Classroom observation Descriptive and quasi-experimental approach	- To explore the effectiveness of clinical supervision on teacher development and student achievement at university level	- Clinical supervision has been very effective in improving teachers' instruction. - Teachers have become more analytical toward their own instructions in the classroom. - It has provided ground on which teachers can discuss the issues related to their instruction with a clinical supervisor and easily get outside assistance whenever they need. - CS has created awareness, self-responsibility and self-confidence in teachers. - It has helped teachers revise their strategies in teaching four language skills, audio-materials, classroom management strategies, and their roles as teachers.

Table 5 Continue

1996	Uludüz, S.	Attitudes of supervisors on the instructional supervision in the institutions of elementary education	Sivas	140 teachers 67 primary school supervisors	Questionnaire	- To find out supervisor behaviours in the observation of classroom activities, the frequency and appropriacy of these.	- There are differences statistically between teachers' and supervisors' views. - Supervisors consider the frequency of their visits as rare. - Most supervisor behaviours are not suitable to modern supervision criteria.
1997	Büyükaslan, M.A.	The primary school teachers perception level and expectations about supervision activities at primary education.	Mardin	114 teachers	Questionnaire	- To learn if there are any differences between teachers' views on observation and other variables	- Supervisors give importance to materials, planning and environment. - They are weak in improving teacher instruction - The meetings of teachers and supervisors are not satisfactory - Teachers expect to participate in supervision, express their ideas, have a reliable evaluation by supervisors.
2001	Karakaya, Ş. Ö.	Teacher and supervisor views on developing teachers human relations in supervision	Şanlıurfa	349 classroom teachers 149 major teachers	Questionnaire	- To find out the perceptions of teachers and supervisors in terms of developing teachers in people relations, participation in decision making, and independence.	- There are differences between teachers' views in terms of sex and job experience.
1990	Hüsrevoğlu, R.	Supervison vs.Evaluation in EFL in Turkish universities	Ankara kayseri	71 teachers	Questionnaire	- To find out whether EFL teachers are familiar with supervision or not.	- Most teachers define Supervision negatively. EFL teachers do not want to be observed for evaluative purposes. - Nearly all teachers are against unexpected visits. - Teachers agree that supervision should be for the benefit of teachers and students, and frequent. - A high percentage (66.1) of EFL teachers believe supervision is necessary for teachers.

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

This chapter deals with the methodology employed in this study. It describes the qualitative tradition to explain the situation with in-depth data. In addition, content analysis of the Official Communiqué and teacher evaluation checklist are presented. The method used in the analysis of the interviews is also explained with reference to the differences and similarities in the answers.

3.2. Qualitative Research

As this study is interested in perceptions, feelings, ideas, and experiences of those supervised, it follows qualitative research tradition to explore the picture in-depth to the fullest extent from the eyes of the subjects. Dealing with issues related to human behaviour and functions and trying to understand it through the eyes of the participants, qualitative research tradition serves o find out the answer to the question pursued in this particular study. As this study did not begin with a hypothesis to be proved or disproved but with a flexible plan to explore a phenomenon, that is, teachers' perceptions, ideas, feelings and experiences, their inner world, behaviour and their interactional relationship in supervisory process in a detailed way, qualitative research tradition was naturally decided to be the most appropriate to gather as much deep information as possible.

This study was an exploratory study and participants were involved in interviews which required to have directed conversations between an investigator and an individual or group

of individuals in order to gather information. Richards, Platt and Platt (1992) state that there are various types of interviews:

- *Focused Interview*: It is a kind of interview that explores a particular aspect of an event or situation especially with a group of individuals having similar experiences of an event.

- *Guided Interview*: The interview asks a set of pre-prepared questions with the aim of guiding and structuring the interview. Usually the answers are recorded on a schedule during the interview.

- *In-depth Interview*: It is a detailed and extended interview covering a wide range of topics to gather information as much as possible and to explore unknown variables introduced during the interview (p. 103,142,164).

The interview types given above vary in their scopes of topics and in their application in terms of guidance.

In this study, in-depth interview with open-ended questions was used to gather detailed data on teachers' perceptions, ideas, feelings and experiences of supervision in order to get a complete picture of the issue in a flexible way by shaping the content of the interview. In addition, in in-depth interview, there is the advantage of correcting misunderstandings in a cooperative way.

The participants of this study were asked to report verbally their ideas, feelings, perceptions, and experiences of supervision. It involved participants' oral description of the processes in supervision. Richards et al (1992) report two main kinds of verbal reporting:

Introspection: It involves the participant reflecting on the kinds of decisions they make and the kinds of strategies they use while carrying out a task, and reporting them as they occur. The decisions are on-the-spot, that is, they are reported at the same time with the event.

Retrospection: This involves reflecting on how a task, activity or event was carried out or took place after it occurred. In this process, the subject refers to his own mental process or strategy from his memory of a particular event that is being observed (p.399).

As this study required participants to refer to their previous supervisory experiences to express their perceptions, feelings, and ideas, it requires retrospection as verbal reporting.

3.3. Content Analysis

This study used content analysis as it is as a systematic, replicable technique for compressing many words of text into fewer categories based on explicit rules of coding and as any technique for making inferences by objectively and systematically identifying specified characteristics of messages, which is necessary for this study.

In order to make the study particularly rich and meaningful in its reliance on the Official Communiqué, which is the main source of defining the aims and tasks of supervision and supervisors, content analysis of the related texts were done. This also includes the study of pragmatics which particularly studies the relationships between texts and the contexts and situations in which they are used. Since content analysis enables researchers to examine carefully through large volumes of data as in the Official Communiqué with relative comfort in a systematic fashion, it is a useful technique for allowing us to discover institutional or social attention of the Ministry of Education. Because content analysis is a powerful tool for examining the documents, it is used in this study to a great extent.

3.4. Literature Survey

The researcher researched a variety of professional materials from the libraries of Bilkent University, Middle East Technical University, Karadeniz Technical University, and on the Internet. In the materials obtained, several definitions of the supervision and its models as well as the history of the concepts were found. In addition to the library searches, the researcher obtained number 2505 and 2521 Official Communiqué from the head of Elementary school Supervisors to understand the concepts in Turkish National Education System. The aims and regulations of Supervision were clarified with these materials. In the final stage of the literature review, the researches done on Supervision in Turkey and abroad were given in order to clarify what studies on the subject were done previously and what results were obtained with these studies. These previously done researches were obtained from the Institute of Higher education (Yüksek Öğrenim Kurumu, YÖK) in Ankara, Turkey.

3.5. Procedure- Sample

As the population was too large for the researcher to attempt to survey, a small sample reflecting the characteristics of the population was selected to represent the population for this study. Richards et al (1992) define a sample as 'any group of individuals which is selected to represent a population' and describe a population as 'any set of items, individuals, etc. which share some common and observable characteristics ad from which a sample can be taken' (p. 321, 282). The convenience sampling method which involves choosing the nearest individuals having required characteristics to serve as respondents and continuing that process until the required sample size has been obtained was used (Richards et al, 1992).

The samples were English Language teachers with at least 4 years of experience in the departments of English Language Teaching, English Language and Literature, or Linguistics of universities, and have participated in supervisory experiences. The convenience sampling method was used for this study. The participants were chosen from the researcher's close environment (e.g. colleagues, university friends, and teachers from school visitations). Firstly, the colleagues working as English language teachers at the same school with the researcher were the first samples within the reach of the researcher. Secondly, the friends of the researcher graduated from the same department of the same university and working as English language teachers and having participated in supervisory processes were reached and chosen for sample group after being informed about the concept of the research. Friends from the university were willing to participate in the study. Thirdly, the researcher visited Elementary Schools in Trabzon and asked English Language teachers to participate in the study after informing them about the study. However, not all teachers were willing to participate in the study as they considered the topic to be risky to comment on for their occupation. This is one of the reasons why the study has a small sample. In addition to the participants mentioned above, the colleagues of the friends were also chosen as participants after being informed about the study.

The researcher chose to conduct face-to-face in-depth interviews with participants, which allowed the researcher to obtain more detailed answers and have full participation since the qualitative data provides information as to the perceptions, feelings, experiences

and ideas of teachers, and as it is more interpretative. Moreover, in the interviews, it was possible to explain the terms or to discover what the terms meant to those being interviewed.

3.5.1. Participants

This research consists of 16 English Language Teachers, Four male, twelve female, who were supervised at Elementary School Level at least once participated in the study. Fourteen of the participant teachers were between 23-28 years old and only two of them were above 40 years old. One of the teachers was teaching for one year, two were teaching for two years, eleven teachers were teaching for three years, one was teaching for eleven years, and one was teaching for twenty-five years. One of the participant teachers was an MA student in Educational Sciences as well. Therefore, she was more conscious of the supervisory processes. One of the participants was working in Kayseri, one in Isparta, one in Muğla, four in Ankara, and nine in Trabzon. The teacher with one-year experience in teaching was supervised twice, one of the teachers with two-year experience was supervised once, the other two with two- year experience were supervised twice. Among the teachers having three years of experience, two were supervised once, two were supervised twice, three were supervised three times, one teacher was supervised four times, one participated in supervisory process five times, one had supervision six times, and one had supervision ten times, nine of which were in the first year, one in the second year, and none in the third year. Six of the participants had five-year training and the other ten had four-year training at university. All the participant teachers were willing to improve themselves, and expressed that they needed guidance especially for the problems they encountered in the classroom.

Two of the teachers were more experienced than the other fourteen with twenty-five and fourteen years of experience. They were expected to have more supervisory experiences compared to other participants. However, these two teachers were supervised at Elementary Schools once though one of them worked two years and the other worked three years at Elementary School level. One participant had three years of experience but worked only one year at Elementary School. The following tables summarize the information given above.

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Table 6. Number of the teachers interviewed

Male teachers	4
Female teachers	12
Total	16

Table 7. Job experiences of the teachers interviewed

Job Experience	Number of teachers
1 year	1
2 years	2
3 years	11
4 years	0
5-10 years	0
11-15 years	1
16-20 years	0
21-25 years	1

Table 8. Number of the teachers with the number of supervision according to job experience

Job Experience at Elementary Level Schools	The Number of Supervisory Experiences						
	1	2	3	4	5	6	More than 7
1 year		1					
2 years	1	2					
3 years	2	2	3	1	1	2	1
4 years							
5-10 years							

3.6. Development of the Interview Questions

The interview questions were formed on the basis of research questions through the use of literature survey. The questions were structured in order to understand what supervisory experiences the participants had, what they thought about supervisors and supervisory process, and how effective they considered supervision to be for themselves as it was applied, what characteristics they prefer supervisors to have, what processes they wish supervision to follow, and teachers' perceptions of supervision and supervisors. After having been adapted, the interview questions were piloted with four English language teachers and the points causing misunderstanding were revised and clarified after it.

3.7. Implementation of Interviews

Once the research questions were prepared, the researcher made appointments with the participants, which required travelling to different cities as the participants were from different cities of Turkey. The aim in choosing participants from different geographical locations was to clarify if there were any differences between the supervisory processes in different cities of Turkey. The participants were working in Trabzon, Ankara, Muğla, Isparta, and Kayseri but most of them (9 of 16) were in Trabzon.

Interviews were chosen to gain more insights and a clearer understanding of the feelings, thoughts, experiences, ideas, and perceptions of the participants who are in a way telling the stories of their lives. The initial contact with the participants made by face-to-face and telephone. They were informed about the aim of the study and the purpose of the interview. After being finalised, the interview questions were applied to sixteen English Language Teachers who were supervised at least once at Elementary School level.

The interviews were conducted informally. After the preparation of interview questions, the participants were involved in face-to-face interviews. Besides, they were required to answer the questions by keeping in mind that they were prepared for the supervision of English language teachers at Elementary School level. The interviews with the participants were tape-recorded as agreed by the teachers in order not to spoil the

course of interviews by writing down the whole speech. The researcher wanted to record the interviews in order to have the advantage of listening it again to get all the details.

The whole interviews were transcribed to analyse the data obtained. The data were analysed from the perspectives of the teachers.

All participants were willing to share their experiences and ideas. The selection of time and place for the interview was left to the participants. The teachers were interviewed at the places where they felt most comfortable, in their own convenience, seven at school canteen and nine at home. It is interesting that none of the participants wanted to be interviewed in teachers' room at school. The interviews lasted from 20 to 40 minutes. The interviews were conducted in Turkish in which the participants expressed themselves more freely and comfortably as it was their native language.

The interviews were tape-recorded to be transcribed and analysed later. The recorded interviews were transcribed and major categories were created from self-reports. However, they took a long time to categorise. After the transcription, the interviews were translated into English for it is the language of the study. That process was given great attention in order to retain the data as accurately as possible. The data were sorted out as positive and negative experiences, beliefs, perceptions, and ideas about supervision. Seventeen themes were found out in accordance with the research questions to make the data more meaningful for the study. Once the themes were found, the characteristics of them were presented by the participant teachers' own statements which were preceded by an interpretation by the researcher.

3.8. Interview Questions

The interview questions were prepared in accordance with research questions and on the basis of Literature Review. Through the questions, the researcher aimed to find out the participants' view of supervision, supervisors and supervisory process, and what they experienced in their previous supervisory experiences, and whether supervisory process made any contribution to their teaching performance. The major interview question was:

- **Could you tell us your own experiences about the supervision(s) that you have undergone?**

This question aimed to find out what positive or negative experiences participants had in supervision and how it happened. It also showed whether those positive or negative experiences affected their general perceptions on the subject or not.

The prompts following this question are:

1- How did you feel? Why did you feel that way?

This question is related to the previous one. It aimed to find out how participants felt after the positive or negative experience and what the reason behind that feeling was. This question also answered the research questions about the feelings.

2- What do you think about supervision and supervisory concepts on the basis of your experience?

This question forms the basis of the interviews. With this question, the researcher had an understanding of what the concepts of supervision and supervisor meant to the participants on the basis of their experiences and whether or not the participants perceptions on the terms were similar to the definitions and roles defined in the literature survey or not.

3- What preparations do you do before a supervisor comes?

This question aimed to find out the kind of precautions teachers take before supervision. It also aimed to answer the research question about the teachers' being over-alerted for supervision.

4- What are the things that you are careful about when you are supervised?

This question aimed to find out the participants' personal concerns at the time of supervision and how they feel during that time.

5- Who or what, in your personal or professional background, influenced your present supervisory beliefs?

With this question, the researcher aimed to find out who or what generally shapes teachers' perceptions on the subject.

6- What characteristics, in your opinion, should a supervisor have?

This question aimed to answer the research question that was about the characteristics of supervisors. It also aimed to clarify whether the characteristics proposed by the participants were similar to those stated in the literature survey. It also revealed the professional and personal expectations from the supervisors who have been supervising English Language teachers at Elementary School level in Turkey.

7- What, do you think, should the process of supervision be?

This question aimed to understand what the ideal supervisory process for the participant teachers was. This question also aimed to answer the research question on the processes teachers prefer to follow in supervision. It also clarified whether or not the participants prefer a systematic supervisory process to be followed.

8- Do you think supervision, as it is done now, is effective and useful for teachers? Can you elaborate on this?

As this was the last question in the interview, it was the core of all questions. This question aimed to find out whether the participants feel supervision, as it is done now, effective and useful for English language teachers at Elementary School level. The responses to this question also revealed whether the participants believe supervision is useful, necessary, relevant to their teaching; the contributions it does to their profession, whether teachers find supervision satisfying or not, and the possible reasons behind it.

The reflections on the overall interview questions revealed whether supervisors aimed to improve instruction or tried to impose their own teaching styles to the teachers. The

questions also revealed whether or not teachers benefited from supervisors in terms of getting solutions to their problems. All the interview questions aimed to find answers to the research questions and understand teachers' perceptions of supervision.

3.9. Explanation of Presentation and Analysis of Data

The data obtained through the interviews were qualitative in nature. In Chapter four, the data were presented in a summary.

In the analysis of data, comparisons and contrasts were made between the participants. The results were also compared with the data given in literature survey.

3.10. Summary

After the data were analysed, it was found out that the interview questions were suitable for the research questions as they revealed detailed information on the topic. However, because of the size of the sample, the data cannot be generalised, which is a limitation for the study.

CHAPTER FOUR

4. PRESENTATION and ANALYSIS OF DATA

This chapter deals with the presentation and discussion of two types of data: data obtained from the subjects' in-depth interviews and content analysis of the related data documents.

4.1. Presentation of Interviews

Interviews were employed in this study to obtain a detailed data on teachers' points of view on supervision and supervisory process including all the variables at the time, so that answers to research questions can be found. During the interviews, the researcher discovered that teachers had a lot to say on the problems they encountered during their teaching process. The interviewees also stated their suggestions for the improvement of Supervisory process. Seventeen major themes were revealed from the analysis of self reports. They are as follows:

1- The process of supervision is not interactive
2- The supervision is authoritative rather than democratic
3- Supervisors interrupt or interfere with teachers' instruction
4- Teachers are mostly supervised for their paperwork
5- Teachers do not benefit from supervision and supervisors in terms of teaching
6- Teachers benefit from supervision in terms of being an official
7- Teachers prefer planning, observation, and feedback sessions in supervision
8- Teachers want to have an opportunity to state their ideas, personal concerns, and problems confronted in the lesson
9- Teachers perceive supervision as controlling and evaluation

10- Teachers have negative supervisory experiences

11- Teachers have positive supervisory experiences

12- Teachers are dissatisfied with supervision

13- Teachers expect supervisors to know English and ELT methods

14- Supervisors try to make teachers change their teaching methods according to their own criteria

15- Teachers make preparations before the supervisory process

16- Teachers fear supervision and feel tense during the course of supervision

17- Teachers expect supervisors to have certain characteristics

4.2. Analysis of Interview Themes

The data were analysed according to the themes of interest as follows:

1- The process of Supervision is not interactive:

One of the aims of supervision is to make teachers and supervisors cooperate to improve teaching, and it requires interaction between the participants in order to reach this end. However, teachers believe that they do not work collaboratively with supervisors in supervision process. On the contrary, the supervisor checks the written documents, listens to the lesson and leaves the classroom. It seems to be authoritarian and aiming to control the teachers rather than providing insights to the work. Teachers complain about not having the chance to talk with the supervisor before and after the observation. To exemplify the situation, the following interview is given:

> Not every teacher has a chance to talk to the supervisor out of the classroom. It was nice for me to talk to a supervisor but while we were talking he did not look at my face. It was as if he was not listening to me. When he did not look at my face I felt worthless. I think a supervisor should be so kind as to speak to teachers. In addition, a supervisor should provide new material to us and introduce new methods, teach the lesson with us and participate in the lesson; he should supervise by participating in the activities (S5).

Other subjects stressed the relationship with the supervisor and complained that supervisors criticise but do not listen, and required supervisors to give them a chance to

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state their concerns. Seven of the subjects (43,7 %) expressed their wishes to have good interactions with supervisors. The following interview illustrates the teachers' wishes on it.

> There should be a positive dialogue between the teacher and the supervisor. In our country supervisors stay away from us and behave as if they were superior to us. They do not realize that we need to share something in terms of teaching and the problems we come across. That is his job but not done. We must be able to express and defend ourselves. He should inform us about positive and negative points, and guide us to the right way (S11).

2-The supervision is authoritative rather than democratic:

The subjects' reflections on their experiences were explored in regard to the dialogue between supervisors and teachers. Negative experiences seemed to result from supervisors' authoritative activities in the supervisory process. These authoritarian activities have been the primary source of the cold war between teachers and supervisors. In democratic environment, the conflicts can be sorted out by sharing the views. When there is control, democracy does not exist but power and authority do. Absolute power destroys democracy and results in teachers acting passively without being given any right to express their ideas and defend themselves. In addition, authority does not give teachers the chance to express themselves. The following subjects exemplified the point as follows:

> Once, the supervisor rebuked me as I did not know my employment record number. Also, he made me sing the teachers' anthem. It was very embarrassing for me (S1).

> Most of the supervisors are above 50 and they are not aware of modern language teaching methods. The methods and techniques they use are old but they insist on our using them. For example, they asked me why I did not do any English-Turkish translation and use overhead projector in teaching English. I felt their trust in my teaching had disappeared. It was as if I did not know anything. They do not give me any chance to defend myself and express my own ideas (S3)

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3- Supervisors interrupt or interfere with teachers' instruction:

Teachers participated in the study expressed their dislike in being interrupted or interfered by the supervisor and their wish to be more respected as the teacher. Three out of sixteen subjects told their negative experiences concerning the situation and stated that:

> When the supervisor came, I was ready with all my plans but she did not look at them. In fact, she did not even look at my face. While I was teaching the lesson, she reacted ridiculously. There were 'scarf' and 'shalwar' words in the subject. She got very angry and told that they were not used after Atatürk. She added that Turkish women were oppressed by men. She sent out all children and began to criticise me. She wanted me to make students write the date at the top of their notebooks every day. I did not know what to do or say (S8).

> Last year the supervisor came to the classroom in the middle of the lesson and asked me who my internship teacher was. I did not remember the name of the teacher. He started to shout at me in front of the students and left the classroom. Five minutes later I was called to the head teacher's room and he went on the same behaviour there (S11).

From the subjects' report above, it is clear that supervisors interrupt and interfere in the lesson. In addition, it is common to supervisors to enter the lesson suddenly after the teachers.

4- Teachers are mostly supervised for their paperwork:

When asked about the supervisory process, most of the subjects stated that they were supervised for their paper work and they, therefore, prepare their plans, files, and documents for the supervision process. Most of the subjects are of the opinion that supervisors are more interested in the plans, student files, the reports for the meetings and decisions than the performance of the teachers. The following four subjects illustrate the point as follows:

> They consider plan or material download from the internet as an improvement but it is not (S1).

I prepare my plans and classroom files. ……… I was caught unprepared three times as for the plans. The supervisor told me to go and work at a university. In my first year, the supervisor used to come on the same day, at the same time, to the same class. So, I know and be prepared for the lesson as the supervisors wished (S3).

The latter clarifies that supervisors considers plans as the most important criteria to work at Elementary Schools and suggest those who do not write plans to work at different places. The following reports exemplify how teachers perceive supervisors in terms of planning.

They mentioned about supervisors as people who grade teachers' performance and most of the time the paper work. At the university, we had learnt them as our guides and problem solvers. However, when they visited our schools, all my ideas changed. I was expecting a guide but I met with a French teacher with very limited knowledge in English who was only interested in checking plans. The first experience was enough for me to have an understanding of how things worked in supervision at schools (S6).

Supervision is the act of controlling the plans of the teacher. Supervisors are the people who supervise teachers' knowledge, plans, and whether they do their jobs properly or not (S7).

5- Teachers do not benefit from supervision and supervisors in terms of teaching:

As stated in Chapter 2, one of the aims of supervision is to help teachers to improve their teaching, and thus, teachers benefit from it by finding solutions to their problems. Analysis of the great majority of the interviews documents the subjects' views about whether they benefit from supervision in terms of teaching. The following interviewees expressed this as follows:

I do not trust supervisors, as I do not consider them realistic and necessary. They just aim to complete their criteria and supervision does make no benefit to me or to my teaching profession (S2).

It is not effective and useful for me as an English language teacher. ………… I did not get any help with my problems in the classroom (S3).

As for materials and plans, it is effective and useful for teachers, especially for inexperienced ones like me. However, it is not at all useful for English language teaching job (S5).

They do not give importance to what we do in the classroom. They do not do anything to improve English language teaching conditions (S6).

Supervisors are not from the same field with the teachers. This is a great concern for some of the interviewees and they emphasized as:

I do not think that it is effective and useful for teachers because almost none of the supervisors know English and methods of teaching English. It can be a little effective as it creates fear and excitement among teachers, which make them more careful in their lessons. However, it does not have any contribution to me so it is not necessary as long as it is done in that way with unqualified supervisors (S4).

One of the interviewees stated that he does not benefit from supervision and commented as follows:

Supervisors who come to the lesson do not know what they will evaluate and how they will supervise us. I think they are considering the attitudes in the classroom and classroom management skills. It is not an effective and useful process for me as an English language teacher. My head teacher has been more effective on me in terms of teaching. It is not necessary to have supervision with supervisors. Head teachers at schools can do their jobs better than them (S15).

Another interviewee appears to have different ideas about its benefit to the job, and stated the following:

As for materials and plans, it is effective and useful for teachers, especially for inexperienced ones like me. However, it is not at all useful for English language teaching job (S5).

Among all these reports lies a common understanding that supervision done by supervisors without English is not beneficial to English Language Teachers.

6- Teachers benefit from Supervision in terms of official formalities and regulations:

One interesting finding from the self reports is that teachers benefit from supervision in terms of official formalities and regulations of the job, materials and file keeping. 25 % of subjects believe that it would make contribution to the job but not for English Language Teaching. With respect to its benefits to the official job, some subjects stated:

> All these supervision activities helped me keep a file, and be a good government official (S3).

> .... However, it is not effective for teachers now. It is useful for civil service post (S10).

The participants stated that they do not benefit from supervision and do not consider it as effective and useful for English Language teachers but benefit from it as teachers who are also required to complete certain criteria as government officials. One of the subjects responded the question differently as follows:

> It is necessary to have supervision because everybody needs to be controlled and evaluated to do things better (S13).

The analysis strongly suggests that some teachers like to be controlled and evaluated which is similar to Supervision as Inspection rather than its democratic aspect.

7- Teachers prefer Planning, Observation, and Feedback sessions in Supervision:

A number of instances emerged from the interviews concerning the process of Supervision. Almost all subjects want three main processes in supervision. In the first step, the teachers want to have a meeting session with the supervisor to state their personal concerns, to introduce the characteristics of the classes and the lessons. The teachers want to know the supervisor in advance and plan for the time of the visit, subject, materials and methods to be used, and class of the lesson. They want to have a positive and natural dialogue with the supervisors. In the second step, teachers want to

be observed in the classroom without being interrupted during their classes. In the third stage, the teachers want to comment on the lesson, share their ideas, get feedback on their weak and strong points in the classroom and want to get suggestions for the problems. In addition, the teachers want to know the results of their evaluation criteria. In relation to these processes, informants stated:

> It must be like introduction, development and conclusion paragraphs in a composition. First of all, there must be a meeting between the supervisor and the teacher. The supervisor must ask the teacher for a new topic to teach other than in the book. They must decide on when classroom visit will happen. Therefore, the teacher can get ready for the lesson. In the second part, the supervisor comes to the lesson and can participate in the lesson at times. However, there should not be any negative interruption in the lesson near the students. After the lesson, both the supervisor and the teacher must bring some materials to share their ideas in terms of weak and strong points. They should be able to comment on the topics together. The teacher must have a chance to defend himself. The best one is that: the supervisor should observe one lesson and teach one lesson himself to be an example to the teacher. Besides, supervision cannot be completed in only one day or week. It should go on for a full semester (S4).

> Generally supervisors visit unexpectedly. First, the teacher and the supervisor should meet and talk about the class and how the lesson will be covered. Second, the supervisor should just listen and take notes in the lesson. He should not interrupt in the lesson near the students. Third, after the lesson the supervisor should inform the teacher about the good and bad points in the lesson. He should check my plans and ask about my ideas and problems I encounter. He should find solutions to my problems (S7).

> First of all, the supervisor should inform about his visit beforehand, and meet with the teacher. The teacher should know his evaluation criteria. During the lesson, the supervisor should not interfere because all of us became teachers after a certain level of education and we know what to do in the lesson and how to teach the subject. After the lesson, the supervisor and the teacher should make an evaluation together. The supervisor should point out both good and missing things, and suggest useful strategies for the teacher (S8).

As different from other subjects, one of the sixteen subjects wanted the supervisor to observe her plans and criticise her and stated as follows:

> Guidance is very important for me. The supervisor should observe my plans and teaching, and tell me if I am away from the standard or not.

He should participate in different classes. The plans should not be analysed in the lesson but after the lesson. He should criticise me and tell me you did not do this although we planned it before the lesson, and you did that. Therefore, I gave you that mark. I must be aware of what I have done and why I get that mark (S10).

It is interesting that one of the subjects stated that she was not willing to be informed about the visit of supervisors beforehand, which reflects the favour for inspectional supervision. The informant stated:

Teachers should not be informed about the observation beforehand. It should be unexpected. Every supervisor should visit individually, not as a group. Those who do not work prepare everything when they know about the time of the supervision (S11).

Unlike other interviewees, one believes that the most important point is getting feedback after being supervised and stated as follows:

The most important point is feedback after being supervised. The supervisor should tell me what he thinks about the lesson and my teaching strategies. He should inform me about the problems and strong points. I should have a chance to share my ideas with him. That is the thing that must happen (S14).

8- Teachers want to have an opportunity to state their ideas, personal concerns, and problems confronted in the lesson:

A number of instances emerged from the interviews to support the hypothesis that teacher want to have an opportunity to state their ideas, personal concerns, problems confronted in the lesson, and express the reasons behind it. The subjects stated the following:

After the observation, the supervisor should give feedback to the teacher in terms of weak and strong points, and the teacher should be able to express his ideas. That is, the supervisor and the teacher should come to a decision about the lesson together (S16).

First, before the lesson the teacher and the supervisor should meet, drink something, chat on the classes and the students, and share their ideas on the profession (S13).

The following reports are other instances where some of the subjects complained about not being listened by the supervisor and given a chance to defend themselves. One instructor stated "They criticise but they do not listen to us (S7)". Another one stated as follows:

> The supervisor did not talk much after the lesson and was not interested in my activities. He told me to use overhead projector. He claimed it to be more useful than computer. However, it is not. I did not insist on it. I got angry because he did not listen to me. (S10).

9- Teachers perceive supervision as controlling and evaluation:

A good many subjects referred supervision as controlling and evaluation because of the system applied under the name of supervision and also of the evaluation form used in the observations. Besides, when there is a given mark for certain behaviour, it becomes evaluation. One of the interviewees reveals his approach to the theme by saying "Supervision is the act of controlling the things done. Supervisors are the people who evaluate other people without specializing in that field (S2)". Another one defines supervisors as "people who act as punishment tools (S3)". Supervision is also defined as "the act of controlling the things done and identifying the missing points (S4)".

10- Teachers have negative supervisory experiences:

The interview data revealed that some subjects had negative supervisory experiences in their jobs, which seemed to have affected their beliefs of supervision and supervisory activities. Only three out of sixteen subjects did not have negative supervisory experiences. 81 % of the subjects stated their negative experiences, most of which were not related to the lesson or teaching but personal concerns. To illustrate these, the following reports are given:

> Once, the supervisor tried to compare me with other teachers. It was not nice because I do not like being compared with other teachers either positively or negatively (S2).

> Last year the supervisor came to the classroom in the middle of the lesson and asked me who my internship teacher was. I did not

remember the name of the teacher. He started to shout at me in front of the students and left the classroom. Five minutes later I was called to the head teacher's room and he went on the same behaviour there (S11).

The following report is different from other negative experiences as it was directly intended to affect the students' perceptions of English.

The supervisor who supervised me was a Turkish language teacher. That was very interesting. He told students not to care about English. That was a very bad situation for me. If somebody from high authority says it, how can I be effective on students after he has left? (S14)

After having such negative experiences, teachers appear to have developed some bias against supervision and supervisors.

11- Teachers have positive supervisory experiences:

Teachers not only have negative but also positive supervisory experiences, though few in number, which destroy the bad image of supervision. This shows that when supervision is done properly, it appears to be useful for teachers. Only 18 % of the subjects did not report any positive experiences. Other teachers consider being thanked after the lesson, and not being scolded for unexpected things such as the ringing of the cellular phone as positive experiences. Furthermore, teachers consider not having any negative experiences as positive. Subjects perceive supervisors and supervision as positive when they get help to improve the instruction and are directed to find solutions to the problems. In addition, they want to be praised and motivated for the lesson but dislike being criticised. To exemplify the experiences, the following reports are stated:

The supervisor told me not to call students as 'you'. He said that if they heard their own names in the lesson, they would be more interested in the lesson and feel more successful. I think that was a very important point because I had not realized before that I was calling them as 'you'. It was a positive experience for me as the supervisor taught me something good (S1).

Some experiences were not in reference to instruction but there was an individual approach. One instructor stated her experience as "The supervisor told me that my personality and appearance were convenient to make students love English (S2)".

Some of the experiences reported were related to material preparation, planning for the lesson. One subject narrated that "Once, I did not have any plans and the supervisor came. He tried to motivate me and told me the aims of preparing plans (S3)". Another subject stated:

> When I first started to work as a teacher, I had to prepare and write all the plans though I did not know how to do. I had a lot of missing points. The supervisor gave me her telephone number and helped me. It destroyed my prejudice against her (S10).

Some of the interviewees reported their positive experiences related to the supervisors' being aware of the inconvenience in the curriculum. The supervisor advised adapting the curriculum to the situation. It is stated as follows:

> One of the supervisors I met was a French teacher and he knew at least some key points of teaching a language and the level of our students. He was aware of the fact that the curriculum we follow is very difficult to learn for the students. The background of the students is not appropriate to follow the curriculum so he advised me not to follow the curriculum. Instead, he advised me to teach them basic topics very well, which they may use in their daily lives. In our school, pupils come from six villages with different backgrounds. Some of them can hardly read in Turkish. It was a positive experience for me as he could see the main problem and help me (S6).

> This is my third year and for the first time a supervisor knew English. He helped me in that there are good and bad classes in our school and the supervisor suggested me to teach grammar first and then translate them into Turkish. He had learnt English by attending to a course. He was the first supervisor who helped me in my job (S13).

12- Teachers are dissatisfied with supervision:

Almost all of the subjects interviewed stated their dissatisfaction with the supervisory process as it is applied now. They report being dissatisfied with the supervisors who do not know English and English language teaching methods. They are of the opinion that it

is necessary to have supervision as everybody needs to be controlled and evaluated to do things better but the system applied under the name of supervision is not good. The following reports exemplify teachers' dissatisfaction with the process.

> It can be useful for new teachers to get used to the job because we graduate from universities with theoretical knowledge. However, it is not any effective and useful for my English language teaching. In essence, it is not necessary to do so much under the name of supervision because we can learn the things they say from our colleagues in a more effective way. Supervisors spend just a few hours with us, however, we are together with other teachers for a year. Supervision in Turkey, as it is now, is just wasting time and materials (S12).

> It is not effective and useful for teachers because they have chosen that profession for different reasons. Other teachers also share that idea. It is necessary to have supervision because everybody needs to be controlled and evaluated to do things better. However, the system applied under the name of supervision is not good. Supervisors should have a good education to supervise us. When you realise that he is inferior to you, you do not respect him and his ideas (S13).

13- Teachers expect supervisors to know English and ELT methods:

Almost all of the teachers interviewed stated to be supervised by supervisors who know English at least at intermediate level and be aware of ELT methods and consider to be supervised by those who lack these skills as a waste of time. In addition, some of the subjects do not trust supervisors and believe that they complete an official procedure by applying this process. The following interviews illustrate the subjects' view on the topic better.

> First of all, most of them do not know any English or know very limited English. As they are not English language teachers, they are not aware of the techniques and methods used in language teaching.

> If the supervisor does not know English, it is not any effective or useful. It is just a nuisance for the teacher. It is not any necessary to waste time with supervision without English (S9).

> I can say that it is for sure 90 % not effective and useful for English language teachers because supervisors do not know English (S11).

As he is supervising English language teachers, he must know English.
If he does not know English, he cannot give the right kind of
suggestions to us (S13).

14- Supervisors try to make teachers change their teaching methods according to their own criteria:

One of the major findings of the study is that participants believe that supervisors try
to make changes according to their own criteria. Teachers state that supervisors want
them to use the techniques and methods they suggest and insist on using them without
considering their appropriateness to the teaching environment. Some of the subjects
illustrate this as follows:

> I was giving examples with pictures but the supervisor told me to draw
> them on the board. It was not necessary because I had shown real
> pictures and my drawing was very bad. I think he was not aware of
> what I had done in the lesson. He was just trying to impose me his own
> style (S9).

> The supervisory actions have not been any satisfactory for me until
> now. I behave very carefully and self-possessed to the supervisor. I
> feel tense because they always criticise me and try to impose his ideas
> and beliefs on me. Every year they claim something different. The
> things they told last year and now are very different (S10).

> Supervision is the act of supervisors' directing teachers according to
> their own evaluation criteria. .... Most of the supervisors are above
> 50 and they are not aware of modern language teaching methods. The
> methods and techniques they use are old but they insist on our using
> them (S3).

15- Teachers make preparations before the supervisory process:

The analysis strongly suggests that subjects make preparations before the supervisory
process from paper work to appearance. Through preparations, teachers feel the need to
influence supervisors to have a good image and to get good evaluation grades. All the
teachers interviewed revealed that they took care of their appearance in terms of their
clothes, hair, make-up, shaving, and prepared all their plans and written documents such
as files, quizzes, parents meetings, etc. One of the teachers explained that she prepares

the classroom in terms of cleaning and painting, and she prefers to prepare the brains of the pupils. With respect to preparations, some interviewees also stated:

> I complete my missing plans and grade book, try not to wear sports clothes but official clothes, tidy other paper staff such as parent meetings, school meetings, etc. (S1).

> I prepare my plans and classroom files. I shave and try to wear ironed and clean suit and shirt (S3).

> I prepare my file and documents for the lesson. I take care of the classroom order in terms of cleaning and painting. But I think we, as teachers, do not do any preparations about our pupils' brains. We must make them be self-confident. Most of them cannot dare to talk when there is a supervisor as they do not trust themselves (S4).

> I get very excited and prepare my materials and complete missing materials. I talk to the students and make them ready for the visit. I wear the most appropriate cloth to the regulations and try to wear little make-up (S5).

It can be concluded that male interviewees shave and wear ironed clothes on the day of supervision and female interviewees take care of their clothes and wear more formal clothes than casual ones and try to put on less make-up. To summarize, teachers prefer to be over-alerted for supervision in terms of clothing, make-up, materials preparation, and planning.

16- Teachers do not fear supervision but feel tense during the course of supervision:

One interesting finding from the self-report above was that some of the teachers felt tense and pressure on themselves during the course of supervision as there is somebody evaluating them and seeking to find mistakes. To exemplify, the following reports are given:

> I generally try to be self-possessed but it is very difficult, try to calm down the students as they are afraid of supervisors. Once, my best students could not act out in front of the board as there was a supervisor. While teaching my lesson, I look at the supervisor if he

needs or asks something. I also try not to look tense because it means I do not know anything and gives them more power (S1).

I generally have adaptation problem while being supervised. I try to calm down as I feel pressure on me (S5).

I try to be careful about the tone of my voice. I feel a bit tense as there is someone in the classroom. I try to teach in the best way (S13).

Unlike those, there are some others who do not feel any tense or pressure on them.

When the supervisor first enters the classroom, I feel excited but it affects me positively, in that, I teach the lesson better and more excitedly. I trust my knowledge, teaching, and experiences. Therefore, I do not feel afraid or tense (S7).

I feel comfortable because I believe myself so I do not feel tense or terrified when he is there. I just think it will be over in half an hour and I will not have to write daily plans any more (S6).

I try to act as if he is not there. I do not let anything spoil my concentration. I do not feel tense or afraid. He is a human being like me (S11).

Though teachers do not state to have any fear at the time of supervision, feeling tense and pressure on themselves are the indicators of fear.

17- Teachers expect supervisors to have certain characteristics:

When the subjects were asked about their preferred characteristics of supervisors, the most common characteristics expected to have were stated as the knowledge of English and modern ELT methods. The teachers interviewed considered supervision as waste of time and materials without English. Some concerns about this are as follows:

First of all, a supervisor must know English and be well aware of modern language teaching methods and techniques. He must have pedagogical knowledge in language teaching. He must follow new developments. He must be understanding and motivating instead of punishing. He must know the social structure of the school, parents and students. He must suggest practical solutions to the teachers who have problems (S3).

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The most important characteristic for supervisors supervising English language teachers is to know English. To comment on a subject and guide people, you must be an expert in that subject. It is not logical for them to supervise me without any English knowledge. They must also know teaching techniques, methods, and evaluation criteria. They should not be frightening, but smiling, and understanding. They should not forget that they used to be teachers, so that they can understand us. They should be emphatic and helpful. They should not criticise to demoralize the teacher. They should know psychology and have good communication skills to help us. They should have a good character. It is very important (S12).

The supervisor must be an expert in the subject that he is supervising, that is, English. He must be aware of what the teacher is doing. He must know about teaching methods. He should have good communication skills, moderate but not serious (S10).

Teachers want supervisors to be aware of new developments in the subject so that they could teach the teachers about them, and to know psychology as well. Some of them stated concerning these as follows:

A supervisor must be objective, polite and know how to speak to other people. He must have training in education and psychology, know English and English language teaching methods and techniques, be aware of new developments and inform us about them (S2).

He must know English, follow new developments, have educational characteristics, and be modern. He must be smiling, friendly, and emphatic (S8).

A supervisor must be an expert in his subject, open to criticisms and new developments, helpful, and fair. He must know English, use computer and modern education equipments effectively. He must know language teaching methods and techniques and teach them us (S9).

One of the interviewees pointed to the economical reasons for being a supervisor and stated:

A supervisor should be an idealist teacher, aware of the environmental and school conditions, and the structure of the parents. He must know English to supervise me. He must be doing that job not for financial reasons but for the love of education. He should have good activities and materials to make students love English because elementary school is very important for students. If a supervisor is looking for perfection, then he must be perfect (S4).

Some of the subjects interviewed wanted supervisors to have been teachers beforehand so that they could understand the educational problems better. They stated:

> A supervisor must know English and language teaching methods. He must have been a teacher beforehand. He must respect other people's ideas, know how to address to the people, and be modest (S7).

> He must be a teacher and know English. Moreover, he should be objective and share his experiences with us (S11).

With respect to criticisms of supervisors and their concern about success, some teachers stated:

> As he is supervising English language teachers, he must know English. If he does not know English, he cannot give the right kind of suggestions to us. He should be positive, and not criticise teachers in front of students. The most important point is that the supervisor should not reflect to the head teacher whatever happens in the classroom, either positive or negative (S13).

> First of all, he must have a global view. His personal ideas must not be effective on his job. He must be objective and have skills to supervise how English must be taught. For that reason, he needs to know Intermediate level of English at least. He must be motivating rather than criticising (S15).

> I think people who are well informed in their subjects, dominating in teaching and educational topics, aware of latest developments should be supervisors. While supervising, they should not use this like a threat. On the contrary, they should have guiding skills. They should be understanding and careful, should not have any bias to people for their clothes, ages, or sexes. They should consider success more (S1).

Two of the interviews prefer supervisors with higher education on the topic, preferably having an academic title after having completed his Master's degree, and one wishes supervisors to have experiences abroad. They stated as:

> A supervisor must know English and should have an experience abroad where he can use the language, should provide new material to us and teach new methods, should teach the lesson with us and participate in the lesson. He must be smiling, provide a positive atmosphere, and talk where necessary (S5).

A supervisor should have good human relations skill, be handsome or beautiful, be able to guide students and teachers, be motivating and constructivist. He should be very careful about the language that he uses because what is said is not so effective as how it is said. A supervisor should not be just a teacher because nobody wants to be evaluated by his colleague. He must be specialised in his topic and have an academic title above a teacher. The most important thing is that he has to know English (S6).

He must be experienced, understanding, smiling, emphatic, organised, punctual, leader, constructivist, analytic, approachable. He must also have strong relationships. Besides, he must be experienced, aware of new developments and seminars on the subject so that he can guide teachers. He must be able to use technological equipments. It would be better if the supervisor Master's degree on the subject. Moreover, the supervisor must analyse the environment where teaching takes place (S16).

Unlike others, one of the subjects did not state any personal but professional characteristics as follows:

A supervisor should know English and teaching methods. He must be aware of teaching and the problems that a teacher has inside and outside the classroom. I am not interested in personal characteristics of the supervisor. What I am interested in is the supervisor's professional expertness (S14).

All these characteristics expressed by the participant teachers are similar and reflect how a perfect supervisor should be for teachers. It is important to realize that teachers give importance to the attitudes of the supervisors in terms of being smiling, understanding, emphatic, helpful, objective, having good communication skills and appearance, etc. and to their being aware of English and its teaching methods. All the findings above can be summarized as follows:

Table 9. Teachers' Feelings towards the Supervision Process

Supervision Process	
• Not useful for ELT teachers	75 %
• Useful for official formalities	18,7 %
• Not satisfying	100 %
• Not necessary	62,5 %
• Necessary	37,5 %
• Should not be applied as now	62,5 %
Teachers	
• Feel strained	31 %
• Feel over-alerted	93,7 %
Teachers believe	
• Planning before supervision is necessary	93,7 %
• Their ideas, concerns should be allowed	81 %
• Feedback session is vital	100 %
• Supervisors do not help them improve	100 %
• Supervisors impose their own ideas	31 %
• Supervisors must know English & ELT methods	87,5 %

4.3. The Analysis of the Official Communiqué

It is necessary to analyse the Official Communiqué, as it is the main source of information supervision and supervisors. It informs us about the criteria for being a supervisor, the number and promotion of supervisors according to the cities, the roles of supervisors in education, the aims and purposes of supervision, the principals of supervision, the main considerations during supervision, and the processes of supervision

as proposed by the Ministry of Education in Turkey. To analyse it the following themes are created:

Supervision is done with the aim of control, correction, and improvement. This is the first principle of Article 6 of the Official Communiqué No 2521 considered in the supervision of the institution. The first two words are *control* and *correction*, which require authority. The main aim of supervision, that is, *improvement* is the third and the last in order, which is a conflict between the supervision applied abroad and in Turkey. This hierarchy of control and correction make collaborative decision making impossible.

The second principle of Article 6 is that supervision is a democratic process. Democracy requires sharing ideas, beliefs, and acting together. There is democracy in the paper but the question is whether it exists in the actual supervisory process. Teachers' statements, wishes, and experiences reveal that supervision in Turkey is not applied democratically.

The third principle of the same article reveals that supervision includes effect, reward, collaboration, and participation rather than power. It is worth discussing in that participants complain about not being given a chance to speak and defend themselves, and not being permitted to participate in the decision-making process. When the appliance of supervision after the analysis of self-reports is compared with the decided principles, it is seen that the reality is not the same as the ideal, required, as democracy does not exist in current supervision.

Supervision is all about education, instruction, and administration techniques. However, when this principle is compared with the teacher evaluation checklist (Appendix A-B), it is clearly seen that teachers are not supervised for their instruction or administration techniques but for other behaviours related to material preparation, classroom management and keeping, the success in applying the regulations. The difference between the principle and the checklist reveals the inconsistency of the appliance with the principle stated in the Official Communiqué. On the other hand, the principle fits the subjects' desire to be supervised for their instruction, which indicates

that when applied in accordance with the principles stated, teachers may be satisfied with the supervisory process and be able to benefit from it in terms of instruction.

The fifth principle of Article 5 is as follows: It requires collaborative-decision making in sharing, identifying and analysing the problems, planning, application, evaluation and (if necessary) development plan. Teachers feel the same things in terms of sharing in the planning, application, and evaluation processes as stated in the article. It is important that teachers participate in those processes. When the interview data is analysed, it is seen that teachers do not collaborate in the decision-making process. In addition, teachers complain about not being suggested any solutions to the problems by the supervisors. Teachers seem to be not satisfied with the supervisory process they get.

The sixth principle states that supervision contributes to the sharing of responsibilities and improvement of human relations. Teachers feel to share their responsibilities with supervisors. However, the analysis of the data reveals that there is not any sharing between teachers and supervisors in the supervisory process. Sharing requires communication, which teachers complain about being lack in the supervisory process. It is necessary to have good communication to share the views, experiences, beliefs, and problems confronted in instruction. Participation in the decision- making is necessary to share the responsibilities and collaborate. It seems clear from the analysis of the data that teachers do not collaborate and share in the supervisory process so that they could benefit from the process.

The tenth item of the same article is as follows: It serves to the evaluation and improvement of national education services. Similarly, the first word is *evaluation* rather than *improvement*, which shows that supervision in Turkey is more based on evaluation rather than guidance and improvement that are given secondary importance. Improvement is the first requirement of supervision as stated abroad (Good, 1959; Duke, 1987; Neagley and Evans, 1980). However, it is given secondary importance in Turkish Supervisory system. Teachers believe that supervision is the act of finding mistakes rather than supporting the education. There is no single element in teachers' self-reports for the improvement of instruction through supervision.

The twelfth principle states that supervision bases on the improvement of teaching and learning. When the teacher evaluation checklist (Appendix A-B) is considered as the criteria for the supervision, it is seen that there is no related item to the improvement of teaching and learning, or to the strategies for the improvement of instruction. Besides, the subjects of the study also complain that supervision does not contribute to the enhancement of instruction but to the official requirements.

When the aims of teacher supervision stated in the Official Communiqué No 2521 (2001) are analysed, it is clear that they are similar to the aims of supervision stated in the literature review. However, when the appliance of these aims is considered by looking at the answers to the interview questions and teachers perceptions of supervision and supervisors, it is seen that those aims are applied as defined. To illustrate, the fifth and sixth items require supervisors to improve teachers teaching and the methods and materials used. However, the teachers interviewed claimed not to have benefited from supervisors in terms of improving education and educational techniques and materials. Teachers complain that supervisors are interested in inspecting the paper work, especially the plans, rather than the course of the lesson and the problems faced in the classroom.

It is stated in the Official Communiqué No 2505 (1999) with the aim of Guidance, supervisors are responsible from:
- organising meetings with teachers at the beginning and at the end of year, and in the middle of the year if necessary, to diagnose the problems in educational practices and to guide teachers in the solutions of these problems;
- writing down the points of consideration and handing it to the head supervisor;
- having a meeting with teachers after observation and guiding in finding solutions to the problems;
- following the new developments in the profession and providing teachers with these developments and new materials;
- providing professional assistance and in-service training for teachers (p.816).

With the aim of Inspection, supervisors are responsible from evaluating:
- the training of students according to the principles of Turkish National Education;

- the activities of the schools and educational institutions under responsibility according to the regulations;
- if the Principles of Atatürk, the National Anthem, and the Call of Atatürk to Turkish Youth are taught effectively;
- the appliance of ceremonies, educational activities according to the regulations;
- all instructional and educational activities with a all respects;
- the verification of the objectives in the regulations and laws by the institutions and the staff of the institutions;
- the relationships of the authorities of the education and instruction with the environment;
- the adequacy and productivity of the authorities of the education and instruction;
- the authorities of the schools and institutions, and the teachers and preparing an evaluation report on them (p.816).

When all these items are considered and compared with the results of the interviews, and the items in the teacher evaluation checklist, it is seen that teachers are evaluated rather than guided in their profession. The evaluation checklist is identical with the items in the evaluation part. However, there are not any items concerning the improvement of teachers.

It is also stated in the Official Communiqué No 2521 (2001) that in Turkey, the number of supervisors is defined according to the territory of the city. In article 51 of the Official Communiqué No 2505 it is stated that one supervisor is appointed for every 90 teachers in the first and second service territories, for every 80 teachers in the third service territory, for every 70 teachers in the fourth and fifth service territories. In addition, supervision is to be done at least in two hours; the supervisor enters the classroom with the teacher, and has a meeting with the teacher before and after the observation. When a supervisor starts working, he finds that he has 70-90 teachers to supervise in 100-110 days of actual teaching in a semester. He realises that the best he can do is to visit each teacher twice in a semester- just as it is stated in the regulations. However, he ends up visiting a teacher hardly once a semester and always in a rush, which is not enough for teachers to benefit from this process in terms of improvement in instruction. In this rush, some steps such as the planning or feedback sessions of the

supervisory process are missed, which teachers complain about and want to have in full. In addition, supervision of teachers is usually completed in one or two lessons, which is not sufficient for teachers to benefit from the process. Furthermore, one or two lessons cannot be generalized to reflect on the teacher. Therefore, supervision requires continuity, which lacks in this rush.

When teacher evaluation checklist is analysed, it is noted that the highest grade are given to item 7, the success in guiding the students about the class and subject he is teaching, and developing the knowledge and skills of students, and to item 12, the success in identifying students, realizing individual differences, guiding them to individual and group studies, making students have responsibility and self confidence. It is interesting when considered that, as subjects stated, most supervisors do not know the subject that is taught, but they evaluate the teachers by looking at their performance in that subject. It is also interesting that the items in the checklist are mostly related to the teachers' ability to mandate the teaching environment, the regulations of school system, and to have good relations with the administrators and the families. In item 15, teachers are evaluated as for their success in improving himself, following and applying regulations. It is important to note that none of the items is concerned about teachers' improvement by the supervisor and the supervisory process. In addition, it is clear from the statements of the subjects that teachers are not aware of the evaluation criteria used and want to learn about it, and why they were given those grades.

To sum up, in this chapter the data obtained from the interviews, the Official Communiqué, which is the main source of information for supervision and supervisory roles, and the evaluation checklist were analysed and compared with the data in the self-reports and in the literature review. It is summarised that supervision is super-visor-centred rather than teacher centred in decision making-process in Turkey. Unlike in Turkey, the core of educational supervision abroad is to improve instruction for the behalf of teachers, students, and the future of the country, to help teachers solve instructional problems, to develop skills in using instructional strategies, to make sure the plan is being carried out efficiently, etc. In Turkey, however, the core of supervision as it is applied is teacher evaluation rather than improvement though it is in the paper. It

may be due to that themselves are not ready for supervision to improve the instruction and educational standards.

CHAPTER FIVE

5. SUMMARY, RECOMMENDATIONS, and COCLUSION

This chapter gives a summary of the study and draws conclusions on supervision for English language teachers at Elementary Schools in Turkey. Also presented in this chapter are recommendations for supervision.

5.1. Summary

This study aimed at finding out the perceptions, ideas, feelings, and experiences of English Language Teachers at Elementary School Level about the current Supervision in Turkey. The study also analysed the goals of supervision as it is stated in the Official Communiqué.

The survey of literature clarified the concept of supervision and its different models throughout the history. The attitudes towards supervision and its uses were also given here. The stages of supervision suggested by different researchers were outlined. This study also presented the evaluation criteria used by the supervisors in Turkey for the evaluation of all teachers at schools. With this study different researches done on Supervision in Turkey and abroad were also outlined to get an understanding of what related issues were observed.

Supervision dates back to the eighteenth century in the USA and is always changing. Supervision in Turkey seems to be the same since 1993 in spite of the criticisms.

When the results of the study are considered, it can be concluded that English Language Teachers who have had supervision at Elementary Level Schools by Elementary School supervisors define the current supervision negatively and are not satisfied with the process

they undergo, which they relate to supervisors' not knowing English and English Language teaching techniques and methods. Teachers want to be guided in their profession of teaching English. This cannot be achieved due to supervisors' lack of English and its teaching methods. However, teachers are not aware of the checklist of evaluation. In that case, supervisors' not knowing or knowing English and its teaching methods does not make any difference as the list does not say much about the context of the lesson or the way the subject is covered. Yet, their claim makes sense when we consider that teachers do not want to be evaluated but guided in their teaching to improve their instruction.

Teachers define current supervision as the act of finding mistakes. However, teachers prefer it to be an act of guiding teachers to improve teaching process, and helping teachers in finding solutions to the problems encountered in classrooms. Similarly, teachers describe negative feelings and define supervisors as the people who try to find mistakes and who like to criticise teachers. However, they state that supervisors should be the people to consult with concerning teaching, planning, problem solving.

Almost all of the teachers recommended three basic processes to be followed in supervision. The first one includes a planning session with the teacher. They prefer to meet with the supervisor before the lesson and to talk about the lesson and the students, and to plan the date and timing of the visitation which is similar to the one suggested by Acheson and Gall (1997). The second step, as stated by the teachers, includes the observation in the classroom. Teachers want to be observed without being interrupted by the supervisor. In addition teachers do not want to be negatively criticised in the classroom in front of the students. The third step includes the feedback session. The teachers want to be acknowledged about their weak and strong points recorded by the supervisor in the classroom. At this stage teachers want to have an opportunity to defend themselves and state their personal concerns and ideas as well. The similarity of the stages suggested by the teachers to the stages stated by Acheson and Gall (1997) show the appropriateness of the stages to the teachers.

It is found out that the number of supervision that teachers have had varies though they have been working for the same amount of time. For example, some teachers who have been working for three years have had three or four supervisory experiences. On the other

hand, some teachers having three years of teaching experience have had supervision six times. There is an imbalance between the supervision frequencies in Turkey.

In supervision, teachers and supervisors are close to each other. However, as it can be seen from the data obtained through the interviews, there is a power war between the supervisor and the teacher. The supervisor wants to direct the teacher in the way they prefer. On the other hand, the teacher believes that the supervisor does not have the capacity to supervise him/her as the supervisor lacks necessary qualifications such as English, language teaching methods, etc. Where power war exists, it is difficult to share the problems. It can also be said that if it is certain that there is power imbalance, equal participation is impossible. For that reason, teachers believe that they do not benefit from supervision in teaching. Another finding of the study is that there is no shared responsibility and volunteering; and no democratic participants of teachers in supervision are ensured. Participation is the key element for improving instruction.

Most important of all, perhaps, is that supervision is something done together with teachers for improvement in education, not for grading. It is revealed with the content analysis that the aims and purposes stated in the Official Communiqué concerning the guidance and improvement of teachers are not applied, but the main emphasis is given to the evaluation. Improvement obviously means change to the teacher himself with the new and constructive input concerning his/her problems and instruction. Inner change must precede outward change. A well planned scientific supervision can play a crucial role here. There should be a unity in the person to be encouraged to grow not only in his professional life but also in his individual life. Supervision in Turkey tends to look for something on which to rate the teacher rather than help him to be a better teacher.

It is noted that there is no scientific supervision in the sense that the system suffers from lack of sound psychologic, sociologic and pedagogic standards. There is no objective evidence of teaching situations. Judgements are made on the basis of one or two class units. The visists are too infrequent and short to give the supervisor a fair basis of judgement of the teacher's worth. A supervisor cannot judge the quality of teachers in one class hour. More data in consistent time periods should be obtained to get insight into each teacher's problems and teaching situation.

It is important to point that supervision is a give and take procedure. Teachers and supervisors sit down together to discuss different issues. Teachers have a right to expect from supervision constructive, systematic, pedagogic, and sympathetic assistance and guidance. It is important to know the reactions of the supervised themselves and weigh results in terms of those to be benefited. No meeting is done and no written report before and after the visit is given to the teacher in current supervision. Even in 1950s, the group study discussion method started to be used in the USA (Jordan, 1958). However, current supervision in Turkey suffers the lack of group discussion before and after the visit.

At the end of the study the findings can be summarized as follows:
- Teachers do not find supervision useful as it is practised now. It is considered useful for official formalities and regulations, but not for English Language Teaching profession.
- Teachers do not find supervision process satisfactory, and do not feel satisfied after being supervised. They relate this to supervisors' lack of knowledge of English.
- Teachers do not believe that current supervision type is necessary for them.
- Teachers do not find supervision related to their subjects in terms of English. Teachers are of the opinion that supervisors cannot help and guide them in their teaching and with the problems related to their teaching.
- Teachers feel tense, funny, angry, resentful, furious, surprised, vulgar, disappointed, terrible, worthless, sorry, excited, bad, and pressure during supervision and after being supervised.
- Teachers feel over-alerted in terms of planning, file keeping, and clothing.
- Teachers believe that planning with the teacher and the supervisor before the observation is necessary.
- Teachers want supervisors to give them an opportunity to state their personal concerns, needs, and aspirations.
- Teachers want to get feedback after the observation.
- Teachers do not believe that supervisors aim to improve their instruction.
- Teachers report that the most important characteristic for a supervisor to have is to know English and English language teaching methods.

- Teachers want understanding, helpful, fair, moderate, objective, motivating, smiling, constructivist, emphatic, modest, friendly, and perfect supervisors.
- Teachers prefer supervisors who know how to address other people and have good human relations.
- Teachers want supervisors to guide them in solving their problems by creating solutions and providing materials
- Teachers feel tense because of the existence of a person in the classroom who is observing and evaluating them
- Teachers claim not to fear of supervision but their stress results from fear
- Teachers believe that supervision contributes to them in terms of learning official formalities & regulations, and file keeping, but not of improving instruction and instructional setting.

5.2. Recommendations

After reviewing the data, it can be recommended that the number of supervision in a year should be the same everywhere in Turkey. There should be a system of supervision. It is the average teacher receiving the constructive aid that will serve to make him/ her a good teacher. However, young teachers who are in a period of adjustment or adaptation need much more guidance, help, and encouragement in the supervisory process. It should be the beginning teachers getting help for his/her development. New teachers can be visited more often than the teachers with many years of service and experience. In addition, the supervisor should visit a class a number of times on consecutive days.

English Language teachers should be supervised by the supervisors who come from the same discipline. Supervisors may be skilled in certain subjects rather than dealing with all subjects. It seems that current supervision views all teachers homogeneous regardless of age, experience, background information and structure. Supervision should be classified according to different variables such as age, area of specialisation, and school environment.

Supervision should not be one-sided but participatory. Supervision process should start with a meeting with the teacher. It should be followed by observation in the classroom, and

after the observation teachers should be given feedback about the observation in the classroom. The teacher should be given a written report after the visit stating the points that need to be developed as well as weak and strong points.

Supervisors are not the only to blame for all negative points and misfortunes. Maybe they do what they are required to do. The Ministry of the Education should provide the application of supervision according to the aims of guidance and improvement as stated in the Official Communiqué.

There are remote villages where there is no meeting, conference, or training for the teachers. Supervision, which can be realized with the aim of making contribution to the professional development of teachers, may be of great pedagogical value and help to teachers working in underprivileged conditions and places in different parts of Turkey. Head teachers can act as supervisors to increase the effectiveness of the teacher in the classroom. It is not logical to expect supervisors to do the entire miracle in education. Teachers, supervisors, head teachers, and other educational staff should work collaboratively.

As this study is limited to the ideas, perceptions, feelings and experiences of the supervised, supervision from the standpoint of supervisors should also be studied to get a complete picture of the process. It might be that supervisors themselves are not ready for the process to be applied satisfactorily.

Supervision as it is applied abroad cannot be applied in Turkish setting. To be realistic, it cannot be suggested to leave supervision. However, a modified version of supervision or Clinical Supervision can be suggested as the part of in-service training of English Language Teachers at Elementary School level. Supervision activities should consist of demonstration lessons, experimental work, reading and discussion circles, conferences and meetings, seminars, case studies, self-rating score cards, that is, instead of supervisors' ratings teachers can rate themselves, and solutions to the problems.

5.3. Conclusion

This study explored teachers' perceptions, ideas, feelings, and experiences of the current supervisory process in Turkish setting. Teachers perceive supervision negatively and want to have modifications in the implementation of the process to improve teaching and learning English in Turkey for the development of the country. This study is limited to the perceptions, ideas, feelings, and experiences of the sixteen English Language teachers interviewed. Further research is necessary to have a better understanding of the topic and to be able to generalize the results. It may be worth investigating to see the picture from the eyes of the supervisors so that we can have a more complete picture.

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APPENDICES

Appendix A. Teacher Evaluation Checklist (Turkish)

ÖĞRETMEN TEFTİŞ FORMU

1. İli		2. İlçesi		10. En Son Mezun Olduğu Okul ve Bölümü			
3. Kasabası		4. Köyü		11. Branşı - Ek Branşı			
5. Okulun Adı				12. Okuttuğu Sınıf - Ders			
6. Adı, Soyadı				13. Haftalık Ders Saati Sayısı			
7. Kurum-Sigorta Sicil No.				14. Teftiş Edilen Sınıf - Ders			
8. Öğretmenliğe Başladığı Tarih				15. Sınıf Mevcudu		K E T	
9. Mesleki Kıdemi ve Kadrosu				16. Teftiş Tarihi			

GÖZLENEN DAVRANIŞLAR	Puan Değeri	Verilen Puan
1. Dersliğin ve diğer bölümlerin donanımı, bakımı, temizliği ve hazırlanması	4	
2. Seviyeye uygun, ders/oyun, araç-gereçlerini, atölyeleri kullanma kullandırma, koruma ve bakımındaki başarısı	4	
3. Kütüphane, kitaplık, laboratuar, atölye, işlik ve salon gibi bölmelerden öğrencileri faydalandırma baş.	4	
4. Derse (faaliyete) hazırlık, plânlama ve uygulama başarısı	8	
5. Derslerin (faaliyetlerin) işlenişinde konulara uygun metod ve teknikleri kullanma başarısı	6	
6. Konu ile ders (faaliyet) saati arasında denge kurma, zamanı uygun şekilde kullanma başarısı	4	
7. Sınıfı veya branşı ile ilgili öğrencilere rehberlik etme, bilgi ve becerilerini geliştirme başarısı	10	
8. Eğitim-öğretimde gezi-gözlem, inceleme ve deneylerden faydalanma ve faydalandırma başarısı	4	
9. Öğrenci başarısını, davranışını ölçme ve değerlendirmedeki başarısı	6	
10. Öğrencilere, İstiklâl Marşı'nı, Atatürk'ün Gençliğe Hitabesini, Öğrenci Andı'nı, Atatürk İlke ve İnkılâplarını öğretme başarısı	5	
11. Türk dilini kullanma ve kullandırma başarısı	8	
12. Öğrencilerini tanıma, ferdi farklılıklarını dikkate alma, grup ve ferdi çalışmalara yönetme, sorumluluk ve güven duygusu kazandırmadaki başarısı	10	
13. Öğrencilere örnek olma, çevreye uyum sağlayacak iyi davranışlar kazandırma, davranış problemi olan öğrencilere yardımcı olmadaki başarısı	5	
14. Yönetici ve öğretmenlerle işbirliği sağlama, verilen görevleri yapma başarısı	6	
15. Okuttuğu ders (faaliyet) ve sınıflarla ilgili defter, kayıt ve dosyaları tutma başarısı	3	
16. Kendini yetiştirme, mevzuatı izleme ve uygulamadaki başarısı	4	
17. Törenlere, mesleki toplantılara ve eğitici kol faaliyetlerine katılma başarısı	3	
18. Velilerle iyi ilişkiler kurma, çevreyi tanıma, çevre imkânlarından eğitim-öğretimde faydalandırma baş.	6	

ÖNERİLER

TOPLAM PUAN (100)

BAŞARI PUANI

Appendix B. Teacher Evaluation Checklist (English)

TEACHER EVALUATION CHECKLIST

1- City		2- District		10-Graduated School and Department		
3- Town		4- Village		11- Major- Minor		
5- School				12- Class, Lesson		
6- Name, Surname				13- Lesson per week		
7- Institution- Insurance Number				14- Observed Class, Lesson		
8- Date of Entry to Profession				15- Total Number of the Students in that Class	G	B .... T ....
9-Professional Seniority and Position				16- Date of Observation		

OBSERVED BEHAVIOUR	Grade	Given Grade
1- The equipment, keeping, cleaning, and preparation of the classroom and other parts	4	
2- The success in protecting, keeping using and making students use the lesson and game materials, and workshops according to the level of students	4	
3- The success in making students benefit from the library, book shelves, workshops, laboratory, saloon, etc	4	
4- The success in preparing, planning for the lesson, and in applying the plans in the lesson.	8	
5- The success in using appropriate materials and methods according to the subjects studied	6	
6- The success in correct timing of the lesson and subject, in using the tie efficiently	4	
7- The success in guiding the students about the class and subject he is teaching, and in developing the knowledge and skills of students	10	
8- The success in benefiting and making students benefit from tours and observations, analysis and equipments in education and instruction	4	
9- The success in measuring and evaluating the success and attitudes of students	6	
10- The success in teaching students the National Anthem, Atatürk's Call to the Youth, Students' Oath, and the Principles and Revolutions of Atatürk	5	
11- The success in using and making students use Turkish Language	8	
12- The success in identifying students, realizing individual differences, guiding them to individual and group studies, making students have responsibility and self-confidence	10	
13- The success in being an example to students, making students gain good attitudes to adapt to the environment, helping the students with misbehaviour	5	
14- The success in cooperation with administrators and other teachers, completing the responsibilities given	6	
15- The success in keeping the notebooks, files and records of the subject being taught	3	
16- The success in improving himself, following and applying the regulations	4	
17- The success in participation to the ceremonies, in-service training programs, and educational clubs	3	
18- The success in having good relations with parents, realizing the environment, benefiting from the environmental conditions in education and instruction.	6	

SUGGESTIONS

TOTAL GRADE   100   ....

SUCCESS GRADE   ....

RESUME

Esin Kaya was born in Trabzon in 1980. She completed her primary, secondary, and high school education in Trabzon. She enrolled in the department of English Language Teaching at Middle East Technical University in 1997 and graduated in 2002. The year she graduated from the university, she started teaching at Trabzon Private Neşem College and worked there for two years. She started the MA programme in Applied Linguistics at Karadeniz Technical University in the same year. In the winter of 2005 she started to work at Trabzon High School. In 2005-2006 Fall semester, she started teaching at Trabzon Cumhuriyet High School and still working there.