

An-Najah National University
Faculty of Graduate Studies
Department of Teaching Methods

Teachers' Opinions of English
Language Supervisors

Master Thesis
Submitted by
Maher Sobhi Salem

Supervised by
Dr. Fawaz Aqel

Submitted in partial fulfillment of the Requirements for
the Degree of Master of Arts in Methodology at An-
Najah National University
Nablus, Palestine

2001

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Dedication

I dedicate this work to all who appreciate scientific research especially The Ministry of Education and English language supervisors. I dedicate it also to my parents, sisters, brothers, teachers, friends, wife and daughters – Helen and Haya. Special dedication is to my school- Mas ha Secondary Boys' School- and its staff.

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I'd like to thank the tough circumstances which made me more and more determined to write this thesis.

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The researcher
Maher Sobhi Mohammad Salem

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Abstract

Teachers' Opinions of English Language Supervisors.

Maher Sobhi Salem

Supervised by

Dr. Fawaz Agel

This study aimed at assessing teachers' opinions of English language supervisors in the northern districts of Palestine. The study tried also to investigate the effect of the respondents' gender, qualification, experience and district on their opinions of English language supervisors. Furthermore, the study attempted to answer the major question of the study which asks "what are the opinions of English language teachers about English language supervisors in the northern districts of West Bank?"

To investigate the major question of the study and the other null hypotheses, data were gathered from 151 teachers who represented the sample of the study. The subjects of the study responded to a questionnaire of the researcher's design which included the following domains: relations with teachers, supervisory practices, training sessions, curriculum and evaluation.

After analyzing the related data by using the SPSS program, the results revealed that teachers' opinions of English language supervisors were almost negative on the five domains of the study which

means that English language supervisors did not follow satisfactory methods in English language supervision. The results also revealed that teachers' opinions of English language supervisors were not affected by the respondents' gender, qualification and experience. However, teachers' opinions were affected by the district variable and Qalqiyah district received the best opinions over the other four districts concerning the afore-mentioned domains.

Based on the results of this study, the researcher suggested that the recent supervisory practices be improved and modified by the English language supervisors. Finally, the researcher recommended that similar studies be conducted in other districts of West Bank.

Chapter one

Introduction and Background:

English language teachers differ in their opinions towards supervision practiced in their schools. However, most of them find that the supervision of English language is not handled properly by supervisors of that language, and in the most cases it is inspection rather than supervision. This belief is almost common among the majority of English language teachers who usually claim that there is no clarity in the term of educational supervision, which is always confused with inspection. This is not to say that teachers of English language have a clear-cut demarcation line between supervision and inspection. "The lack of school reform in the theory of educational supervision is due to the existence of different educational philosophies as well as to the extending scope of supervisory practices and purposes." (Wolf, 1997).

The whole debate might be attributed to English language supervisor, who should make it clear to his supervisee in any district, about the lines that govern the terms of "supervision" and "inspection". If he did so, many issues would be automatically resolved concerning the factual role and the mutual relation between supervisee and supervisor.

Ormston (1995) stated that most teachers complained about not being provided with feedback during and after the supervisor's visit. In the same vein, Issa (1999) found that English language teachers ranked the role level of English language supervisor as "middle" which means that they were not so satisfied with that role. Accordingly, the daily instruction in English language topics is totally affected by the misconception of supervision and inspection.

The researcher aims at providing English language supervisors and teachers with a clear-cut concept about supervision that should be agreed upon and followed by both teachers and supervisors in order to improve the quality of education in English language subjects.

Robert (1993) called for a reform movement in schools which focused on changing the traditional methods being used at the time in order to create more positive learning outcomes. These steps must be initiated from the supervisor's side since he /she is the one who can orient and take decisions.

Moreover, Grandall (1998) summed up the view points of many English language teachers : "...it is possible through collaboration and cooperation, for the teacher to develop the confidence and the competence to effectively integrate language and content instruction." Following this trend, Radwan (1998) recommended that supervisors give the pre-meeting a high necessity in order to enable the teachers to get the best of it before the post meeting.

Stoller (1996) introduced Freeman and Gebhard's model about "Teacher Supervision". They conducted a study about language supervision for teachers and found that "... most teachers had reacted hostilely and defensively towards supervisors". It seems that English language supervisors didn't take the human values, such as respect, dignity and trust, into consideration when they paid visits to the teachers. In the same article about "Teacher Supervision" Stroller introduced the model of clinical supervision. She maintained that clinical supervision is designed to engage both the supervisor and the teacher in a supportive

and an interactive process. In fact, Stoller expanded the ideas of Acheson and Gall (1992) about clinical supervision as being the demand of many teachers and the sole model to fill in the gap between supervisor and supervisee.

In addition, Atkins (1996) argued that English language teachers favored the evaluation process but they wanted pre- and post- conference evaluation; he called for more involvement in the whole process.

Glanz (1994) raised the following critical questions about supervision: "Should supervision be abolished? Do teachers benefit from supervision? Has the field of supervision evolved to a point that it should be called something else? Is clinical supervision an available model for use in public schools?" In fact, these questions touch the major points about the issue of supervision, in any domain, whether it is a clinical or educational supervision or inspection.

Building upon the previous brief studies, one can conclude that English language teachers viewed English supervision as a challenging matter that should be modified. To be more sincere, there is no exact model of supervision which teachers of English language seemed to favor, but most of the previous brief studies indicated that teachers of English language showed a great desire towards a type of supervision that satisfies their needs in terms of respect, mutual trust and cooperation. As Agnew (1999) suggested, real supervision should measure human as well as educational qualities. That is to say, the supervisor should be tactful when he/she visits teachers in order to make any judgment. However, there have been no studies that investigated or differentiated between supervision and inspection as far as the researcher knows. So, the

researcher will investigate and differentiate between inspection and types of supervision.

A: Inspection:

The concept refers to the fact that the people who perform this action are not supervisors even though they are called so, but they are inspectors. Their primary concern is to look for the teacher's mistakes and errors. They don't provide teachers with any source of help concerning new methods of teaching.

Akbaba, (1997) reported how teachers of English language described supervisors as being authoritarian and how supervisors were concerned with strict control, investigation, evaluation, and inspection rather than with guidance and improvement.

The concept of inspection refers back to an occupation environment where invaders impose laws and strict regulations upon an occupied nation. The story of Marie Curie with the Russian inspector supports this belief. The story tells us that the Russian inspector came suddenly to a Polish school where the teacher was using the Polish language in a history lesson, because it was forbidden for the Polish to use their language at school, and they had to use Russian instead. When he entered the class suddenly, he wanted to see if everything was O.K. and according to Russian regulations. He just asked one of the students- it was Mary - about the Russian emperor. Mary answered all the questions in the Russian language and praised the emperor giving him the proper titles. With this answer, the inspector didn't punish the teacher (Ronald, et al, 1991).

This story tells us that inspection has nothing to do with supervision and education; it's primary concern is to see whether the

people being inspected follow the regulations or not which are imposed upon them. Moreover, inspectors can punish any employee if he doesn't adhere to the rules.

The researcher believes that the inspection model had dominated the educational process in West Bank and Gaza strip for a long time during the Israeli occupation. Since 1994 , the Palestinian National Authority has done tremendous efforts in improving the quality of education especially in the following fields: curriculum development, teacher training and teacher supervision. Therefore, supervisors of English language attended so many training sessions outside Palestine. They came back to apply the modern methods of teaching English. But the question remains as follows: Does everything apply to Palestinian situation in teaching English? The answer may be "yes" and may be "no" depending on whom one asks. It is true that the British methods in teaching English may not be convenient for the Palestinian environment. The researcher concluded these points from many teachers when he was attending training sessions held by the directorate of education. Some of those teachers felt that English language supervisors tended to impose every thing they had learnt about supervision in Britain upon us. (Directorate of Education, 2000).

Consequently, the question of inspection will be back again because supervisors will ask teachers for everything when they do visitation.

The researcher hopes that the inspection model will not be back again and that teachers and supervisors should sustain their cooperative efforts in order to-create suitable cooperative environment for teaching.

B: Supervision:

The term "supervision" denotes a vision which is high and supreme in its quality (Brucer,1980). The researcher views a supervisor as a man or woman with much power who has the highest qualifications that enable him/her to make educational judgment.

According to Robert (1993), supervision is viewed as part of teaching administration process. Its main purpose is to ensure that implementation of assigned teaching plans seeks to accomplish prescribed objectives. These objectives must meet the needs of students. The teacher, in turn, will use modern methods in teaching English in order to fulfill the prescribed objectives (Grant,1993).

The researcher believes that supervisors should provide teachers with flexible methods in teaching English and they should leave a room for teacher's creativity in order to accomplish the prescribed results of teaching English.

Anthony (2000), explained that supervision is the broad concept that governs the whole process of teaching. He claimed that team teaching can be applied for both students and teachers. This notion is part of the major concept of supervision. He added that "the team teaching approach enables us to build a bottom up ESP curriculum based on the students' actual needs. This approach improves their English language skills and addresses their problems". (pp. 38-46).

The researcher views the concept of team teaching as part of supervision which calls for cooperation in language teaching. Students, as well as teachers, can work together cooperatively in order to perform certain tasks. Through this concept, participants are really supervising each others in a mutual relaxed method. Thus, it appears that the concept

of supervision serves the general skills of English language. It is a vision by which supervisors can assess and measure both students' and teachers' performance in English language subjects.

Following are concepts that undergo the issue of supervision.

1. School supervision:

The school administration is the smallest unit in the process of education. It plays an important part in the field of supervision. Abd-Alrahim (2000) reported that the Ministry of Education, as well as the teachers, described the principal at any school as a permanent supervisor. He can orient and supervise teachers in any subject. But when it comes to English language, most of the principals cannot perform suitable supervisory practices, and the result is that they can report positively or negatively about English language teachers. The report usually includes the performance of English language teacher and whether he/she is qualified enough for teaching or not. The researcher finds this issue a dangerous phenomenon for the following reasons. First, none of the principals in schools receives any training about the task of supervision and even so, they do not know much enough about English language. Second, the Ministry of Education charges these principals with evaluation and judgment of teachers, especially English language teachers, and most of the reports are usually written according to personal relations with the principal. Unfortunately, most of the principals practice the task of supervision in a wrong way. Some of them come suddenly into the English class to see if the teacher speaks or not, and if the students participate or not. This short visit- usually from (10-30) minutes- is the basis on which they pass judgment and make evaluation of the English language teacher.

The researcher believes that these practices serve nothing; on the contrary, they damage the whole process of teaching. Instead, the researcher proposes an alternative model for school supervision. This model is based on the teacher of English language and the principal. The teacher is advised to ask the principal for help in providing and preparing the teaching aids. Plans should be prepared together with the principal for the weak students in order to provide a remedial work.. The principal should contact the students' parents, so as to keep them informed of the level of achievement of their sons and daughters. When it comes to evaluation, the principal can arrange more than one visit to the teacher of English language during the year. These visits should be arranged together with the supervisor of English language in that district and the visits should be in and out the classroom. In this way, according to Darwaza (1997), the evaluation will be more sincere and more responsible. Needless to say , teachers of English language, in any school, are advised to establish an English club and team whose purpose is to create and use modern methods in teaching English. Consequently, the school can play a significant role in the process of supervision for the benefit of both teachers and students.

2. Teacher Supervision:

Teachers should be qualified to teach effectively. Rothenberg (1997) stated that the educational institution should create skillful teachers for the development of the teacher performance through the following actions: first, the supervisor of English language should regulate intensive training sessions for all teachers. Secondly, modern methods of teaching should be highlighted. Next, difficulties in the implementation of the curriculum should be tackled and discussed carefully in the training sessions. Fourth, teachers of English language are

to exchange experience and knowledge. Finally, the weekly load for the English language teacher should not exceed (18) classes so as to leave enough time for the teacher to correct the student's work, prepare and design the daily plans, search for and make educational aids and create new methods for teaching English.

The International Institute for Educational Planning (1987) suggested that training programs be arranged by the Ministry of Education, the supervisor, the principal and the teacher before the beginning of any scholastic year. Accordingly, teachers might be more effective and more responsible in teaching English.

3. Traditional Supervision:

Traditional supervision is the other face for inspection since it is concerned with the implementation of routine duties and directions imposed by the so-called "supervisor".

The National Center for Educational Research and Development in Jordan (NCERD, 1997) explained the philosophy of traditional supervision as follows:

- Teachers in schools are supposed to follow directions prescribed to them by supervisors who design educational plans of all activities needed. Teachers are only entrusted with carrying out those plans.
- Teachers are not allowed to try new ideas or conduct experimental studies to discover educational methods that best fit their students. Only supervisors are viewed to be capable of conducting experimental research studies. Outcomes of such research studies are imposed on school teachers who must implement them without hesitation. In brief, traditional supervision is based on communication from one side (from the supervisors to the teachers).

- Viewed as mere inspectors, traditional supervisors maintained that only a limited number of teaching methods had existed. Teachers had to abide by those methods. As such, supervisors paid much attention to fixing teachers' mistakes, and sometimes, used those mistakes to threaten teachers.
- Traditional supervision was centrally based on issuing directions by supervisors to teachers.
- Traditional supervisors view teachers, as mere tools needed to implement teaching activities. No attention was paid to teachers' feelings, emotions or other basic needs. The most important thing for educational supervisors, during their school visits, was to ensure that teachers follow their instructions, directions or commands strictly.
- As traditional supervisors were most of the time looking for teachers' mistakes and weaknesses, rather than helping teachers to improve their teaching practices, relationship between teachers and supervisors was not healthy. Feelings of fear of administrative punishment following supervisors' visits characterized such relationship. No room was left for teachers' creativity.
- Practices of traditional supervision were not productive. Teachers lost confidence in traditional supervision.

This clearly shows that traditional supervision was just another name for inspection. Productivity in teachers was totally neglected. The researcher attributes this result to the misunderstanding of real supervision from the supervisor's side. Karen, (1996) claimed that supervision is a hard task and that supervisors are those who make it so because they don't have clear models of supervision.

4. Clinical Supervision:

Clinical supervision seems to be the most accepted type of supervision to the teachers. It is a modern method by which the supervisor and the teacher can engage in a supportive and interactive process.

According to Acheson and Gall (1992) clinical supervision can achieve the following goals:

1. It provides objective feedback on instruction.
2. It diagnoses and solves instructional problems.
3. It assists teachers in developing strategies to promote learning, motivate students and manage the classroom.
4. It helps teachers develop positive attitudes towards continuous professional development.

The researcher is in favor of this type of supervision since it can be used to evaluate teachers and students, for promotion and development as well.

The clinical supervision approach, according to Acheson and Gall, involves there basic steps: the first step is the planning conference; it sets the stage for effective clinical supervision. Moreover, it involves a meeting between the supervisee and supervisor during which they agree on the focus of the forthcoming classroom visit and a method for collecting data for later analysis.

The second step involves a classroom observation during which the supervisor observes a lesson systematically and non-judgmentally; collecting data related to the objectives is agreed upon during the planning conference.

The third and final step involves the feedback conference during which the supervisor meets with the teacher to analyze the data collected

during the classroom visit. In fact, the data provide a mirror-like reflection of classroom activities so that teachers can see what they are actually doing while teaching. Consequently, the supervisor and supervisee interpret the data from the teacher's perspective with an eye towards diagnosing and solving instructional problems.

Throughout the three-stage process, both supervisee and supervisor work together to agree upon the major focus of classroom visit and later to analyze the classroom observation data to identify successful classroom practices and to remedy less successful ones.

It is assumed that clinical supervision is a modern supervisory method that aims at improving and developing the educational skills. Sabri (1998) stated that clinical supervision is a real model that can be used to evaluate teachers since it depends primarily on teacher's cooperation with supervisors. Above all, positive relationships can be established throughout this model of supervision.

Cogan (1972) defined clinical supervision model as being a supervisory method which is oriented and directed towards improving the teachers' educational practices in and out classroom by recording the educational classroom situation in order to analyze it aiming at improving both students' and teachers' performance and achievement.

It can be concluded that clinical supervision serves the educational skills more than any other models. This should be the basis by which supervisors of English language should follow in their daily practices, when they approach teachers, in order to build up a fair judgement about teachers' performance. This approach motivates both the teachers and students towards creativity in teaching and thinking (Sa'adah,1999).

Problems of Supervision:

Abu Dahu (1998) found that educational supervision didn't satisfy the needs of all teachers since there were no clear norms that governed the relationship between supervisor and supervisee. That is, supervisors of English language perform different practices within the same directorate of education. The UNESCO Institute of Education Department (1998) pointed out that teachers of English language sometimes complain that every supervisor requires something different from the previous one; this act creates confusion in the educational instruction.

This is attributed to the fact that supervisors of English language do not have standard norms for supervision when they pay supervisory visits because one supervisor may ask for and focus on something, which the previous one had ignored totally. This can be clear in terms of daily preparation and lesson planning. To shed light more about the problems of supervision, Alwaqfi (1990) summed up the following problems:

1. The selection and training of supervisor:

Supervisors are being selected from the teachers according to priority and educational qualification. These two conditions are necessary, but they are not enough for those who will occupy a leadership position. Enthusiasm, obedience, loyalty, research and educational as well as teaching skills must play a significant role for such a leadership position. It happens that a supervisor is appointed because he has a strong relationship with those who make decisions. Training supervisors is almost neglected. Supervisors are normally chosen and sent to the field of work without having any training or experience about the new job. The researcher suggests that candidates should apply for this position

according to defined criteria, which are announced in advance. Then the most qualified should be selected.

2. The number of teachers per supervisor:

It is of a great advantage for both -the supervisor and the teacher- to limit the number of teachers to a supervisor. But there is no international norm that could govern this issue. It is known that there is only one supervisor for each directorate of education but the number of teachers is not the same. Sometimes it exceeds (200) teachers for just one supervisor. The problem is that the supervisor will not find enough time to perform supervisory visits for each teacher, and if it happens, most of the visits are of no critical value. In addition, the supervisor might not succeed in holding the training session for most of the teachers because of time, constraints potentials, and the distance of schools.

The researcher sees that the number of teachers per supervisor should not exceed (60) and there should be more than one supervisor within the same directorate of education if the number of teachers is high. This is to ensure that all teachers receive an equal and an effective supervision.

3. General supervisor or specialist one:

The philosophy of the Ministry of Education about the basic education is that one teacher can teach one class. That means the same teacher should teach most of the subjects to that class including the English language. This philosophy aims at mixing the basic education around fundamental basic cores without separating the educational courses or materials. If this is efficient for both teachers and pupils, the problem remains in the field of supervision. Do we need a general supervisor for the basic education or a specialist one? To answer the question requires

us to take the nature of the basic education into consideration. The researcher suggests that a general supervisor for all subjects might not be efficient enough because what applies to science or math supervision might not apply to English language supervision, for instance. Thus, The Ministry of Education needs to appoint specialist supervisors according to the subject being taught. Accordingly, the idea that one teacher can teach all the subjects for one class might not succeed because the quality of education will lose its value. How can one teacher remain in the same class all the day and teach all the subjects? So, specialist teachers as well as specialist supervisors are preferred in this notion.

4. The professional and behavioral development of supervisors:

If the task of supervisors is to develop the teachers, so what about the development of supervisors? Supervisors usually get involved in the field of supervision without any change in their practices. Consequently, many negative effects will appear which might affect teachers' performance and students' achievements. The results of Tawjihi examination in English language support this belief.

Therefore, the Ministry of Education should create intensive opportunities for supervisors so as to develop themselves through educational research, higher education, training sessions and mutual visits in and outside the country.

5. The cold "war" between supervisor and teacher:

This is the most apparent problem that occupies nearly the first place of supervisory problems. It worries both teachers and supervisors because, in most cases, there are no clear norms that govern the relation between the supervisor and the teacher. The researcher attributes this problem to the existence of more than one supervisory model. Some

supervisors may follow the traditional approach of supervision; others may do more inspection rather than supervision and few practice clinical supervision. Consequently, the supervisor knows that he is going to visit a teacher who is not willing to welcome him because the teacher views the supervisor as a source of danger for him.

In order to overcome this basic problem, there should be clear norms that should govern the relationship between supervisor and supervisee which should be based on mutual respect and cooperation.

Statement of the problem:

During the researcher's work in the field of teaching -teacher of English language for the secondary stage-and the previous theoretical background in this study, the problem appeared to the researcher in the following form "English language supervision is a challenging issue and it should be modified." The evidence for the existence of the problem includes the researcher's observation of the problem and his observation of the opinions of many English language teachers during the training sessions that were held at the Directorate of Education in Salfit district.

Moreover, the researcher noticed that many English language teachers do not understand the exact role of English language supervisor, and in most cases there was "wide spread complaint" (Issa, 1999) among those teachers of the real role of English language supervisors.

In addition, teachers usually hate to attend the training sessions held by the supervisors claiming that such sessions were of no benefit for the process of education. However, they go to attend these sessions not because they want to, but because those teacher fear from the punishment if they didn't go to those sessions. Furthermore, the researcher found that there were few studies, if any, that investigated and studied teachers'

opinions of English language supervisors. As far as the researcher knows, most of the studies that investigated the issue of supervision didn't focus on the opinions of English language teachers about supervisors. Consequently, the researcher decided to conduct a study to investigate teachers' opinions of English language supervisors aiming at providing both teachers and supervisors with a clear cut idea about English language supervision.

Purposes of the study:

The study aimed at fulfilling the following aims:

- To identify the opinions of English language teachers of English language supervisors.
- To find out the effect of the respondents' genders qualification, experience and location of work on English language supervision.

Questions of the study:

This study aimed at answering the following questions:

- What are the opinions of English language teachers of English language supervisors?
- Is there any significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors due to the gender?
- Is there any significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors due to the experience?
- Is there any significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors due to the academic qualification?
- Is there any significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors due to the district?
- Is there any significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors due to the differences among domains?

Hypotheses of the study:

To be more concise, the researcher proposes the following hypotheses that will be tested empirically in the coming sections of this thesis.

1. There is no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors due to gender variable.
2. There is no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors due to experience variable.
3. There is no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors due to district variable.
4. There is no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors due to academic qualification variable.
5. There is no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors due to differences between domains.

Significance of the study:

The available studies shed light on the role of English language supervisor in the educational process from a narrow perspective. But few –if any- tackled the opinions of English language teachers about English language supervisors. So the study will raise this issue critically, deeply and thoroughly so that supervisors of English language should take these points seriously into their consideration.

The study will benefit the Ministry of Education by providing it with a new outlook towards supervision from the results of this study which aims at overcoming the problems that may face both supervisors and teachers and promoting a kind of fruitful understanding and cooperation between them.

In addition, the study will advise English language supervisors- any language supervisors- how they can generate a change in the process

of teaching English and other languages towards the best goals of school supervision.

Moreover, the significance of the study stems from its title as being the first one in Palestine that approached teachers' opinions of English language supervisors— as far as the researcher knows. Furthermore, this study might serve to improve the quality of teaching English language for the benefit of students, if both teachers and supervisors cooperate positively towards the promotion of effective teaching. That is, the supervisor of English language can orient teachers and leave a room for their creativity in order to create a relaxed educational atmosphere.

Limitation of the study:

The study was conducted in the following limitations:

Place:

Samir Sa'd Al- Din Secondary Girls' School- (it was used as a center for correcting the Tawjihi papers in English language Examination). This school was the place where the researcher distributed the questionnaire of the study among the subjects of the study who represented the following northern districts of West Bank : Nablus, Jenin, Tulkarm, Qalqilyah and Salfit.

Population:

English language teachers who were correcting the Tawjihi papers in English language Examination and who were registered with the Ministry of Education for this task. The population of the study covered five directorates of education in West Bank- namely Nablus, Tulkarm, Jenin, Qalquilia and Salfit. The subjects were 151 teachers who were registered, during the scholastic year (1999-2000), in the directorates of

education for correcting the Tawjihi English language examination. The sample of the study consisted of the population itself.

Time:

This study was conducted at the end of the scholastic year (1999-2000) on the 20th of June 2000.

Definition of Terms:

According to The Harap's English Dictionary (1981)

Supervision is "The result or the feeling that something gives to those who see or hear."

Supervisor is "The person who watches and directs work, workers and an organization."

Opinion is "What a person thinks and feels about something."

The operational definition:

For the purposes of this study, the researcher defines the following terms.

"Supervision": Ways that should be followed by a man/ woman in power, who observes the educational progress in a specific subject e.g English language.

"Supervisor": A person formally designated by the Ministry of Education to assist the teachers in improving their performance and promote their participation in enhancing the teaching process.

"Opinion": The extent by which a respondent obtains from the Likert Scale after answering the items appeared in the questionnaire sheet entitled "Teachers' opinions of English language supervisors".

Summary:

This chapter presented a general introduction and a theoretical background to the reader. Fundamental issues about supervision were highlighted in order to provide a clear picture and a comprehensive idea about supervision. The chapter, then, proceeded to discuss the following issues thoroughly: inspection, supervision, school supervision, teacher supervision, traditional supervision and clinical supervision. Finally, the chapter concludes by discussing the general problems of supervision, and clarifying the fundamental bases of the study specifying its problem, purposes, significance, questions, hypotheses, and limitations.

Chapter Two

Review of Relevant Literature

Introduction:

In this chapter, the researcher will give a brief account of the studies which investigated opinions about supervision, supervisory methods and practices, supervisory domains and clinical and effective supervision. The chapter provides the reader with problems of supervision followed by first hand observation from the environment of educational supervision. Finally, is a comprehensive review of the studies on supervision.

1. Studies relevant to opinions about supervision

Atkins (1996) carried out a study to identify teachers' opinions toward the teacher evaluation process. The sample of the study consisted of 50 elementary and secondary school teachers who responded to a questionnaire measuring teacher's opinions about teacher's evaluation process. The results of the study showed that the majority of teachers favored the evaluation process; however, they desired to be more involved in it. Most of the sample also wanted pre- and post conference evaluations. The researcher recommends that the evaluation process be updated and changed to include teachers' input.

In Palestine, Issa (1999) conducted a study to assess the factual role played by the English language supervisor in Jenin district based on the perception of English language teachers and principals. The study also

investigated the effect of the respondents' gender, qualification and experience on their perception of English language supervisor. The sample of the study consisted of the whole population of male and female teachers 70 who responded to a 58-item questionnaire. The study findings indicated that the role level of English language supervisor was "middle" on the most of the domains. This shows that teachers were not so satisfied with the recent role played by the supervisor. However, there were differences among the teachers' perceptions due to gender in favor of female teachers, due to qualification in favor of the holders of B.A or more, and due to experience in favor of those who had ten years of experience and more.

Bennet (1995) conducted a study on in-service teachers' perceptions of the importance for instructional supervisors to possess content knowledge in the content areas they supervised. A questionnaire was completed by 120 teachers from two elementary schools, one middle and one high school. Follow up interviews were conducted with 20 respondents. The results revealed that teachers strongly supported the premise that supervisors be content specialists in the content areas they observed.

They ranked "feedback" about the effectiveness of instruction in relation to content as the most important service. Furthermore, teachers felt that supervisors with content knowledge gave improved help and feedback, knew what instructional strategies to suggest based on content, gave fairer evaluations of a teacher's classroom performance, had up-to-date knowledge of trends and issues in the content area and elicited greater respect from teachers.

In the same notion, Salman (1998) conducted a similar study that investigated teachers' attitudes towards the communicative approach that they were asked to implement by supervisors inside the classroom. The sample of the study consisted of the teachers in the northern districts of West Bank. The results revealed that teachers' attitudes towards the communicative approach was positive, and recommended that supervisors train the teachers more in this domain.

More recently, Abu Shuhab (2000) conducted a pilot study on the opinions of English language teachers towards the effective teaching in West Bank. The results revealed that teachers of English language were not satisfied with the newly introduced teaching methods; they stated that it was the role of English language supervisor to provide the teachers with variety of teaching methods for effective teaching of English.

Al-Zaghah (1985), in his study, described the educational supervision system in West Bank during the Israeli occupation as perceived by both supervisor and secondary school teachers. The sample of the study consisted of 36 supervisors and 200 secondary school teachers. Two copies of the researcher's built-up questionnaire were distributed among supervisors and teachers. The questionnaire measured the following supervisory domains.

1. The concept of supervision
2. The role of supervisor
3. Methods and norms of educational supervision

The results revealed that the concept of educational supervision in West Bank was still restricted to the concept of inspection that aimed at searching and hunting for teachers mistakes.

Abd- Alrahman (1994) carried out a study to determine the role of the educational supervisor as perceived by teachers, school principals, and supervisors at the UNRWA schools in Hebron district. The following supervisory domains were included in a questionnaire administered to teachers, principals and supervisors:

- 1- Administrative affairs
- 2- Curriculum
- 3- Teaching Methods
- 4- Professional development
- 5- Communication with teachers
- 6- Positive relations in school environment
- 7- School environment
- 8- Relationship between the school and local environment
- 9- Students' affairs
- 10- Evaluation

The results showed that there was a significant statistical difference among teachers, school principals and supervisors in their views towards administrative affairs, curriculum, teaching methods, professional development, communications with teachers, school environment and evaluation.

These results showed that teachers in those schools were not satisfied by the supervisors' practices in the mentioned domains, whereas, both principals and supervisors were in agreement about all domains. This might be attributed to the fact that principals viewed themselves as permanent supervisors in the schools and their roles in educational supervision were an extension to the roles of supervisors in the aforementioned domains.

In England, the study of Ormston (1995) examined the effect of educational supervision on teachers who were specifically asked whether they tended to change their classroom practices following the supervisors' visit or not. The sample of the study consisted of 800 teachers who were asked to respond to a special questionnaire prepared for the purpose of the study immediately after being visited by their supervisors. The findings of the study indicated that some supervisors were cooperative and interested in helping the teachers to improve their classroom practices. Only a few supervisors focused on criticizing the teachers performance and 30% of the teachers tended to change their classroom teaching practices after the supervisors' visit.

Rothenberg (1997) carried out a study which investigated the perceptions of novice and expert teachers in urban schools about their preparation through teacher education. The sample of the study consisted of 30 novice and 15 experienced teachers who responded to a questionnaire designed for the purpose of attitudes. Results showed that teachers, whether experienced or novices, did not think about culturally responsive pedagogy.

The initial concern for novice teachers reflected their uneasiness about the process of teacher education. Overall, results demonstrated the great degree to which supervision and attitudes changes are required in addition to teaching skills for the development of good teachers.

Lunsfork (1990) investigated the stereotypes and perceptions of both teachers and supervisors about the relationship between them. The study was an experimental one. The sample of the study consisted of 7 supervisors and 18 teachers. Results showed that there was a kind of

mutual relation and trust between teachers and supervisors; and that supervisors should pay more concern and interest when they pay visits to the teachers.

In Kuwait, Omar (2000) carried out a study to find the relationship between motivation and personal as well as administrative variables towards the job as perceived by the employees in Kuwait. The sample of the study consisted of 2600 employees who responded to a questionnaire built by the researcher that measured motivation towards employment. The results revealed that the level of motivation was "middle"; and that supervisors should create feedback system in order to promote motivation towards employment.

In his pilot study, Abu Shuhab (2000) investigated the opinions of English language teachers towards the morals and responsibilities of effective teaching. The sample of the study consisted of 100 teachers. Results revealed that the teachers of English language attributed the concept of effective teaching to the English language supervisor who should provide teachers with a comprehensive yearly plan about examinations, preparation, motivating questions and encouraging students to work in groups. Teachers also believed that the English language supervisor should pay more visits within a year before evaluating the teacher's performance.

More recently, Shameyah (2000) conducted a study that investigated the effect of training sessions on teachers' beliefs about effective teaching. The findings of the study showed that teachers wanted a high professional development when they went to the training sessions and that supervisors were those who had to develop this task.

Saleh (1997) investigated the attitudes of teachers towards the effectiveness and suitability of the components of the 10th. grade English syllabus in Nablus district. The sample of the study consisted of the whole population of all English language teachers who taught 10th grade in the governmental schools in Nablus during the scholastic year 1996 – 1997.

Results revealed that 41.1% of English language teachers received neither pre- nor in- service training at all. The study also found that 71.4% of those teachers said that the 10th. Grade curriculum could not be finished within a scholastic year. Teachers advocated that it was the role of English language supervisor who should improve teachers' performance and evaluate English language curriculum during the training sessions.

In Turkey, Akbaba (1997) carried out a study that investigated the expectation that Turkish primary school teachers had regarding classroom supervision by primary education supervisors focusing on differences in teacher's gender, job experience, level of education and frequency of supervision. A questionnaire was administered to 501 elementary school teachers. Findings of the study revealed that there was a significant difference in the expectations of elementary school teachers with respect to gender. However, there were no significant differences in their expectations of classroom supervision related to level of education, job experience or frequency of supervision. The findings also showed that teachers felt that supervisors were more concerned with strict control, investigation, evaluation and inspection than with guidance and improvement.

This result confirms with that of Abd Al- Rahman (1994) and Al-Zaghat (1985) who found that supervisors practised inspection rather than supervision. Teachers also believed that supervisors did not follow supervisory guidelines but instead supervised the way they wanted to. In addition, teachers were not aware of all the regulations related to supervision. The researcher concluded that one-hour classroom observation was not enough to evaluate and guide teachers, and that the evaluation system needed improvement.

Musleh (1998) studied to investigate the difference between teachers' and students' perceptions towards the role of the educational counselor in Salfit and Nablus district which might be attributed to gender, experience and qualification variables. The sample of the study consisted of 207 teachers and 450 students who responded to a questionnaire measuring students' and teachers' expectations.

The findings of the study showed that there were no significant differences in both teachers' and students' expectations towards the role of educational counselor which might be attributed to gender, experience and qualification variables. This result can be attributed to the fact that the job of educational counselor was new in the Palestinians schools, and that both teachers and students were optimistic towards this new job.

Saleh (1998) carried out a study to find out the degree to which the school curriculum fulfilled the educational objectives as perceived by the educators (supervisor, teacher and principal). The sample of the study consisted of 18 supervisors and 227 teachers. The results showed that supervisors, teachers and school principals should take part in designing and developing the teaching curriculum. Moreover, teachers stressed that

supervisors should provide teachers with the educational resources (teaching aids) so as to carry out the educational objectives.

Tyshyeh (1986) carried out a preliminary investigation of the English language needs and skills as perceived by teachers and students at the largest university in West Bank at An_Najah National University. The researcher distributed two questionnaires: faculty questionnaire and a student questionnaire. The sample of the study consisted of 18 faculty members and 47 students. Results revealed that a majority of the faculty members 78% indicated that they liked to give their students English language texts in the courses they taught. This indicates the existence of an instrumental motivation to study English. The results showed also that 96% of the students noted that it was necessary to teach the students how to use the language before they were required to practise it. They suggested adding more content area to the process of instruction. The researcher believes that the role of supervisor was exactly the same of that between teachers and students. So, it was the supervisor's task to provide English language teachers with modern methods in teaching English language; that is ,supervisors should stress that teachers of English Language use the communicative approach inside the classrooms focusing on a variety of teaching methods . Thus, the supervisor seems to be like a university lecturer who can facilitate and help.

Finally, Delorme (1985) investigated the opinions of elementary-school teachers in North Dakota towards supervisors and evaluating methods. The sample of the study consisted of 100 teachers. The results of the study indicated that although there was an argument among teachers concerning the importance of supervision in improving and developing the quality of education, teachers believed that the recent

supervisory practices did not fulfill the desired aims of supervision and the quality of instructions remained the same without any development.

2. Supervisory methods and practices.

In Jordan, Saleh (1993) carried out a study that aimed at finding the relationship between the actual supervisory practices that supervisors did and the desired supervisory practices that teachers from Amman district preferred. The sample of the study consisted of 550 teachers from Amman district. The findings of the study revealed that the real supervisory practices that supervisors did were not accepted by most of the teachers on the whole domains of supervision except for class administration and examination domains.

Al-Shawah (1998) examined the supervisory methods and styles that elementary school principals in Nablus district practised as perceived by the teachers in that district. The sample of the study consisted of 460 teachers who responded to a questionnaire that included the following styles:

- 1- dictatorial style
- 2- diplomatic style
- 3- negative style
- 4- democratic style
- 5- cooperative style.

The findings of the study showed that the democratic style of supervision occupied the first rank as perceived by the teachers. However, most of the teachers believed that the dictatorial style had to be excluded from the supervisory styles. The researcher recommends that principals should be trained on practising constructive human relations with teachers.

In order to develop better supervision, Maor (1995) carried out a case study which explored the perspectives regarding supervision held by professors and graduate students in a university science department in San Francisco. This case study aimed at establishing better supervisory practices in the climate of university. Observations, interviews and action research were used in gathering data. The results of the case study showed that clear expectations and procedures should be established in order to provide supervisors and graduate students with better opportunities to establish a collaborative working relationship.

Glanz (1994) conducted a study to find out the supervisory methods used in the public schools. The study was presented at the Annual Meeting of the Council of Professors of Instructional Supervision in Chicago. The researcher found that no clear theme emerged in the historical study of supervision which appeared to simply reflect greater social and educational movements. He noted that the history of supervision was marked by seven models: inspection, efficiency, democratic, scientific, leadership, clinical and changing concepts. The researcher concluded that, supervision was originally inspectional and later redefined it as having an efficient, authoritative and managerial function. The results of the study confirm, somehow, with those of Saleh (1993) in the sense that the supervisory methods should be modified.

However, Wadi (1998) conducted a study which aimed at developing a list of educational norms, which would be the basis for choosing a supervisor. The sample of the study was 85 supervisors in West Bank who responded to a questionnaire containing 18 norms for

selecting a supervisor. The findings of the study revealed that the supervisors' answers on the 18 norms ,according to their importance, were as follows:

Personal qualities - the ability to organize the work in the field of supervision effectively - professional preparation- the ability to analyze problems and take decisions - the ability to achieve the goals of educational supervision - motivating the teachers - professional development of the teachers - tolerating the responsibility - evaluating his work - practicing new methods in supervision - implementing and administrating tests - the ability for research and studies - the ability for planning - specifying the students' needs - improving teacher's performance - sufficient educational experience - simplifying the curriculum - educational qualification.

The researcher calls upon the Ministry of Education to take these norms into consideration in the process of selecting and appointing supervisors. Furthermore, supervisors should reflect these norms when they evaluate and supervise teachers. The results of the study support those in Maor's study in 1995.

Sukwiwate (1996) conducted a study that aimed at determining the degree to which various supervisory methods and theories were dominant in contemporary instructional supervision textbooks. The study examined 12 educational supervision textbooks, which were influenced by both evaluation – based and clinically oriented theories.

The results of the study indicated that theoretical orientations were consistent with evaluation. Based theories were found in seven of the textbooks, while more clinically oriented theories were dominant in the other five. However, no one theory consistently dominated textbooks.

Hence, it is likely that supervisory practices will continue to be affected by various educational orientations.

The previous suggestion by Sukwiwat (1996) deserves serious consideration and investigation. Abu kishek (1997) investigated the attitudes of science and math female and male teachers towards the classroom visit which supervisors paid to UNARWA schools in West Bank in order to improve the supervisory practices in the domain of classroom visit. The sample of the study consisted of 82 teachers who responded to a questionnaire that included the following supervisory domains:

1. The pre- meeting
2. Inside the classroom observation
3. The post – meeting
4. The evaluation about classroom visit.

The results revealed that teachers had positive attitudes towards the classroom visit and they ranked the pre- meeting in the first level. The researcher attributed this result to the fact that teachers hated to be evaluated without being oriented and supervised.

The Gulf States Center for Research and Study (1981) carried out a project to investigate the real educational supervisory practices in the Gulf States in order to reach some suggestions and recommendations that might help in improving the supervisory system and the whole educational process. The sample of the study consisted of 200 teachers for each of the Gulf States. The researchers of the project recommended that supervisors carry out the following tasks:

1. Helping the teachers in recognizing the educational aims.

2. Helping the teachers to use and follow suitable teaching methods in education
3. Encouraging the teachers to be creative in their works
4. Enabling the teachers to improve and to develop their profession
5. Improving and promoting the human relations in the school community.
6. Evaluating and improving the curricula
7. Paying more visits to the teachers before the final evaluation.

The findings of the Gulf States Center for Research and Study (1981) were significant since they stimulated other studies. Al – Dojan (1989) carried out a study in order to find out the educational supervisory tasks that supervisors usually did. The sample of the study consisted of 30 supervisors and 103 teachers. The findings of the study showed that supervisors didn't adhere totally to the tasks of real supervision such as planning, organization of work, leadership. orientation, training of teachers and evaluation. The researcher recommended that the supervisory tasks should be made clear to the supervisors who must adhere to them. In addition, supervisors should be trained and prepared for the tasks of supervision.

3. Supervisory domains:

In Jordan., Al-Wahr (1989) summed up the supervisory methods practised by supervisors in the Jordanian Ministry of Education:

1. Classroom supervisory visit
2. Administrative visit
3. Individual meetings – supervisor and supervisee.
4. Tutorials and research papers in supervision
5. Supervisory sessions

6. Training session
7. Educational workshops.

In Palestine, Jabr (1996) investigated the effect of cooperative learning as a dominant method in English language, on the ninth graders' attitudes and academic achievement as to traditional method.

The sample of the study consisted of 138 male and female students in the ninth grade at two UNARWA schools in Nablus area during the scholastic period 1995-1996. The results of the study showed that there were significant differences in students' achievement (male and female) of English due to the teaching method in favor of the experimental group. The researcher attributed this result to the role of English language supervisor who should stress the use of cooperative learning and other modern teaching methods as dominant domains in education.

In Jordan, Ramzi (1977) conducted a study that aimed at helping the trainees in modifying and improving their perceptions about some supervisory domains. The sample of the study consisted of 40 teachers who were participating in a training session in Amman. The sample responded to a questionnaire that included the following supervisory domains:

1. Individualization of teaching
2. Creativity and innovation
3. Group activities
4. Classroom interrelations

The results of the study showed that 12.5% of the teachers didn't receive any training in the first and second domains. This result might be

attributed to the absence of supervision in the mentioned domains. These results are significant as they can reveal the creativity of supervisors, as it should be reflected in the supervisee's creativity.

Ibrahim (1996) examined the degree by which teachers took part in the decisions made by school principals in various educational domains. The sample of the study consisted of 135 teachers who responded to a questionnaire measuring the above mentioned goal. The findings of the study showed that teachers' involvement in putting up school decisions was on average. The researcher recommended that training sessions for both teachers and principals be held by supervisors in order to create a cooperative atmosphere between teachers and school principals in the educational administration.

These results generally concur with those of Al- Shuraideh (1993) who conducted a study that aimed at identifying the role of the educational supervisor in improving the educational activities in basic schools in Al -Korah district. The sample of the study consisted of 269 teachers from Al - Korah district in Jordan. They responded to a questionnaire of the researcher's design which included the following domains:

1. Planning
2. Professional qualification
3. Activities
4. The social and human relationships
5. Evaluation.

The results of the study showed that teachers' opinions of the role of the educational supervisor in improving the educational activities were

about average. In addition, teachers believed that supervisors' relationship with teachers was not accepted and it should be strengthened by the supervisors themselves who just stress work without paying attention to human social relationship.

Abd-Allah (1998) identified the styles of dominant supervisory norms that supervisors in the West Bank practise. The sample of the study consisted of all the supervisors in the West Bank. The results revealed that the most preferable dominant norm was obedience .

The researcher attributed this result to the fact that the supervisors in any directorate of education tended to adhere completely to the rules of Ministry of Education without attempting to create flexible norms that might suit each case of supervision.

Drummond (1995) carried out a study in which 35 training teachers were involved in the teacher training program, Fall, 1994 session, at the University of North Florida. They provided feedback on this pre-service preparation program through a survey. The teachers completed a four – part questionnaire that required them to evaluate the program. The teachers evaluated the program positively and found the experience to be personally rewarding. Overall, college supervisors were viewed as helpful to directing teachers to provide information to the inexperienced colleagues. The researcher thinks that evaluating programs should be held periodically for both teachers and supervisors.

The result of the study confirms with those of Abraham (1996) and Al-Shuraideh (1993).

4. Clinical and effective supervision:

In England, Jolins (1996) carried out a study to investigate the effect of clinical supervision on the beginning teachers who were not provided with any previous training on how to develop their teaching skills. The sample of the study consisted of 20 teachers randomly divided into two groups: experimental group and controlled one. The experimental group was supervised following the clinical model, whereas the controlled group was supervised following the traditional model of supervision. All the subjects (teachers) were interviewed before and after the experiment. The study revealed that the teachers in the experimental group were more satisfied with the assistance they received, and they viewed supervisors as a means of helping and improving their teaching skills.

Similarly, Vinson (1995) conducted a study to determine changes in the levels of teaching efficacy as a function of the clinical experience in six public elementary schools. The sample of the study included 58 novices. Data for the study were gathered, before and after full – time of clinical experience, in the public elementary schools of Alabama using two strategies. First, all novices completed 23 – items Likert questionnaire. Second, they were evaluated using the questionnaire – guided narrative interviews. Findings revealed statistically significant differences in personal teaching efficacy in favor of full – time clinical experience. The results of the study have also implications for teacher education programs concerning the efficacy of teaching methods.

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In Palestine, Nimer (1990) examined the personal and professional characteristics of the effective teacher as perceived by secondary school students and principals in Nablus district. The sample of the study was

randomly selected to represent secondary school students who studied at the private teaching institutions in Nablus district. The sample responded to a questionnaire that included 40 characteristics of the teacher effectiveness.

The results showed that the principals and the students agreed on the importance of the professional characteristics of the effective teacher that included the following items:

1. Professional qualification
2. High competence and performance in teaching methods
3. The ability to conduct and administer research and examinations
4. The teacher should also be friendly and flexible in his/her work.

Audeh (1997) evaluated the effective supervisory program of vocational education through investigating the following aspects: Scientific and educational qualifications, private and general experience, training needs, difficulties and obstacles, extent of cooperation between supervisors and the concerned parties, supervisory visits, reports and attitudes of vocational education teachers toward supervisors.

The sample of the study consisted of all vocational education supervisors and 70% of vocational education teachers in the West Bank. Two questionnaires were constructed to gather the relevant data from vocational school supervisors and teachers. The study recommended the following:

1. There is a need to focus on preparation of proper qualifying programs in supervision.

2. Experience exchange among supervisors was less than expected. This reflects the importance of preparing sound programs for experience exchange and enrichment
3. Supervisors should be trained on research skills, which are needed for developing vocational education program.
4. The evaluation report of supervisors visits should be descriptive instead of giving marks.
5. Supervisors should pay several visits to explain the new change in curricula and in teaching methods
6. Cutting down the number of teachers supervised by one supervisor so that he/she can have adequate time for evaluating teacher's needs to help him /her overcome his/her problems.

Mosa (1995) investigated the effective academic practices of the teaching staff in the Palestinian universities. The sample of the study consisted of 239 lecturers working in the Palestinian universities. The researcher suggested that the administrations organize training sessions for the beginning lecturers to help them acquire the skills of planning and research since these practices affect the quality of education and improve the students achievement .

Nimer, (1999) found that teachers of English language were still following the traditional model of teaching that might be imposed upon them by English language supervisors. Mosa (1995) pointed out that the effective supervision should satisfy the needs of both supervisors and teachers and that supervisors should give more lectures and tutorials before paying any visit to the teachers because this might help the teachers a lot in solving any problem they might come across during the daily instruction.

Richard (1999) pointed out that supervisors must have a licence in order to practice the task of supervision. He advocated the idea of "Licensure Assessment" that regulates the legal right to practice, not merely the use of professional title, but to serve as the threshold for entrance into professional practice.

Dweik (1980) studied the effect of clinical supervisory style as compared to the traditional supervisory one. The sample of the study consisted of all the teachers who taught the fifth and the sixth grades in Al – Balka district.

The results of the study revealed that clinical supervisory style had a high positive effect on the behaviour of teachers as opposed to the traditional supervisory one. The researcher recommended that supervisors be trained on the use of the clinical supervision, since they didn't have enough experience in that domain. The results of Dweik's study (1980) were significant since they stimulated other studies: Johns (1996) and Venson (1995).

Wayne (1986) summed up the ideas about clinical supervision. He stated that clinical supervision has a strong professional interest in practices designed to improve teachers' classroom performance. The movement had its roots in the late 1960s in the work of Robert Anderson, Marris Cogan and Robert Goldhammer as they tried to develop a more effective way of supervising interns at Harvard. Their focus on manner in an atmosphere of collegiality and mutual respect became known as clinical supervision. The clinical cycle consists of a pre- observation conference, observation, analysis and strategy, post- observation

conference, and post- conference analysis. Cogan has elaborated on the clinical approach by identifying eight specific steps in the process. The eight steps are grouped into three phases- pre – observation, observation and post – observation. These steps are:

1. Establishing the relationship
2. Lesson planning
3. Planning the observation
4. Observation
5. Analysis
6. Planning the conference
7. Conference
8. Renewed planning.

Hamdan (1995) conducted a study whose aim was to identify the actual process of educational supervision in Jordan regarding the achievement of objectives and supervisory methods. The sample of the study consisted of 1125 male and female teachers who were randomly selected from the schools of Irbid district (who responded to a questionnaire measuring the above aim). The findings of the study showed that using effective teaching techniques and focusing on learning-teaching techniques were most considered by teachers. They believed that supervisors should concentrate more on the effective teaching methods instead of focusing on traditional practices.

The results of Hamadan's study support those in the studies done by Audeh (1997) and An – Nayef (1990)

An-Nayef (1990) evaluated the supervisory practices as perceived by the teachers in Jordan. The sample of the study consisted of 150 teachers

in the northern districts of Jordan who responded to a questionnaire including the following domains:

1. Teaching methods
2. Curricula
3. Teacher evaluation
4. Students needs
5. Human relationships
6. Professional development

The findings of the study showed that the domain of teacher evaluation was practised repeatedly by supervisors while neglecting the other domains.

5. Problems in supervision

Abu-Aeishah (1997) investigated the level and source of psychological tension among supervisors and school principals in the public schools of West Bank. The sample of the study consisted of 28 supervisors and 206 school principals.

The sample responded to a questionnaire that measured the goal in question. The results revealed that female and male school principals and supervisors faced a high level of psychological tension in the form of anxiety, physiological and psychological reactions. The sources of these reactions were job pressure, school pressure, the responsibility of the role, the method of supervision and administration and the ambiguity of the role.

Radwan (1998) studied the difficulties and challenges which the educational supervisor faced in the public schools of West Bank after the advent of the Palestinian National Authority in 1994.

The sample of the study consisted of 200 educational supervisors from the public schools in the West Bank. They responded to a questionnaire measuring the difficulties and challenges of educational supervision. The results of the study revealed that most of difficulties and challenges, the educational supervisors faced, were arranged as in the following domains:

1. Domain of attitudes towards supervisory process.
2. Domain of supervisory methods.
3. Domain of administration.

Bulach (1997) conducted a study to identify the mistakes that school administrators and educational supervisors most commonly make. A questionnaire asked 375 graduate students in educational leadership courses (who were educators in school setting) to list the mistakes that their administrators made. The results showed that students identified 15 categories of administrative mistakes. Those mistakes included poor human relation skills, (the most frequently mentioned category), followed by poor interpersonal communication skills, lack of vision and avoidance of conflict. These administrators could have avoided many of these leadership mistakes because they seemed to affect the entire school climate.

Yousef (1987) researched the administrative supervisory problems that male and female teachers suffered from and identified the future aspirations to overcome the administrative difficulties. The sample of the study consisted of 163 male and female physical education teachers in the

high schools that belong to Irbid Directorate of Education. The sample of the study responded to a questionnaire that measured the difficulties that physical education teachers faced in their career. The results of the study revealed that most of the difficulties appeared as a result of the absence of the role of educational supervisor who didn't hold enough training sessions for these teachers. Other problems were attributed to the ambiguity of physical education aims which supervisors didn't make clear to the teachers.

Al-Azamat (1993) investigated the administrative problems facing the principals of the schools of the unit of supervision of the North East Badia in Al-Mafraq district from their point of view. The sample of the study consisted of 26 principals. The sample of the study responded to a questionnaire that measured the principals' suffering in the following domains:

1. Teaching affairs (curriculum, teachers, supervisors)
2. Financial and administrative affairs
3. Students' affairs
4. School building affairs
5. Local community affairs

The first domain was crucial to this study. The results revealed that teachers did not adhere to the school regulations and they tended not to practise enough educational activities. Moreover, the cooperation among teachers was poor. Furthermore, there was a lack of cooperation between the supervisors and the school principals. This situation might be attributed to the fact that supervisors in that area didn't do their work properly.

Al-Zo'bi (1990) examined the problems of educational supervision in the field of Arabic language in order to put forward some suitable solutions through those who are being affected by supervisory process.

The sample of the study consisted of 162 male teachers, 137 female teachers and 20 supervisors who were registered with the directorate of education in Irbid district. The sample of the study responded to two questionnaires. The first one was devoted to supervisory problems and the second one was devoted to the solutions suggested. The results showed that the most important supervisory problems that affected efficiency in supervision were:

1. Teachers felt that they were more qualified than supervisors
2. Many teachers did not reveal their actual needs
3. A large number of teachers were supervised by one supervisor.

One of the suggested solutions to the supervisory problems was that teachers and supervisors should work together for the benefit of the educational process.

Oqla (1986) examined the problems that community college teachers were facing as perceived by the teachers themselves. The sample of the study consisted of 130 female and male teachers in Irbid district who responded to a questionnaire containing the following domains:

1. Professional domain
2. Personal domain
3. Social domain

The findings of the study revealed the following important results. The scarcity of opportunities for teachers to develop themselves

professionally. In addition, teachers were not properly appreciated by their students, administrators and society.

Finally, Richard (1999) carried out a study to understand the meaning of supervisory leadership. (2460) School principals responded to a survey describing the meaning of leadership. The overall results of the survey indicated that supervisory leadership was the other face of the concept of 'Licensure Assessment' that aims at protecting the public from the harm that may be caused by practitioners whose professional practice doesn't meet the minimum levels of competence.

The researcher pointed out that licensure regulates the legal right to practise a profession. He added that " persons may not perform the functions of a medical doctor, for example, without first obtaining a license to practise medicine from the state." (p.225) Therefore, supervisors should have a legal license to practise their profession which means that they should have high qualifications in a specialization as well as high training abilities.

6. First hand observation of live pictures from educational supervision.

The Arab Center for Research and Study in the Gulf States (1981) showed the following four models (pictures) of educational supervisors.

- A. A supervisor who believes that his/her job is to say and decide what must be done. He is always saying to the teachers what must be done without guidance. Then, he comes to see if the teachers abide by his/her desires or not. He sees himself number 'A' on the scene and believes that he/she is a real supervisor. But he didn't realize himself as being a tyrant inspector.

- B. A supervisor who always insists on the fact that his/her school must be a democratic model for cooperation. He is always searching – together with the teachers – for difficulties and obstacles in the schools trying, and suggesting orienting and examining certain possible solutions to those challenges. He/she explains the democratic supervision as a way by which he can orient the individuals tactfully towards achieving what he wants. This type of supervision is a diplomatic one
- C. A supervisor who is very enthusiastic for democracy. He/she grants the chance for every teacher to devise and create. His/her role is to establish a sort of school environment by which teachers, students and principals can do their work freely without any interference from his/her part. His/her policy is “let them work”. This sort of supervision is a negative one.
- D. A supervisor who believes that his job is to cooperate with the others towards fulfilling the desired objectives and solving any obstacles together with them. He believes strongly that the teaching staff should be involved in the process of putting up decisions. He/she finds himself a source of support and help for teachers until the last moment. So, this type of supervision is one of cooperation and educational leadership.

7. A comprehensive review of the previous studies about supervision.

The studies reviewed in the previous section came up with the following conclusions:

- A) The opinions about educational supervision in general were nearly negative in their essence. Teachers liked the educational supervision but they wanted to be more involved in the process. The studies of

Atkins (1996), Bennet (1995), Salman (1998), Omar (2000) Abu Shuhab (2000) Shameyah (2000) and Saleh (1998) support this result. Concerning the opinions about English language supervisors, Al – Zagha (1985), Abd-el-Rahman (1994) Saleh (1997) and Akbaba (1997) concluded that many teachers viewed the supervisors as inspectors, Moreover, Rothbberg (1997), Issa(1999) and Delorm (1985) found that teachers were not satisfied with the factual role practised by English language supervisors since the recent supervisory practices did not fulfill the desired goals of supervision . Only few studies (Ormston , 1995); Lunsfork, 1996) and Musleh, 1998) viewed supervisors positively .

B) Most of the studies conducted about supervisory methods and practices showed that the recent supervisory methods and practices were not satisfactory to the teachers. Al-Shawa (1998), Maor (1995), Sukwiwt (1996) and Al –Dogan (1989) concluded that there were no clear norms that governed the supervisory methods and practices. Supervisors did not adhere to a dominant theory in supervision, and most of the supervisory practices need to develop a list of supervisory methods in order to be the cornerstone upon which the educational supervisors must be selected.

C) Of the literature review for this section on supervisory domains there were certain studies which indicated that some of the supervisory domains needed improvement in order to meet the actual needs of both teachers and students. In addition, supervisors should train the teachers periodically about certain supervisory domains: training sessions, creativity, activities ,social and human relationships and other educational domains. Jabr (1995), Ramzi(1977), Ibrahim (1996) Al – Shuraideh

(1993) and Drummond (1995) stressed the importance and the clarity of the effective supervisory domains.

D) The studies about clinical and effective supervision indicated that clinical supervision was the best supervisory type if it is compared to the traditional types. Teachers viewed supervisors in this type as being helpful, cooperative and understanding (Johns, 1990); Vinson ,1995); Nimer, 1990) and Dweik, 1980). Moreover, Wayne (1986) summarized clinical supervision according to Cogan's eight steps. He stated that clinical supervision has a strong professional interest in practices designed to improve teachers' classroom performance.

Finally some studies (Hamdan, 1995) and Mosa, 1995) recommended that supervisors stress the effective teaching methods and these can be fulfilled if supervisors follow the clinical model of supervision.

E) The studies reviewed in the section about problems in supervision confirmed that both supervisors and school principals faced difficulties and obstacles in supervision which were not attributed to the concept of supervision but which are attributed to the supervisory methods, practices and styles. According to the studies done by Abu-Acishah (1997), Radwan (1998) , Bulach (1997), Yousef (1987) Al-Azamat (1993) Al-Zo'bi (1990) Oqla (1986) and Richard (1999) supervisors did not stick to one supervisory method. In addition, teachers do not receive enough educational training nor do they receive professional development and encouragement from supervisors.

Thus, the problems in supervision should be solved from the supervisors' side.

The Ministry of Education is also called upon to clarify the rules, practices, and methods of supervision for both teachers and supervisors who should work together for the benefit of the whole educational

supervision process. In essence, there should be clear regulations that govern the relationship between the parties concerned in the process of supervision.

F) Finally, the Arab Center for Research and Study in the Gulf States presented four live pictures of educational supervisors. These were a tyrant inspector, a democratic supervisor, a negative supervisor and a cooperative educational leader.

Summary

In this chapter, the researcher reviewed relevant studies and literature related to the concept of supervision in education. Those studies were categorized into the following fields- opinions about English language supervisors, supervisory methods and practices, supervisory domains, clinical and effective supervision and problems in supervision. The review of those studies indicated that there were no clear norms and regulations governing the relationship between supervisors and supervisee as shown from the opinions of many teachers and the problems that were generated accordingly. The teachers held negative attitudes towards English language supervisors and supervision in general. The chapter also presents live types of educational supervision. Finally, the chapter ends with a comprehensive review of those studies that support this trend.

Chapter Three

Methodology

Introduction:

In this chapter, the researcher presents the design and the procedure used in investigating the questions and the hypotheses of the study. To be more concise, this chapter respectively includes the following aspects of this study:

1. Purpose of study.
2. Population and sample of study.
3. Instrument of study.
4. Validity and reliability of instrument.
5. Study design and data collection procedure.
6. Statistical analysis used in data processing of study.

The study used the descriptive methodology to assess teachers' opinions of English language supervisors in five districts of Palestine. Following is a brief account of the major components of the procedure.

Population:

The population of this study consisted of 158 subjects (according to the numbers registered with the director of the center Jamil Eshtayah) who were correcting the Tawjihi English language Examination at Samir Sa'd Ad- Din Secondary Girls' School (Nablus Center for correcting the Tawjihi Examination in English Language) during the scholastic year (1999/2000) from 20th of June 2000 to the 7th of July 2000.

Sample:

The sample of the study consisted of the population itself. However, of the 158 subjects, a total of (151) responded to the questionnaire. Supervisors of English language were excluded from the subjects since the study didn't represent them. Seven subjects refused to respond to the questionnaire because some of them claimed that they were very busy and others refrained from participating because of what they thought to be the sensitive topic of the study as was indicated in their conversations with the researcher.

The percentage of responding teachers was (95.6%). Of course, the statistical analysis was carried out on 151 subjects, who responded to the questionnaire.

Following are tables showing the distribution of teachers' population according to the following variables. Gender, Qualification, Experience and District.

Table 1

Sample distribution according to the gender variable

Gender	Frequency	Percentage
Male	105	69.5%
Female	46	30.5%
Total	151	100%

Table 1 shows that 69.5% of the teachers' population were males whereas 30.5% were females.

Table 2

Sample distribution according to the teachers' qualification variable

Qualification	Frequency	Percentage
Community college diploma	22	14.6%
Bachelor of Arts (B.A)	113	74.8%
M.A. and more	16	10.6%
Total	151	100%

Table 2 shows that 74.8% of English language teachers had a B.A. degree, 14.6% had a community college diploma and only 10.6% had M.A. or more qualification.

Table 3

Sample distribution according to the experience variable

Years of experience	Frequency	Percentage
Less than 5	43	28.5%
6-10	43	28.5%
More than 10	65	43.0%
Total	151	100%

Table 3 shows that the teachers with more than (10) years experience represented 43.0% of the teachers' population followed by the teachers with (6-10) years experience whose percentage was 28.5% and the teachers with less than (5) years experience represented 28.5% of the teachers' population.

Table 4

Sample distribution according to the district variable

District	Frequency	Percentage
Nablus	55	36.4%
Jenin	46	30.5%
Tulkarm	20	13.2%
Qalqilyah	14	9.3%
Salfit	16	10.6%
Total	151	100%

Table 4 indicates that 36.4% of the sample were from Nablus district, (30.5%) were from Jenin district, (13.2%) were from Tulkarm district, (10.6%) were from Salfit district and (9.3%) were from Qalqilyah district.

Instrumentation:

For the purpose of this study, the researcher used the questionnaire as a means of gathering the data of the study. After reviewing several studies, the researcher prepared and designed a special questionnaire that measured teachers' opinions of English language supervisors. The questionnaire consisted of forty-five items distributed among the following five domains:

1. Relationship with teachers.
2. Supervisory practices.
3. Training sessions.
4. Curriculum.
5. Evaluation.

Each of the domains in the questionnaire consisted of nine items that measured teachers' opinions of English language supervisors. The

researcher believes that most of the items were new-as far as the researcher knows- and were never investigated before.

The questionnaire was administered to English language teachers from 20th June 2000 to the 7th of July 2000 . They were correcting the English Language Examination in Nablus Center for that purpose. The questionnaire was administered in Arabic so as all the items would be comprehended thoroughly by all subjects whose native tongue is Arabic. However, the researcher translated the Arabic version into English for purposes of future reference to it by some non-native speakers of Arabic. The language of the questionnaire was prepared in an accurate, clear and expressive way so that each item can assess teachers' opinions in specific manner, (see Appendix B, p.121)

The level of answer for each item in the questionnaire was designed in accordance with Likert scale:

- Agree strongly (5).
- Agree (4).
- Neutral (3).
- Disagree (2).
- Disagree strongly (1).

Validity:

To ensure the questionnaire validity, four copies of it were judged by four referees at An-Najah National University in the College of Education. They examined the questionnaire items in terms of wording, accuracy of meaning and relevance to the domain they measured. All the items in the questionnaire were approved by the four Juries. They noted that "the questionnaire was valid for measuring what it was designed for" (see Appendix B,p.121)

Only minor changes were made in terms of wording morphology in accordance with some of the juries' recommendations. For example, the seventh word in item 33 was changed from "machine" to "tool", (see Appendix B, p.124).

Thus, the questionnaire appears as it is shown in appendix (B); the following table gives a brief account of the questionnaire and the juries' views.

Table 5

A summary of the juries' views regarding the instrument and its validity

No	Domain	No. of item	Approved	Percentage
1	Relations with teachers	9	9	100%
2	Supervisory practices	9	9	100%
3	Training sessions	9	9	100%
4	Curriculum	9	9	100%
5	Evaluation	9	9	100%
	Total	45	45	100%

Table 5 shows that the questionnaire consisted of five domains of nine items each. The questionnaire was approved by a hundred percentage (100%), an excellent percentage and sufficient enough to be adopted for the purpose of the scientific research.

Reliability:

Reliability coefficient for the whole domains was calculated by using Gronbach Alpha formula; it was (0.83). This was considered to be high reliability and sufficient for the purposes of the study.

Data collection:

After passing the two tests of validity and reliability, and prior to starting the process of administering the questionnaire, the researcher developed the following layout:

1. The first page introduces the topic of the research as being scientific in its essence. The researcher developed guidelines (Likert scale for answering the questionnaire) and appreciated the respondents' assistance in responding to the items of the questionnaire.
2. The second page of the questionnaire was designed to generate demographic information from the study subjects. Demographic information was an essential requirement for the success of the data processing as it enabled the researcher to detect differences among the respondents. To facilitate the statistical analyses of the information in this section, the respondents were classified in terms of the following criteria: gender, qualification, experience and district. In the bottom of the second page, the respondents were asked to circle the letter for the questionnaire items according to their opinions as they appear in the questionnaire sheet.
3. The last four pages were designed to represent the items of the questionnaire. The forty five items were distributed among five domains of nine items for each.

The domains were as follows:

1. Relations with teachers.
2. Supervisory practices.
3. Training sessions.
4. Curriculum.

5. Evaluation.

The Dean of the Graduate Studies College at An-Najah National University and the chairman of English Teaching Methods Department received two copies of both the questionnaire and the proposal. After ten days, the proposal was accepted and approved by the concerned parties at An- Najah National University.

The researcher received a permit from the Deanship of Graduate Studies at An- Najah National University (see Appendix D, p.132) addressed The Ministry of Education to distribute the questionnaire among the teachers who were correcting the Tawjihi English Language Examination at Nablus Center (Samir Saad Ad- Din Secondary Girls' School).

Unfortunately, the Director of General Education at the Ministry of Education refused to permit the researcher to distribute the questionnaire in the afore-mentioned center, arguing that it might consume the teachers' time who were correcting the Tawjihi English language Examination. Nevertheless, the researcher – also a member of the teachers who were correcting the Tawjihi English language Examination papers- (see appendix E, p.133), concluded an agreement with director of the center to distribute the questionnaire during the breaks, but not during the hours of formal work. Thus, the researcher distributed the questionnaires on the teachers who were enthusiastically ready to cooperate and help. The questionnaire was distributed from 20th June to the 7th of July 2000.

Finally, the researcher received 151 copies of questionnaires with a percentage of 95.6%. Some respondents hesitated to respond but in each case, the researcher made it clear and stressed that the information would be dealt with confidentiality for the purpose of scientific research only,

and that the results of the study would be put for the benefit of supervisors, teachers, students and the educational process in general.

Statistical Analysis:

The Statistical Packages for Social Science (SPSS) program was used in the data processing in this study. Means, percentages, standard deviations, independent T-test, ANOVA and other statistical tests were used to answer the questions and to test the hypotheses of the study.

The following levels of percentages were adopted in interpreting the findings of the study:

- | | |
|-----------------|-----------|
| - More than 80% | very high |
| - 70-79.9% | high |
| - 60-69.9% | moderate |
| - 50-59.9 | low |
| - Less than 50% | very low. |

Summary:

The researcher devoted this chapter to the study design and methodology. The purpose of the study was clearly specified. Then, the chapter proceeded to describe the population and the sample of the study showing the respondents' distribution according to the following variables: gender, experience qualification and district. The chapter included also a detailed description of the instrument of the study and its validity and reliability. Finally, the chapter concluded by giving a full description of the process of data collection and the statistical analysis used in this study.

Chapter Four

Results

Introduction:

In this chapter, the researcher presents the findings of the study. The results of the study are based on the findings of the questions and the hypotheses of this study.

First: Results related to the major question of the study.

To answer this question “what are the opinions of English language teachers about English language supervisors in the northern districts of West Bank?”, the mean and percentage of each domain as well as the mean and the percentage of the total domain of the questionnaire were calculated. Table 6 shows these results.

Table 6

Means and percentages of teachers' opinions of English language supervisors on the first domain 'relations with teachers'

No	No in Quest.	Items	Means	Percent %	Degree
1	1	The supervisor respects teacher's feelings	3.14	63%	Moderate
2	2	The supervisor takes into consideration the teacher's life circumstances	2.84	56%	Low
3	3	The supervisor encourages teachers to express their views freely and frankly.	2.95	59%	Low
4	4	Supervisor's authority stems from teachers' confidence	2.79	56%	Low
5	5	The supervisor distinguishes between the two genders during the classroom supervision.	3.03	60%	Moderate
6	6	Female teachers hold different viewpoints from their male counterparts towards English language supervisors.	2.98	60%	Moderate
7	7	The supervisor provides teachers with educational brochures about English language methods.	2.74	55%	Low
8	8	The supervisor solves teachers' problems.	2.89	58%	Low
9	9	The supervisor's relationship with the teachers is an authoritative one.	3.30	66%	Moderate
Total of the first domain			2.96	59%	Low

Table 6 shows that teachers' opinions of English language supervisors were low on most of the items whereas the opinions were moderate on items 1, 5, 6, 9. The total degree of the opinions on the first domain was low 59%.

Table 7

Means and percentages of teachers' opinions of English language supervisors on the second domain 'supervisory practices'

No	No in Quest.	Items	Means	Percent %	Degree
1	10	The supervisor practices the modern supervisory methods.	3.12	62%	Moderate
2	11	The supervisor sustains the changes in teacher's teaching methods.	3.21	64%	Moderate
3	12	The supervisor imposes his own method of teaching upon teachers.	3.22	64%	Moderate
4	13	The supervisor inspects more than he supervises.	3.54	71%	High
5	14	The supervisor has interest in the teachers' strength of character in the classroom.	3.13	63%	Moderate
6	15	Has more interest in the daily plans than with students' problems in achievement.	3.39	68%	Moderate
7	16	The supervisor suggests remedial work to remedy the low level of students' achievement.	2.68	54%	Low
8	17	The supervisor carries out a sudden classroom visit.	3.25	65%	Moderate
9	18	I'm always convinced of what the supervisor says about the ideal teaching methods.	2.85	57%	Low
Total of the second domain.			3.15	63%	Moderate

Table 7 shows that teachers' opinions of English language supervisors were almost moderate on the whole items whereas the opinions were high on item 13; items 16 and 18 received the lowest degree of the opinions. The total degree of the opinions of English language teachers on the second domain was moderate with a percentage of 63%.

Table 8

Means and percentages of teachers' opinions of English language supervisors on the third domain 'training sessions'.

No	No in Quest.	Items	Means	Percent %	Degree
1	19	I always benefit from those training sessions held by supervisors.	2.8		Low
2	20	The supervisor always plans to develop teachers' potentials during the training sessions.	2.92	58%	Low
3	21	The supervisor is always creative in his work.	2.81	56%	Low
4	22	He has more qualifications than teachers which qualify him to administer training sessions.	2.51	50%	Low
5	23	The supervisor himself lectures during the training sessions.	2.89	58%	Low
6	24	The supervisor discusses with teachers the real obstacles in English language curricula.	2.88	58%	Low
7	25	The supervisor depends on other teachers in holding such training sessions.	3.58	72%	High
8	26	The supervisor uses modern teaching methodology during the training sessions.	3.16	63%	Moderate
9	27	English language curriculum for each grade is evaluated constantly during the training sessions.	2.60	52%	Low
Total of the third domain.			2.90	58%	Low

Table 8 shows that teachers' opinions of English language supervisors were low on almost all items save the items 25, 26; the opinions were high and moderate respectively on these two items. The total degree of the opinions on the third domain was low with a percentage of 58%.

Table 9

Means and percentages of teachers' opinions of English language supervisors on the fourth domain 'curriculum'.

No	No in Quest.	Items	Means	Percent %	Degree
1	28	The supervisor informs the teachers about any change in English curricula.	2.99	60%	Moderate
2	29	The supervisor develops English language curricula together with teachers constantly.	2.61	52%	Low
3	30	The supervisor focuses on a special teaching method in teaching English for the secondary stage.	3.08	62%	Moderate
4	31	The supervisor takes care to distribute a variety of question models about Tawjili curriculum.	2.57	51%	Low
5	32	The supervisor presents model lectures and classes in front of teachers about English language curriculum.	2.58	51%	Low
6	33	The teacher is viewed by supervisors as a tool to carry out any curriculum.	3.39	68%	Moderate
7	34	The supervisor stresses on finishing the curriculum by the end of a scholastic year.	3.50	70%	high
8	35	The supervisor provides teachers with necessary teaching resources for teaching any curriculum.	2.87	57%	Low
9	36	The supervisor discusses together with teachers the gaps existing in the curriculum in each grade.	2.54	51%	Low
Total of the fourth domain			2.90	58%	Low

Table 9 shows that teachers' opinions of English language supervisors were low on the items 29, 31, 32, 35, 36 whereas the opinions were high on item number (34). Items 28, 30, 33 received moderate

opinions. The total degree of the opinions on the fourth domain was low with a percentage of 58%.

Table 10
Means and percentages of teachers' opinions of English language supervisors on the fifth domain 'Evaluation'.

No	No in Quest.	Items	Means	Percent %	Degree
1	37	Knowing the supervisor beforehand contributes a lot to improve the teacher's evaluation report.	3.48	70%	High
2	38	The supervisor is interested in teacher's qualification more than experience when he evaluates teachers.	3.03	60%	Moderate
3	39	The teacher's teaching performance changes towards the best after the supervisor's visit.	2.60	52%	Low
4	40	The supervisor has more qualifications than teachers which fulfills the validity of evaluation.	2.75	55%	Low
5	41	The period spent by the supervisor with the teacher is short and not enough for evaluation.	3.81	76%	High
6	42	The supervisor is an extension to the school principal in the evaluation process.	3.35	67%	Moderate
7	43	The supervisor studies the plans prepared by the teacher carefully.	2.77	55%	Low
8	44	The supervisor focuses on citing the behavioral objectives when he checks the teacher's plans.	3.21	64%	Moderate
9	45	The report sent by the supervisor to the teacher depends on other previous reports.	3.05	61%	Moderate
Total of the fifth domain			3.12	62%	Moderate

Table 10 shows that teachers' opinions of English language supervisors were low on items 39, 40, 43 whereas the opinions were moderate on items 38, 42, 44, 45. But the opinions on the items 37, 41 were high. The

total degree of the opinions on the fifth domain was moderate with a percentage of 62%.

Table 11

Means and percentages of teachers' opinions of English language supervisors on the different domains

No	Domains	Rank	Mean	Percent	Degree
1	Relations with teachers	3	2.96	59%	Low
2	Supervisory practices	1	3.15	63%	Moderate
3	Training sessions	4	2.91	58%	Low
4	Curriculum	5	2.90	58%	Low
5	Evaluation	2	3.11	62%	Moderate
Total			3.01	60%	Moderate

Table 11 shows that teachers' opinions of English language supervisors were low on the first, the third and the fourth domains whereas the opinions were moderate on the second and the fifth domains and the total domain.

The total degree of the opinions of the whole domains was moderate (60%). The third and the fourth domains received the same degree of the opinions, as being the lowest domains, with the same (58%). The first domain occupied the third rank (59%). The fifth domain came in the second rank (62%). The second domain was the highest one (63%).

Second : Results related to the first hypothesis

The first hypothesis states: "There is no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors attributed to the gender variable".

Independent T-test was used to test the above hypothesis as shown in the following table.

Table 12

Results of Independent T-test for differences in teachers' opinions of English language supervisors according to the gender variable.

No	Domains	Males (105)		Females (46)		T-test	* Sig
		Mean	SD	Mean	SD		
1	Relations with teachers	2.93	0.60	3.02	0.50	0.89	0.37
2	Supervisory practices	3.12	0.46	3.22	0.38	1.26	0.21
3	Training sessions	2.86	0.72	3.2	0.61	1.39	0.17
4	Curriculum	2.89	0.55	2.93	0.44	0.54	0.59
5	Evaluation	3.10	0.45	3.14	0.33	0.54	0.59
Total domain		2.98	0.40	3.07	0.34	1.30	0.19

* Significant at ($\alpha = 0.05$) T, (1.96).

The results of Table 12 show that computed t. values on all domains and the total score were respectively 0.89, 1.26, 1.39, 0.54, 0.54, 0.30 , all of these values were less than critical t-test value (1.96). Such results mean that there was no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors which might be attributed to the gender variable. That is, teachers' opinions of English language supervisors were not affected by the respondent's gender.

Third: Results related to the second hypothesis.

The second hypothesis states: "There is no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors which may be attributed to the experience variable."

Means and One – Way (ANOVA) were used to test the above hypothesis as shown in Tables 13 and 14 respectively

Table 13

Means for different domains according to the experience variable

No	Domains	Less than (5) years	(6-10)	More than (10) years
1	Relations with teachers	2.97	2.88	3.00
2	Supervisory practices	3.19	3.09	3.17
3	Training sessions	2.97	2.73	2.97
4	Curriculum	2.81	2.85	2.99
5	Evaluation	3.10	3.13	3.11

Table 14

Results of One Way (ANOVA) for differences in teacher's opinions of English language supervisors according to experience variable.

No	Domains	Source of domains	Sum of squares	DF	Mean square	F	Sig
1	Relations with teachers	Between groups	0.35	2	0.18	0.53	0.58
		Within groups	49.20	148	0.33		
		Total	49.56	150			
2	Supervisory practices	Between groups	0.25	2	0.13	0.64	0.53
		Within groups	29.25	148	0.20		
		Total	29.50	150			
3	Training sessions	Between groups	1.86	2	0.93	1.20	0.13
		Within groups	69.03	148	0.47		
		Total	70.90	150			
4	Curriculum	Between groups	1.03	2	0.51	1.93	0.14
		Within groups	39.49	148	0.26		
		Total	40.52	150			
5	Evaluation	Between groups	1.93	2	9.68	0.06	0.44
		Within groups	26.14	148	0.18		
		Total	26.16	150			
6	Total score	Between groups	0.34	2	0.17	1.11	0.33
		Within groups	22.39	148	0.15		
		Total	22.7	150			

*Critical (F) = (3.06).

Table 14 shows that the computed (F) values for the first domain (relations with teachers), the second domain (supervisory practices), the third domain (training sessions) the fourth domain (curriculum) and the fifth domain (evaluation), were as follow: 0.53, 0.64, 1.20, 1.93, 0.06 respectively. The total score was 1.11.

All these values were less than the critical (f) value (3.06). This means that there was no significant difference at ($\alpha = 0.05$) in teachers'

opinions of English language supervisors which might be attributed to the experience variable. So teachers' opinions of English language supervisors were not affected by the experience variable.

Fourth: Results related to the third hypothesis.

The third hypothesis states: "There is no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors which may be attributed to the educational qualification variable".

Means and One – Way (ANOVA) were used to test the above hypothesis as shown in Tables 15 and 16 respectively.

Table 15

Means for different domains according to the educational qualification variable

No	Domains	Diploma	B.A	M.A or more
1	Relations with teachers	3.14	2.94	2.85
2	Supervisory practices	3.03	3.16	3.22
3	Training sessions	3.08	2.91	2.63
4	Curriculum	3.02	2.91	2.67
5	Evaluation	3.01	3.14	3.06

Table 16

Results of One Way (ANOVA) for differences in teacher's opinions of English language supervisors according to the educational qualification variable.

No	Domains	Source of domains	Sum of squares	DF	Mean square	F	Sig
1	Relations with teachers	Between groups	0.94	2	0.47	1.43	0.24
		Within groups	48.61	148	0.32		
		Total	49.56	150			
2	Supervisory practices	Between groups	0.43	2	0.21	1.10	0.33
		Within groups	29.06	148	0.19		
		Total	29.50	150			
3	Training sessions	Between groups	1.85	2	0.92	1.98	0.14
		Within groups	69.04	148	0.46		
		Total	70.90	150			
4	Curriculum	Between groups	1.15	2	0.57	2.16	0.11
		Within groups	39.37	148	0.26		
		Total	40.52	150			
5	Evaluation	Between groups	0.36	2	0.18	1.03	0.35
		Within groups	25.80	148	0.17		
		Total	26.16	150			
6	Total score	Between groups	0.29	2	0.14	0.44	0.39
		Within groups	22.43	148	0.15		
		Total	22.72	150			

*Critical (F) = (3.06).

Table 16 shows that the computed (F) values for the first domain (relations with teachers), the second domain (supervisory practices), the third domain (training sessions), the fourth domain (curriculum) and the fifth domain (evaluation) were as follows: 1.43, 1.10, 1.93, 2.16, 1.03 respectively.

All these values were less than the critical (f) value (3.06); the total score was (0.94), which was also less than the critical (f) value (3.06). This means that there was no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors which might be attributed to the educational qualification variable. So teachers' opinions of English language supervisors were not affected by the educational qualification variable.

Fifth: Results related to the fourth hypothesis.

The fourth hypothesis states: "There is no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors which may be attributed to district variable". Means and One – Way (ANOVA) were used to test the above hypothesis as shown in Tables 17 and 18 respectively.

Table 17

Means for different domains according to the district variable

No	Domains	Nablus	Jenin	Tulkarm	Qalqilyah	Salfit
1	Relations with teachers	3.00	2.82	2.97	3.28	2.88
2	Supervisory practices	3.21	3.06	3.21	3.33	2.96
3	Training sessions	2.87	2.85	2.90	3.43	2.70
4	Curriculum	2.85	2.81	3.01	3.28	2.84
5	Evaluation	3.11	3.16	3.05	3.15	3.00
Total domain		3.01	2.94	3.03	3.30	2.88

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Table 18

Results of One Way (ANOVA) for differences in teacher's opinions of English language supervisors according to the district variable.

No	Domains	Source of domains	Sum of squares	DF	Mean square	F	Sig
1	Relations with teachers	Between groups	2.48	2	0.62	1.92	0.11
		Within groups	47.07	148	0.32		
		Total	49.56	150			
2	Supervisory practices	Between groups	1.69	2	0.42	2.22	0.06
		Within groups	27.80	148	0.19		
		Total	29.50	150			
3	Training sessions	Between groups	4.76	2	1.19	2.63	0.3*
		Within groups	66.13	148	0.45		
		Total	70.90	150			
4	Curriculum	Between groups	2.86	2	0.71	2.77	0.02*
		Within groups	37.66	148	0.25		
		Total	40.52	150			
5	Evaluation	Between groups	0.41	2	0.10	0.59	0.66
		Within groups	25.74	148	0.17		
		Total	26.16	150			
6	Total score	Between groups	1.63	2	0.41	2.83	0.02*
		Within groups	21.08	148	0.14		
		Total	22.72	150			

*Critical (F) = (3.06).

Table 18 shows that the computed (F) values for the first domain (relations with teachers), the second domain (supervisory practices), and the fifth domain (evaluation) were as follows: 1.92, 2.22, 0.059 respectively.

All these values were less than the critical (f) value (2.43) which means that there was no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on these domains which may be

attributed to the district variable. However, the computed (f) values on the third domain (training sessions), the fourth domain (curriculum) and the total score were as follows: 2.63, 2.77, 2.83; these values were more than the critical (f) value (2.43). This means that there was a significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on these domains attributed to the district variable.

To determine between which district were these differences and in favor of which district, multiple comparisons using (LSD) (Less Significant Differences) were used for each of the following domains:

- A. Third domain (training sessions).
- B. Fourth domain (curriculum).
- C. Total score domain.

The following tables show differences among the districts according to the above domains:

A. The third domain:

Table 19

Results of LSD for the differences in teachers' opinions of English language supervisors on the third domain (training sessions) according to district variable

District	Nablus	Jenin	Tulkarm	Qalqilya	Salfit
Nablus		0.01	-0.02	-0.55*	0.17
Jenin			-0.04	-0.57*	0.15
Tulkarm				0.53*	0.19
Qalqilyah					0.73*
Salfit					

*Significant at ($\alpha = 0.05$)

The results of Table 19 show the following:

1. There were significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on the third domain between:

- Nablus & Qalqilyah in favor of Qalqilyah.
- Jenin & Qalqilyah in favor of Qalqilyah.
- Tulkarm & Qalqilyah in favor of Qalqilyah.
- Qalqilyah & Salfit in favor of Qalqilyah.

2-There were no significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on the third domain between:

- Nablus & Jenin.
- Nablus & Tulkarm.
- Nablus & Salfit.
- Jenin & Tulkarm.
- Jenin & Salfit.
- Tulkarm & Salfit.

B: Fourth domain:

Table 20

Results of LSD for the differences in teachers' opinions of English language supervisors on the fourth domain (curriculum) according to district variable

District	Nablus	Jenin	Tukarm	Qalqilya	Salfit
Nablus		0.04	-0.16	-0.42*	0.009
Jenin			-0.20	-0.47*	-0.03
Tulkarm				-0.26	0.16
Qalqilyah					0.43*
Salfit					

*Significant at ($\alpha = 0.05$)

The results of Table 20 show the following:

1. There were significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on the fourth domain between:
 - Nablus & Qalqilyah in favor of Qalqilyah.
 - Jenin & Qalqilyah in favor of Qalqilyah.
 - Qalqilyah & Salfit in favor of Qalqilyah.
2. There were no significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on the fourth domain between:
 - Nablus & Jenin.
 - Nablus & Tulkarm.
 - Nablus & Salfit.
 - Jenin & Tulkarm.
 - Tulkarm & Qalqilyah.
 - Tulkarm & Salfit.

C: Total domain:

Table 21

Results of LSD(Less Significant Differences) for the differences in teachers' opinions of English language supervisors on the total score domain according to the district variable

District	Nablus	Jenin	Tulkarm	Qalqilya	Salfit
Nablus		0.06	-0.01	-0.28*	0.13
Jenin			-0.08	-0.35*	0.06
Tulkarm				-0.26*	0.14
Qalqilyah					0.41*
Salfit					

*Significant at ($\alpha = 0.05$)

The results of Table 21 show the following:

3. There were significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on the total domain between:
 - Nablus & Qalqilyah in favor of Qalqilyah.
 - Jenin & Qalqilyah in favor of Qalqilyah.
 - Tulkarm & Qalqilyah in favor of Qalqilyah.
 - Qalqilyah & Salfit in favor of Qalqilyah.
4. There were no significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on the total domain between:
 - Nablus & Jenin.
 - Nablus & Tulkarm.
 - Nablus & Salfit.
 - Jenin & Tulkarm.
 - Jenin & Salfit.
 - Tulkarm & Salfit.

Sixth: Results related to the fifth hypothesis.

The fifth hypothesis states: "There is no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors between the different domains".

To test the hypothesis, means and (Repeated MANOVA) were used as shown in the following tables respectively.

Table 22

Arithmetic means for teachers' opinions of English language supervisors
according to the different domains

No	Domains	Means
1	Relations with teachers	2.96
2	Supervisory practices	3.15
3	Training sessions	2.90
4	Curriculum	2.90
5	Evaluation	3.11

Table 23

Results of repeated MANOVA for the differences in teachers' opinions of
English language supervisors among the domains

Wilks' lambda	F	DF	Error	Sig
0.81	8.35	4	147	0.000*

Table 23 shows that there were significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors among the different domains.

To determine between which domains and in favor of whom were these differences, Sidak test was used for bilateral comparisons between arithmetic means of the domains as shown in the following table.

Table 24

Sidak results for differences among domains

No	Domain	Mean	1	2	3	4	5
1	Relations with teachers.	2.96		-0.19*	0.05	0.05	-0.15*
2	Supervisory practices	3.15			0.24*	0.25*	0.03
3	Training sessions	2.90				0.04	-0.21*
4	Curriculum	2.90					-0.21*
5	Evaluation	3.11					

*Significant at ($\alpha = 0.05$).

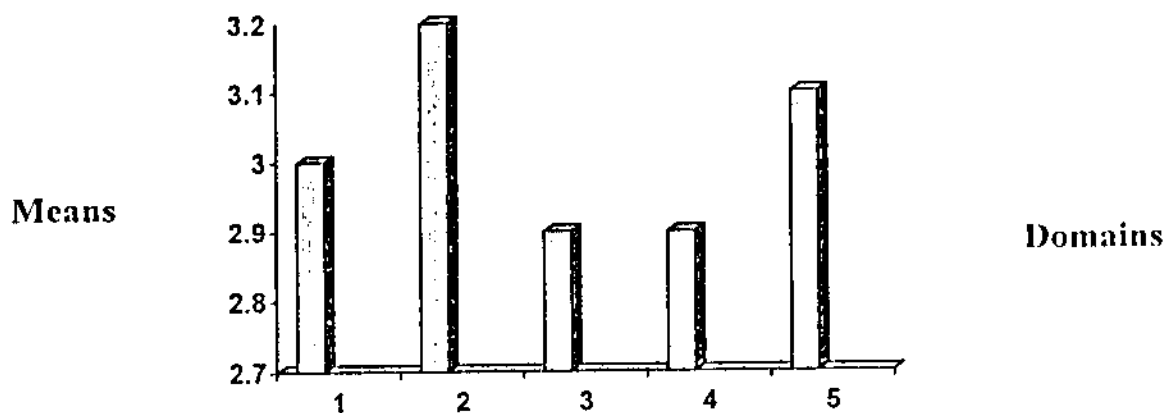
Table 24 shows the following:

1. There were significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors among the following domains:

- (1&2) in favor of (2).
- (1&5) in favor of (5).
- (2&3) in favor of (2).
- (2&4) in favor of (2).
- (3&5) in favor of (5).
- (4&5) in favor of (5).

2. There were no significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors among the following domains:

- (1&3).
- (1&4).
- (2&5).
- (3&4).



Graph 1

Means for teachers' opinions of English languages supervisors among the different domains.

1. Relations with teachers.
2. Supervisory practices.
3. Training sessions.
4. Curriculum
5. Evaluation.

Graph 1 shows the following:

- The second domain occupied the first rank of teachers' opinions followed by the fifth domain.
- The first domain occupied the third rank of teachers' opinions.
- The third and the fourth domains occupied the fourth rank of teachers' opinions with the same means for each (2.9).

Summary:

This chapter presented the findings and the results of statistical analysis of this study. The results were displayed in tables followed by comments on each one. These results dealt with the questions and hypotheses of the study. Arithmetic means, percentages, standard deviations, T-test, LSD test, ANOVA, Sidak and Wilks' Lambda statistical procedures were used to determine the effect of such independent variables, like gender, qualification, experience and district, on the respondents' opinions of English language supervisors. The chapter provided the readers with graph summarizing teachers' opinions of English language supervisors on the five domains of the study. Finally, chapter five is devoted to discussion, conclusions and recommendations.

Chapter Five

Discussions, conclusions and recommendations

Introduction:

This chapter discusses the results and draws out conclusions and recommendations that came out from study results. These results are discussed in this chapter as they appear in the previous one- namely the major question and the five hypotheses of the study.

Discussion of teachers' opinions:

First: the major question of this study :

“What are the opinions of English language teachers about English language supervisors in the northern districts of West Bank?”

Investigating this question was based on finding the means and percentages of teachers' opinions of English language supervisors for each domain as well as the total domain.

1. Discussion of results related to the first domain (Relations with teachers).

Table 6 showed that teachers' opinions of English language supervisors were low on most of the items, whereas the opinions were moderate on items 1, 5, 6, 9. The opinions on the total domain were also low (59%). These results show that English language teachers were not so satisfied with the supervisors' practices concerning their relations with teachers. According to Table 6 teachers believed that supervisors did not respect teachers' feelings nor do they encourage them to express their views frankly and freely.

The supervisors were not also concerned with English teachers' problems in school nor did they provide them with educational brochures about English teaching methods. The researcher believes that teachers of English language may be dissatisfied with the type of supervisory model adopted by these supervisors, since most of the supervisory practices adopted by those supervisors were inspective in the general sense.

This result supported other findings (Saleh,1993); Al- Shuraydah, 1993) and Bulach, 1997). Those studies revealed that supervisors practiced poor human relations with teachers and most of the teachers viewed the supervisors negatively in this respect. However, this result didn't support the findings of Lunsfork (1990) which concluded that there was kind of mutual satisfaction in the relation between teachers and supervisors as a result of frequent contact.

2. Discussion of results related to the second domain. (Supervisory practices).

Table 7 shows that teachers' opinions of English language supervisor were almost moderate on the whole items of the domain and the total domain whereas they were high on item 13. The opinions were low on items 16 and 17.

These results indicate that English language teachers were also not so content with the supervisory practices that they had received. According to item 13, teachers viewed supervisors as inspectors who inspected more than they supervised.

The researcher attributes this result to the inadequate pre-service training received by most of English language supervisors who are usually transferred from the post of teacher to that of a supervisor without

receiving enough training. This sudden transition created problems for both teachers and supervisors in terms of the kind of relationship. In addition, the researcher believes that most of English language supervisors neither had enough qualifications nor did they hold enough pre-service training sessions for the teachers. Items 20, 22 in the questionnaire support this trend.

This result supports other studies (Saleh,1997; Ramzi,1997 and Shameyah, 2000). They found that teachers didn't receive enough training and recommended that supervisors develop the teachers professionally through intensive training sessions. Moreover, Mosa (1995) and Ibrahim (1996) pointed out that school principals as well as supervisors should receive effective training about the cooperative teaching before practicing any supervisory task.

Results of this study supported those of Delorm (1985), Al-Shawah (1998) and Al- Dojan (1989) who indicated that the supervisors were viewed negatively by most of teaches. In addition, the findings of Glanze (1994), Hamdan (1995) and Abd- Allah (1998) support this result in the sense that the supervisory practices and methods were inspective in the general and that supervisors didn't practice effective supervisory methods.

3. Discussion of results related to the third domain (Training Sessions).

Table 8 shows that teachers' opinions of English language supervisors were low on the majority of the items and on the total domain except for the items 25, 26 on which the opinions were high and moderate respectively.

These results reveal teachers' unwillingness to attend the training sessions. According to the items of the domain, teachers do not get immediate benefit from those training sessions; they are also not developed professionally and supervisors tended to depend on other teachers in holding and lecturing in those sessions as item 25 shows. Teachers found no room for creativity in those sessions.

The researcher believed that the lack of training received by supervisors made them unable to train, help and communicate with teachers.

4. Discussion of results related to the fourth domain (curriculum).

Table 9 shows that teachers' opinions of English language supervisors were low on items 29, 31, 32, 35, 36 whereas the opinions were high on item 34. The items 28, 30, 33 received moderate opinions. The total degree of the opinions on the fourth domain was low (58%). These results in general indicate that English language teachers were not convinced with the supervisors' supervisory practices in the curriculum domain.

Teachers' opinions were almost negative concerning the items that appear in the fourth domain; they almost didn't agree with these items. A quick review of these items shows that English language supervisors didn't discuss the obstacles presented in English language curricula; they didn't work on developing and modifying these curricula.

Furthermore, teachers claimed that the supervisors emphasized finishing the curricula by the end of a scholastic year more than implementing these curricula methodologically. In addition, teachers were viewed as tools by supervisors for implementing English language curricula. Items 33 and 34 support these notions.

The researcher attributed this result to the fact that most of the supervisors didn't have a clear cut- picture about supervisory practices. Furthermore, most of them didn't have the chance to teach the whole series of English language curricula that might enrich their experience about areas of strength and weakness in each curriculum so as to generate suggestions. Above all, the researcher believes that few supervisors received some training in the curriculum domain.

This result supports the findings of Sukwiwat (1996), Salman (1998) and Saleh (1998). Their studies found that teachers were not satisfied with supervisors' practices in the curriculum domain.

5. Discussion of results related to the fifth domain (Evaluation).

Table 10 shows that teachers' opinions of English language supervisors were low on items 39, 40, 43 whereas the opinions were moderate on items 38, 42, 44, 45 and the total domain. However, the opinions were high on items 73 and 41.

These results show that teachers' evaluation process was not accepted by the majority of English language teachers. They stressed that the period spent together with the supervisor was short and was not valid enough for matters of evaluation. Moreover, knowing the supervisor beforehand contributes a lot to improve the teacher's report at the end of the year. Items 37 and 41 support these arguments.

Furthermore, English language teachers claimed that supervisors did not have enough qualifications to qualify them to pass judgement on other teachers and that most of the evaluative reports were built on previous ones issued by school principals.

The researcher attributed this result to the fact that school principals were considered as permanent supervisors in their schools and, their role was not less important than that of supervisors.

In addition, the social relationships play an important role in the process of evaluation. The researcher believes that teacher's evaluation was affected a lot by the degree of sociability between the teacher and the supervisor.

The findings of An-Nayef (1990), Bennet (1995), Richard (1999) and Abu-Shuhab (2000) support this result. They revealed that teachers were not concerned with the supervisors' evaluation, since supervisors didn't make fair judgement about teachers and that supervisors should communicate positively with teachers during the evaluation process. In addition, Richard (1999) pointed out that supervisors should have a licence in order to perform the supervisory tasks. However, the results of Atkins (1996), Abu-Kishik (1997) and Audeh (1997) didn't support this result. Teachers in these studies preferred the process of evaluation and asked for more involvement in it. In addition, teachers had positive views towards the classroom visit, but they asked for more supervisory classroom visits before the evaluation process.

6. Discussion of results related to the different domains.

Table 11 shows that the domains of the questionnaire were ranked as follows, in accordance with the English language teachers' responses:

- First rank: Supervisory practices.
- Second rank: Evaluation
- Third rank: Relation with teachers
- Fourth rank: Training sessions
- Fifth rank: Curriculum

In other words, teachers' opinions of English language supervisors were low on the first, third and fourth domains whereas they were moderate on the second, fifth and the total domains of the questionnaire.

These results show that the general opinions about English language supervisors were almost neutral and generally negative in the general sense. So, English language teachers were not so satisfied with the supervisors practices on the five supervisory domains as it was shown through their responses on the items of the questionnaire. The scale point "disagree" of the five scales in the Likert, occupied nearly all items.

The researcher attributed these results to the fact that most of English language supervisors did not follow the same steps in supervision. In addition, many teachers seemed to have a bias in favor or against some supervisors for the sake of personal interests. Moreover, some of those teachers may not have been acquainted with the roles of supervisors or the whole system of supervision. New teachers tended to apply all what they studied at universities which might contradict somehow, with the philosophy of the Ministry of Education.

Second: Discussion of results related to the first hypothesis:

The first hypothesis in this study stated that:

"There are no significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors in the northern districts of the West Bank which may be attributed to the gender variable".

This hypothesis was confirmed by using the Independent T-test for independent groups.

Table 12 shows that the computed t-values on all domains as well as on the total domain were respectively 0.89, 1.26, 1.39, 0.54, 0.54, 1.30; all these values were less than critical t-test value (1.96). Such results mean that there were no significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors which might be attributed to the gender variable. This is to say that teachers' opinions of English language supervisors were not affected by the respondent's gender.

The researcher believes that the sample of the study (151 female and male teachers) might hold approximate opinions about English language supervisors during the process of correcting the Tawjihi English Language Examination. Actually, English language teachers found it an opportunity to discuss their everyday affairs and so they exchanged opinions during the process of correcting Tawjihi papers, especially during the breaks.

This result supports the findings of Akbaba (1997), Abu Kishek (1997), and Al-Shawah (1998) which showed that teachers' expectations and opinions of the educational supervisor were not affected by the gender variable. However, the findings of Al-Shureidah (1993) and Issa (1999) disagree with this result in the sense that there were significant differences in teachers' opinions of English language supervisors between males and females in favor of the females. Issa (1999) attributed this result to the fact that English language supervisor's post in Jenin district had traditionally been occupied by male supervisors who tended to behave more politely with female teachers who, in turn, responded more positively to the regulations and instructions as compared with their male counterparts.

Third: Discussion of results related to the second hypothesis:

The second hypothesis stated that:

“There are no significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors in the northern districts of West Bank which may be attributed to the experience variable”.

The above hypothesis was confirmed by calculating the means and analysis of the variance by using One –Way ANOVA statistical procedure for each of the five domains as well as for the total domain.

Table 14 shows that the computed (F) values for the first, second, third, fourth, fifth and the total domains were as follow: 0.53, 0.64, 1.20, 1.93, 0.06, 1.11 respectively.

All these values were less than the critical (F) value (3.06). This means that there was no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors which may be attributed to the experience variable. So, teachers' opinions of English language supervisors were not affected by the experience variable.

The researcher attributes this result to the fact that most of the subjects of the study had nearly the same experience in the field of teaching. All of them were teachers of the twelfth grade (Tawjihi) and they were not permitted to teach Tawjihi unless they had two years of experience at least in training. Moreover, experienced teachers tended to share approximate opinions about different supervisory models. Consequently, they might hold the same picture about supervision.

This result supports the findings of Musleh (1998), Hamdan (1995) and Oqla (1986). They pointed out that the expectation of many teachers about school supervision was not affected by the experience variable. However, the results of Bennet (1995) and Issa (1999) showed that there were differences in teachers' expectation about the role of English language supervisor which might be attributed to the experience variable in favor of the highest experience. The researcher attributes this result to the possibility that experienced teachers tended to understand the relation between them and supervisors more than inexperienced ones. So, those teachers might have a clear picture of the demands of their career and their relation with their supervisors.

Fourth: Discussion of results related to the third hypothesis:

The third hypothesis stated that:

“There is no significant differences at ($\alpha = 0.05$) in teachers’ opinions of English language supervisors in the northern districts of West Bank which may be attributed to the educational qualification variable”.

The above hypothesis was confirmed by calculating the means and analysis of the variance by using One-Way ANOVA statistical procedure for each of the five domains as well as for the total domain.

Table 16 shows that the computed (F) values for the first, the second the third, the fourth, the fifth and the total domains were as follow: 1.43, 1.10, 1.98, 2.16, 1.03, 0.94. These results show that there was no significant difference at ($\alpha = 0.05$) in teachers’ opinions of English language supervisors which might be attributed to the educational qualification variable. So, teachers’ opinions of English language supervisors were not affected by the educational qualification variable.

The researcher attributes this result to the fact that three- fourths (74.8%) of the subjects of the study were holders of Bachelor of Arts (B.A.). This means that the majority of English language teachers might share similar opinions about supervision. Moreover, they might receive equal training methods by English language supervisors and so they expressed similar viewpoints towards supervisors. In addition, the Ministry of Education emphasizes the idea that holders of B.A. or more must teach the Tawjihi grades.

In addition, those teachers are expected to have a comprehensive picture about the educational supervisor through the lectures, tutorials and conferences held by the Ministry of Education during any scholastic year.

Needless to say, those teachers had at least a two-year experience in education.

This result supports the findings of Al- Shawah (1998) and Abu-Kishek (1997) which showed that teachers' attitudes towards educational supervisors were not affected by the qualification variable. However, the findings of Hamdan (19995) and Issa (1999) indicated that holders of B.A. or more had positive attitudes towards supervisors than those with less than B.A..

The researcher attributes this result to the possibility that teachers with B.A. or more understood better the role of educational supervisor than those with less than B.A.. According to Issa (1999), holders of a community college diploma had negative perceptions towards the role of English language supervisor, and this may be attributed to the possibility that they were not well- treated by a supervisor through demonstrating a sense of superiority during his interaction with them.

Fifth: Discussion of results related to the fourth hypothesis:

The fourth hypothesis stated that:

“There are no significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors in the northern districts of West Bank which may be attributed to district variable”

The above hypothesis was disconfirmed by calculating the means and analysing the variance by using On-Way ANOVA statistical procedure for each of the five domains as well as for the total domain. Table 18 shows that the computed (F) values on the first domain (relations with teachers), the second domain (supervisory practices) and the fifth domain (evaluation) were as follow: 1.92, 2.22, 0.59 respectively. All these values were less than the critical (F) value 2.43

which means that there was no significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on these domains which might be attributed to the district variable. However, the computed (F) values on the third domain (training sessions), the fourth domain (curriculum) and the total score were as follow: 2.63, 2.77, 2.83 respectively; these values are more than the critical (F) value (2.43). This means that there was a significant difference at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on these domains which might be attributed to the district variable.

To determine between which districts were these differences and in favor of which one, multiple comparisons, using LSD (Less Significant Differences), were used for each of the following domains:

A: The third domain (training sessions).

B: The fourth domain (curriculum).

C: The total score domain.

Discussion of results for each of study domains:

A: Discussion of results related to the third domain(training sessions). Table 19 shows the following:

1. There were significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on the third domain between:
 - Jenin and Qalqilyah in favor of Qalqilyah.
 - Tulkarm and Qalqilyah in favor of Qalqilyah
 - Nablus and Qalqilyah in favor of Qalqilyah

The researcher attributes these results to the fact that Qalqilyah district had a newly established directorate of education since the coming of the Palestinian National Authority in 1994. Before that time, it was part of Tulkarm district. So, the supervisor in this directorate was newly

appointed and was a former teacher himself. In other words, he was a teacher at one time and he was supposed to represent all problems that English language teachers suffered from. Above all, this supervisor maintained the same sense of relationship with the other teachers in this district which, might be new in its essence and different in trend from that in Tulkarm, for instance, which had had an obsolete inspection system during the Israeli occupation.

The researcher believes that in those districts like Tulkarm, Jenin and Nablus, the supervisory practices and methods are still affected by educational inspection system that had dominated those districts for a long period of time. So, the differences in teachers' opinions, concerning the training sessions between the five districts, were in favor of the supervisory model training system existing in Qalqilyah district.

2. There were no significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on the third domain between:

- Nablus and Jenin.
- Nablus and Tulkarm.
- Nablus and Salfit.
- Jenin and Tulkarm.
- Jenin and Salfit.

The researcher attributes these results to the possibility that the model of supervision followed by the supervisors in these directorates in the field of training session might be the same.

B: Discussion of results related to fourth domain (curriculum).

Table 20 shows the following:

1. There were significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on the fourth domain between:

- Nablus and Qalqilyah in favor of Qalqilyah.
- Jenin and Qalqilyah in favor of Qalqilyah.
- Qalqilyah and Salfit in favor of Qalqilyah.

The researcher attributes these results to the comments that appeared in the previous section about training sessions. In other words, teachers of English language in Qalqilyah district might have received better feedback and discussion about English language curriculum during the supervisory visit sessions than those in Nablus, Salfit and Jenin districts. In addition, English language teachers in this district might have had better motivation than those in other districts towards discussing the areas of strength and weakness in English curriculum with their supervisor .

2. There were no significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on the fourth domain between:

- Nablus and Jenin.
- Nablus and Tulkarm.
- Nablus and Salfit.
- Jenin and Tulkarm.
- Jenin and Salfit.
- Tulkarm and Qalqilyah.
- Tulkarm and Salfit.

The researcher attributes these results to the same comments that appeared in the previous section about training sessions. It might be that English language supervisors in those districts didn't raise critical

discussions during the training sessions about English language curricula. In addition, the teachers in those districts might have the same satisfaction about English language curricula and thus show no significant differences in their opinions in this issue.

C: Discussion of results related to total domain

Table 21 shows the following:

1. There were significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on the total domain between:

- Nablus and Qalqilyah in favor of Qalqilyah.
- Jenin and Qalqilyah in favor of Qalqilyah.
- Tulkarm and Qalqilyah in favor of Qalqilyah.
- Qalqilyah and Salfit in favor of Qalqilyah.

The researcher attributes these results to the same comments that appeared in the previous section about training sessions.

2. There were no significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors on the total domain between:

- Nablus and Jenin.
- Nablus and Tulkarm.
- Nablus and Salfit.
- Jenin and Tulkarm.
- Jenin and Salfit.
- Tulkarm and Salfit.

The researcher attributes these results to the same comments that appeared in the previous section about training sessions. In other words, English language teachers in those districts might have the same satisfaction towards English language supervisors.

Note:

There were no similar studies to this study that tackled teachers' opinions of English language supervisors in the northern districts of the West Bank. So, the results of this study, in this field- district variable- were not supported or opposed by other studies as far as the researcher knows. However, the findings of Issa (1999), about the role of English language supervisor as perceived by English language teachers in Jenin district, supported the findings of this study concerning Jenin district.

Sixth: Discussion of results related to the fifth hypothesis:**The fifth hypothesis stated that:**

"There are no significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors among the various domains". The above hypothesis was disconfirmed by calculating the means, and analyzing the variance by using MANOVA statistical procedure and the procedure of Wilks' Lambda for each of the five domains as shown in Tables 23 and 24 respectively.

Table 23 shows that there were significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors among the different domains of the study.

To determine between which domains and in favor of whom were these differences, Sidak test was used for bilateral comparisons among arithmetic means of the domains as shown in table (24).

Table 24 shows the following:

1. There were significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors between the following domains:

- (1 & 2) in favor of 2.
- (1 & 5) in favor of 5.
- (2 & 3) in favor of 2.
- (2 & 4) in favor of 2.
- (3 & 5) in favor of 5.
- (4 & 5) in favor of 5.

This means that teachers' opinions of English language supervisors on the second and the fifth domains (supervisory practices, evaluation) were positive.

In other words, English language teachers held somehow positive opinions about English language supervisors on these two domains as opposed to the other domains.

The researcher attributes these results to the possibility that English language teachers were in need of those two domains in their schools more than the others. Supervisors of English language might not have practiced satisfactory methods in those two domains, which are vital for every teacher.

Moreover, these two domains occupied the highest consensus of teachers' opinions as shown in the total score of each of these two domains. The second domain occupied the first rank with a percentage (63%) and a mean (3.15); the fifth domain occupied the second rank (62%) and a mean (3.12).

In addition, the items of these two domains reveal that English language supervisors didn't practise satisfactory methods in supervision and so teachers of English language show high demand for those two domains since they are in need of better supervisory practices and better evaluation process.

2. There were no significant differences at ($\alpha = 0.05$) in teachers' opinions of English language supervisors between the following domains:

- (1 & 3).
- (1 & 4).
- (2 & 5).
- (3 & 4).

The researcher attributes these results to the nature of relationship between each two domains. For example the first and the third domain had a continuous constructive relationship, which means that English language supervisors have positive relationships with the teachers during the educational sessions, and so there were no significant differences in teachers' opinions of English language supervisors between these two domains. This was also valid for the other domains.

In general, Graph 1 shows teachers' opinions of English language supervisors on the different domains; it shows that the second and the fifth domain occupied nearly the first rank in opinions followed by the first domain. Finally, the third and the fourth domain came last with the same means (2.9, 2.9).

The researcher attributes these results to the previous comments in this section (the sixth section). The results of Atkins (1996) and Abu- Kishek (1997) supported the findings of this study concerning the second and the fifth domains. These studies showed that teachers preferred the evaluation process and the classroom visit but they wanted to be more involved in them.

B: Conclusions:

In the light of the study findings, the researcher concluded the following .

1. Teachers' opinions of English language supervisors were almost negative on the five domains of this study. This may mean that English language supervisors didn't follow satisfactory methods in supervision as it was indicated through teachers' opinions and responses to the items of the questionnaire. In other words, teachers' opinions of English language supervisors were low on the first, third, and fourth domains; however, they were moderate on the second, fifth and the total domains of the questionnaire. Thus, the scale "disagree" of the five point scale in the Likert scale occupied nearly all the items.

2. Teachers' opinions of English language supervisors were not affected by the respondents' gender, qualification and experience variable.

3. Teachers' opinions of English language supervisors were affected by the district variable. The differences in teachers' opinions of English language supervisors were on the third domain (training scissions), the fourth domain (curriculum) and the total domain; and that Qalqilyah district received the best opinions over the other four districts concerning the mentioned domains.

4. Teachers' opinions of English language supervisors are affected by the whole domains. These differences in teachers' opinions were between the following domains (1&2, 1&5, 2&3, 2&4, 3&5, 4&5) and in favor of the second and the fifth domain.

C: Recommendations:

A- The following recommendation stemmed from the results of the study:

1. Conducting similar studies in other districts of West Bank so as to find out whether the respondents' gender, qualification and experience affect or not their opinions towards English language supervisors.
2. Investigating other domains in supervision, such as the objective and testing domain in order to find out the opinions of English language teachers towards these domains.
3. Comparing the model of English language supervision in both – private and public schools of West Bank.
4. Finding out if there is more than one supervisory model in English language in West Bank.
5. Conducting studies about the supervisor's preparation in West Bank so as to find out the real norms by which The Ministry of Education adheres to in selecting and appointing a supervisor.

B: The researcher proposes the following general suggestions:

1. The Ministry of Education is called upon to hold intensive workshops and training sessions for supervisors in order to practice the modern supervisory methods.
2. The Ministry of Education is to specify standard norms for choosing and appointing educational supervisors.
3. Conducting research and studies by both supervisors and teachers towards improving the process of supervision in English language.
4. English language supervisors have to pay the teachers more than one supervisory visit during a scholastic year.

5. The number of teachers supervised by one supervisor should be limited and specified by the Ministry of Education.
6. English language supervisors are advised to lecture in the training sessions by themselves; and they have to create a sort of motivating environment that motivates and encourages teachers to attend such training sessions and workshops.
7. English language supervisors should alter and change some of the inspective practices in supervision restricted to searching for and hunting some mistakes made by the teachers.
8. There should be more than one evaluation report directed by the English language supervisors to the teacher within a scholastic year; and that this report should not be based on other reports.
9. Teachers of English language should exchange methods and experience during the training sessions.
10. English language supervisors should provide teachers with opportunities to use various teaching methods within the same period of instruction and not to stick only to one teaching method or approach.

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Appendix A

New proposed outlook towards English language supervision

These outlines are based on the results of the study and the researcher's modest experience.

1. The supervisor should arrange for a meeting with English language teacher beforehand.
2. Teacher (s) should prepare a list of topics to be discussed with the supervisor.
3. The supervisor and the supervisee are to discuss any problem or issue related to English language courses that are being taught.
4. During this meeting both the supervisor and the teacher should plan for the coming first classroom observation.
5. In this stage, the supervisor observes the teacher teaching methods in any class without any interference.
6. After the classroom observation, both parties sit for individual long meeting where the data gathered by the supervisor are to be discussed.
7. During this meeting, the teacher can see himself and his performance better than before. This mirror should reflect his/ her points of strength or weakness in the following points:
 - a- The time devoted for each activity.
 - b- The number of activities which are accomplished.
 - c- The number of students who participate as well as the number of those who didn't.
 - d- The method (s) used or not used during the class.
 - e- The teaching aids used or not used during the class.
 - f- Students talk vs teacher's talk.

- g- Kind of group work employed.
 - h- Language skills employed.
 - i- Homework (s) assigned or corrected.
8. No evaluation is established.
 9. The teacher and the supervisor should work cooperatively in suggesting suitable solutions to any problem that might arise during the second meeting.
 10. Planning for the coming second classroom visit.
 11. The supervisor can carry out a model lesson in front of the teacher. Then the teacher is to perform an independent lesson at any class but this time the supervisor interferes tactfully and cooperatively with the teacher inside the classroom in order to carry out a successful effective teaching.
 12. Following this, there should be a conference in which the school principal, the English language teacher, other language teachers at the school and the supervisor work together towards deducing important remarks based on teacher's performance in the second time.
 13. The supervisor is to evaluate the teacher's performance in the second time.
 14. Other similar supervisory classroom visits should be paid to the same teacher during a scholastic year before the final critical judgement is issued.

The researcher believes that the above proposal is valid and applicable in the Palestinian schools since it creates a kind of mutual trust, respect and cooperation between supervisor and supervisee.

Appendix (B)

بسم الله الرحمن الرحيم

عمادة البحث العلمي والدراسات العليا

جامعة النجاح الوطنية

قسم اساليب التدريس (اللغة الانجليزية)

كلية التربية

حضرة المعلمة، تحية طيبة وبعد،،

هذه دراسة ميدانية في مجال تدريس اساليب اللغة الانجليزية هدفها الأساسي هو دراسة
آراء معلمي ومعلمات اللغة الانجليزية نحو موجه اللغة الانجليزية في المدارس الحكومية.
يأمل الباحث أن تتعاون بصدق لتجيب عن فقرات الاستبانة المدرجة في مجالات معينة
(خمس مجالات) وتأكد أن ماستكتبه سيكون سرا ولن يستخدم الا لأغراض البحث العلمي .

ارشاد

ان فقرات الاستبانة تحمل كل منها فكرة معينة يمكن أن تتفق مع رأيك ويمكن ألا تتفق.
والمطلوب منك هو أن تعبر عن درجة موافقتك على الفكرة التي تحملها كل فقرة من فقرات
الاستبانة وفقا للمقياس التالي :

أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
٥	٤	٣	٢	١

شاكرا لكم حسن تعاونكم

الاستبانة جاهزة للمعلمات
للمعينة

د. نوره
17-6-2000

البيانات الشخصية

يرجع وضع إشارة (x) وذلك بين القوسين

الجنس: ذكر () أنثى ()

المؤهل العلمي: دبلوم معلمين () بكالوريوس () ماجستير فما فوق ()

الخبرة التدريسية: () خمس سنوات فأقل

() ٦-١٠ سنوات

() ١١ سنة فأكثر

المحافظة: نابلس () جنين () طولكرم ()

قليلية () سلفيت ()

والآن من فضلك، ضع/ي دائرة حول الرقم الذي تراه/ترينه ينطبق على حالتك
من الأرقام الموضوعه على يسار كل فقرة من الفقرات التالية:

الرقم	الفقرة	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
	أولاً: مجال العلاقة مع المعلمين					
١	يعبر عن احترامه لمشاعر المعلم	٥	٤	٣	٢	١
٢	يقدر ظروف المعلم الحياتية	٥	٤	٣	٢	١
٣	يشجع المعلم على إبداء آرائه بحرية وصراحة	٥	٤	٣	٢	١
٤	سلطة المشرف مستمدة من ثقة المعلمين	٥	٤	٣	٢	١
٥	يميز الموجه في تعامله مع الجنسين عند الإشراف الصفّي	٥	٤	٣	٢	١
٦	نظرة المعلمات تختلف عن نظرة المعلمين نحو موجه اللغة الإنجليزية	٥	٤	٣	٢	١
٧	يزود المعلمين بنشرات تربوية حول أساليب اللغة الإنجليزية	٥	٤	٣	٢	١
٨	يعمل على حل مشاكل المعلمين	٥	٤	٣	٢	١
٩	علاقة الموجه بالمعلم هي علاقة سلطوية	٥	٤	٣	٢	١
	ثانياً: مجال الممارسات الإشرافية					
١٠	يمارس الموجه أساليب الإشراف الحديثة	٥	٤	٣	٢	١
١١	يؤيد التغير في أساليب المعلم التعليمية	٥	٤	٣	٢	١
١٢	يفرض أسلوبه الخاص على المعلم في التعليم	٥	٤	٣	٢	١
١٣	يفتش أكثر مما يوجه	٥	٤	٣	٢	١
١٤	يركز على قوة شخصية المعلم داخل الحصة	٥	٤	٣	٢	١
١٥	يهتم بالخطط اليومية أكثر من اهتمامه بمشاكل الطلبة في التحصيل	٥	٤	٣	٢	١
١٦	يضع خططاً علاجية لمعالجة تدني تحصيل الطلبة	٥	٤	٣	٢	١
١٧	يمارس نمط الزيارة الصفية المفاجئة	٥	٤	٣	٢	١
١٨	اقتنع كثيراً بما يقوله الموجه عن أساليب التعليم المثلى	٥	٤	٣	٢	١
	ثالثاً: مجال الدورات التدريبية					
١٩	استفيد كثيراً من الدورات التي يعقدها الموجه للمعلمين	٥	٤	٣	٢	١
٢٠	يخطط الموجه دائماً لتطوير قدرات المعلمين أثناء الدورات التدريبية	٥	٤	٣	٢	١

الرقم	الفقرة	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
٢١	الموجه هو إنسان خلاق ومبدع في عمله	٥	٤	٣	٢	١
٢٢	يحمل الموجه درجة علمية أعلى من المعلم تؤهله لإعطاء دورات تدريبية	٥	٤	٣	٢	١
٢٣	يحاضر الموجه بنفسه أثناء الدورات التدريبية	٥	٤	٣	٢	١
٢٤	يناقش الموجه المعوقات الحقيقية في منهاج اللغة الإنجليزية مع المعلمين	٥	٤	٣	٢	١
٢٥	يعتمد على معلمين آخرين في عقد الدورات التدريبية	٥	٤	٣	٢	١
٢٦	يستخدم أساليب حديثة في التعليم خلال الدورات التدريبية	٥	٤	٣	٢	١
٢٧	يتم تقييم مبحث اللغة الإنجليزية لكل صف أثناء عقد الدورات التدريبية	٥	٤	٣	٢	١
	رابعاً: مجال المنهاج					
٢٨	يطلع المعلمين على ما يطرأ على المنهاج من تعديلات	٥	٤	٣	٢	١
٢٩	يعمل على تطوير مناهج اللغة الإنجليزية مع المعلمين باستمرار	٥	٤	٣	٢	١
٣٠	يركز على استخدام أسلوب معين في تعليم اللغة الإنجليزية للمرحلة الثانوية	٥	٤	٣	٢	١
٣١	يهتم بتوزيع أسئلة متنوعة على المعلمين حول منهاج التوجيهي	٥	٤	٣	٢	١
٣٢	يعرض حصصاً نموذجية أمام المعلمين حول منهاج اللغة الإنجليزية	٥	٤	٣	٢	١
٣٣	المعلم بالنسبة للموجه عبارة عن أداة لتنفيذ المنهاج	٥	٤	٣	٢	١
٣٤	يشدد الموجه على ضرورة إنهاء المنهاج مع نهاية كل عام دراسي	٥	٤	٣	٢	١
٣٥	يزود المعلمين بالمصادر التعليمية اللازمة لتدريس المنهاج	٥	٤	٣	٢	١
٣٦	يناقش مع المعلمين الفجوات الموجودة في المنهاج بين كل صف وآخر	٥	٤	٣	٢	١

الرقم	الفقرة	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
	خامساً: مجال التقييم					
٣٧	معرفة المعلم بالموجه مسبقاً تساهم في تحسين تقرير المعلم إلى حد كبير	٥	٤	٣	٢	١
٣٨	يبنم الموجه بالمؤهل العلمي للمعلم أكثر من الخبرة التدريسية عند التقييم	٥	٤	٣	٢	١
٣٩	يتغير أداء المعلم التعليمي نحو الأفضل بعد زيارة الموجه	٥	٤	٣	٢	١
٤٠	يحمل الموجه درجة علمية أعلى من المعلم لتحقيق مصداقية التقييم	٥	٤	٣	٢	١
٤١	الفترة التي يمضيها المعلم والموجه هي قصيرة ولا تصلح لتقييم المعلم	٥	٤	٣	٢	١
٤٢	الموجه هو امتداد للمدير في المدرسة من ناحية التقييم	٥	٤	٣	٢	١
٤٣	يدرس الموجه الخطط التعليمية التي أعدها المعلم بعناية شديدة	٥	٤	٣	٢	١
٤٤	يركز الموجه على صياغة الأهداف السلوكية لدى تفحص الخطة الدراسية	٥	٤	٣	٢	١
٤٥	التقرير الموجه للمعلم من قبل الموجه يعتمد على تقارير سابقة	٥	٤	٣	٢	١

الباحث: ماهر صبحي محمد سالم

Appendix C

Dear teacher:

This is a field study of English teaching methods. The aim of the study is to assess teachers' opinions of English language supervisors in the governmental schools of the West Bank.

The researcher hopes that you'll respond cooperatively and carefully to the items of the five- domain questionnaire.

The study is designed for scientific research purposes only and the information will be confidential.

Note:

Each item of the questionnaire expresses a specific idea that might agree with your opinion or not. What is required from you is to express your opinion about each item of the questionnaire according to the following Likert Scale.

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
5	4	3	2	1

Thanks for your cooperation

Personal Data

Please, put an (x) between brackets:

- gender male () female ()

- qualification community diploma ()
 Bachelor of Arts ()
 M.A. degree and above ()

- Experience less than 5 years ()
 6-10 years ()
 11 years and more ()

- District Nablus () Jenin ()
 Qalqilyah() Tulkarm ()
 Salfit ()

Now, put a circle around the number that matches your opinion.

No	Items	Agree strongly	Agree	Neutral	Dis- agree	Dis- Agree strongly
First: relations with teachers						
1	The supervisor respects teacher's feelings	5	4	3	2	1
2	The supervisor takes into consideration teacher's life circumstances	5	4	3	2	1
3	The supervisor encourages teachers to express their views freely and frankly.	5	4	3	2	1
4	Supervisor's authority stems from teachers' confidence	5	4	3	2	1
5	The supervisor distinguishes between the two genders during the classroom supervision.	5	4	3	2	1
6	Female teachers hold different viewpoints than their male counterparts towards English language supervisors.	5	4	3	2	1
7	The supervisor provides teachers with educational brochures about English language methods.	5	4	3	2	1
8	The supervisor solves teachers' problems.	5	4	3	2	1
9	The supervisor's relationship with the teachers is an authoritative one	5	4	3	2	1
Second: supervisory domain						
10	The supervisor practices the modern supervisory methods.	5	4	3	2	1
11	The supervisor sustains the changes in teacher's teaching methods.	5	4	3	2	1
12	The supervisor imposes his own method of teaching upon teachers.	5	4	3	2	1
13	The supervisor inspects more than he	5	4	3	2	1

	supervises.					
14	Has interest in the teachers' strength of character in the classroom.	5	4	3	2	1
15	Has more interest in the daily plans than with students' problems in achievements.	5	4	3	2	1
16	The supervisor suggests remedial work to remedy the low level of students' achievement.	5	4	3	2	1
17	The supervisor carries out a sudden classroom visit.	5	4	3	2	1
18	I'm always convinced of what the supervisor says about the ideal teaching methods.	5	4	3	2	1
Third: training sessions domain						
19	I always benefit from those training sessions held by supervisors.	5	4	3	2	1
20	The supervisor always plans to develop teachers' abilities during the training sessions.	5	4	3	2	1
21	The supervisor is always creative in his work.	5	4	3	2	1
22	The supervisor holds more qualifications than teachers which qualify him to administer training sessions.	5	4	3	2	1
23	The supervisor himself lectures during the training sessions.	5	4	3	2	1
24	The supervisor discusses with teachers the real obstacles in English language curricula.	5	4	3	2	1
25	The supervisor depends on other teachers in holding such training sessions.	5	4	3	2	1
26	The supervisor uses modern teaching methodology during the training sessions.	5	4	3	2	1
27	English language curriculum for each grade	5	4	3	2	1

	is evaluated constantly during the training sessions.					
Fourth: curriculum domain						
28	The supervisor informs the teachers about any renewal in English curricula.	5	4	3	2	1
29	The supervisor develops English language curricula together with teachers constantly.	5	4	3	2	1
30	The supervisor focuses on a special teaching method in teaching English for the secondary stage.	5	4	3	2	1
31	The supervisor takes care in distributing a variety of question models about Tawjihi curriculum.	5	4	3	2	1
32	The supervisor performs model lectures and classes in front of teachers about English language curriculum.	5	4	3	2	1
33	The teacher is viewed by supervisors as a tool to perform and carry out any curriculum.	5	4	3	2	1
34	The supervisor stresses finishing the curriculum by the end of a scholastic year.	5	4	3	2	1
35	The supervisor provides teachers with necessary teaching resources for teaching any curriculum.	5	4	3	2	1
36	The supervisor discusses together with teachers the gaps existed in the curriculum between each grade.	5	4	3	2	1
Fifth: Evaluation domain						
37	Knowing the supervisor beforehand, contributes a lot in improving the teacher's evaluative report.	5	4	3	2	1
38	The supervisor is interested in teacher's qualification more than experience when he	5	4	3	2	1

	evaluates teachers.					
39	The teachers teaching performance is changed towards the best after the supervisor's visit.	5	4	3	2	1
40	The supervisor holds more qualifications than teachers do which fulfill the validity of evaluation.	5	4	3	2	1
41	The period spent by the supervisor with the teacher is short and not enough for evaluation.	5	4	3	2	1
42	The supervisor is an extension of the school principal in the evaluation process.	5	4	3	2	1
43	The supervisor studies the plans prepared by the teacher carefully.	5	4	3	2	1
44	The supervisor focuses on citing the behavioral objectives when he checks the teacher's plans.	5	4	3	2	1
45	The report sent by the supervisor to the teacher depends on other previous reports.	5	4	3	2	1

Researcher
Maher Sobhi Salem

Appendix (D)

An-Najah
ational University



جامعة
النجاح الوطنية

ulty of Graduate Studies

كلية الدراسات العليا

التاريخ : ٢٠٠٠/٦/١٧

معالي وزير التربية والتعليم المحترم

تحية طيبة وبعد،،

الموضوع : تسهيل مهمة الطالب "ماهر صبحي محمد سالم" رقم التسجيل (٩٧٤٩٩٧٢)

يرجى من حضرتكم تسهيل مهمة الطالب / ماهر صبحي محمد سالم من طلبة الماجستير تخصص أساليب تدريس اللغة الانجليزية في كلية العلوم التربوية لاجراء دراسته. وهو الآن بصدد إجراء دراسة بعنوان :

(آراء معلمي ومعلمات اللغة الانجليزية نحو موجهي اللغة الانجليزية)

لذا يرجى التكرم تسهيل مهمته والايماز لمن يلزم في تطبيق دراسته على معلمي ومعلمات اللغة الانجليزية الذين يصححون امتحان التوجيهي في مبحث اللغة الانجليزية وذلك في مركز نابلس لتصحيح أوراق طلبة التوجيهي: والسماح له بتوزيع الاستبانة على المعلمين والمعلمات في المركز المذكور وذلك اعتباراً من ٢٠٠٠/٦/٢٠ فاعلى .

شاكرين لكم حسن تعاونكم .

تفضلوا بقول الاحترام ،،،

عميد كلية الدراسات العليا
د. محمد العجلة

نسخة : الملف

Appendix (E)

Palestinian National Authority
Ministry of Education
Directorate of Education - Nablus

بسم الله الرحمن الرحيم



وزارة التربية والتعليم
مديرية التربية والتعليم - نابلس

الرقم ٢٨٨٢/٥٠٨/٢٠٠٠

التاريخ 29 / 4 / 2000

الموافق: 12 / 4 / 1921 هـ

السيد / الاستاذ ياسين محمد مدير مدرسة ذ. سمح س المحترم بعد التحية سبا مكان السكن

الموضوع: تصحيح أوراق امتحان شهادة الدراسة الثانوية العامة لعام 2000م

تقرر اختيارك مصححاً في مبحث اللغة العربية لامتحان شهادة الدراسة الثانوية العامة لعام 2000 وذلك في قاعة مديرية التربية والتعليم راجية أخذ الأمور التالية في الاعتبار:

1- إن أهم ما يجب أن ينتبه له كل مصحح هو أنه مسؤول شخصياً عن الأخطاء التي قد توجد في الدفاتر التي قام بتصحيحها، هذا وسيقوم رئيس اللجنة بشرح القواعد العامة في تصحيح دفاتر الاجابة وعلاقتها بالاجابات النموذجية التي يضعها واضعو الاسئلة.

أما الاجابات التي يمكن ان يكون فيها شيء من الاجتهاد فتعامل كما يلي:-

أ- الاجابة المشطوبة ولم يجب عن السؤال مرة أخرى:- لا تعتمد الاجابة المشطوبة وجوبا.

ب- الاجابة المشطوبة واجيب عن السؤال مرة أخرى:- تعتمد الاجابة غير المشطوبة.

ج- السؤال الذي اجيب عنه اكثر من مرة دون شطب أي من الاجابات:- تعتمد الاجابة التي ورد ترتيبها اولا في دفتر الاجابة.
د- في الاجابة التي تجمع بين الخطأ والصواب:- يقرأ الصواب والخطأ وتقدر العلامة لكل جواب في ضوء الاجابة الكلية، ويترك للمصححين الاول والثاني تقدير العلامة المستدقة على ضوء تآثر الاجابة بالتناقض الموجود ويجب التقيد التام بما جاء في هذه الفقرة بمنتهى الدقة.

2- يحتوي القسم الثاني من ورقة الاسئلة على سوالين (عدا اللغتين العربية والانجليزية)، ويطلب من المشترك الاجابة عن سوال واحد منهما فقط. وإذا اجاب المشترك عن السوالين معا تعتمد اجابة اول سوال من حيث ترتيبهما في دفتر الاجابة، بغض النظر عن طبيعة الاجابة للسوال الزائد.

3- لا يسمح بقبول أي مصحح لم يرد اسمه في قوائم اسماء المصححين الا بعد اخذ موافقة الإدارة العامة لامتحانات في وزارة التربية والتعليم.

1- يكون الدوام اليومي للمصححين من الساعة السابعة والنصف صباحا ولغاية الثالثة بعد الظهر.

5- لا يقبل اعتذار أي مصحح وقع عليه الاختيار للمشاركة في عملية التصحيح، اذ ان العمل في الامتحانات العامة واجب رسمي بالغ الأهمية، اما اذا كانت هناك اسباب قاهرة تمنعه من أداء هذا الواجب فمن الممكن ان ينظر في امر اعفائه على اساس توصية من المديرية وموافقة وزارة التربية والتعليم، على ان يكون ذلك قبل يوم 20/5/2000. وسوف تتخذ وزارة التربية والتعليم الاجراءات المناسبة بحق المتخلفين عن عملية التصحيح.

6- ارجو ان يكون المصحح في مركز تصحيح المبحث الذي اختص به في الموعد المحدد. وان يحتفظ بكتاب التكليف لتسليمه لرئيس لجنة التصحيح التابع لها.

7- يمنع منعاً باتاً الدخول الى الامكنة المخصصة للجان التصحيح لمن ليس له عمل رسمي فيها.

8- يمنع دخول أي مصحح الى المكان المخصص للجنة تصحيح اخرى أثناء عملية التصحيح او أثناء الاسراحة.

9- لا يسمح لمن له قريب مباشر من بين المشتركين في الامتحان، ان يشترك في تصحيح أي مبحث كان.

10- تبدأ عملية التصحيح صباح يوم الجمعة الموافق في 25/6/2000.

مع الاحترام

مديرية التربية والتعليم

نسخة للملف

اس / م ج

Appendix F

ملخص

آراء معلمي اللغة الإنجليزية نحو موجهي اللغة الإنجليزية

مقدم من

ماهر صبحي سالم

إشراف

الدكتور فواز عقل

هدفت هذه الدراسة إلى التعرف على آراء معلمي ومعلمات اللغة الإنجليزية نحو موجهي اللغة الإنجليزية في المحافظات الشمالية من الضفة الغربية، وقد تفحصت الدراسة تأثير كل من الجنس، الخبرة، المؤهل العلمي والمحافظة على آراء المعلمين بخصوص موجهي اللغة الإنجليزية. حاولت الدراسة الإجابة عن السؤال التالي:

١. ما هي آراء معلمي ومعلمات اللغة الإنجليزية نحو موجهي هذه اللغة؟

كما حاولت الدراسة اثبات الفرضيات الصفرية التالية:

١. لا يوجد تأثير عند مستوى الدلالة ($\alpha = 0,05$) على آراء المعلمين والمعلمات

نحو موجهي اللغة الإنجليزية تعزى لمتغير الجنس.

٢. لا يوجد تأثير عند مستوى الدلالة ($\alpha = 0,05$) على آراء المعلمين والمعلمات

نحو موجهي اللغة الإنجليزية تعزى لمتغير الخبرة.

٣. لا يوجد تأثير عند مستوى الدلالة ($\alpha = 0,05$) على آراء المعلمين والمعلمات

نحو موجهي اللغة الإنجليزية تعزى لمتغير المؤهل العلمي.

٤. لا يوجد تأثير عند مستوى الدلالة ($\alpha = 0,05$) على آراء المعلمين والمعلمات

نحو موجهي اللغة الإنجليزية تعزى لمتغير المحافظة.

٥. لا يوجد تأثير عند مستوى الدلالة ($\alpha = 0,05$) على آراء المعلمين والمعلمات نحو موجهي اللغة الإنجليزية تعزى الفروق بين المجالات.

تكونت عينة الدراسة من المجتمع الكلي لمعلمي ومعلمات اللغة الإنجليزية في المحافظات الشمالية من الضفة الغربية (نابلس - طولكرم - قلقيلية - جنين - سلفيت) والذين يصححون أوراق مبحث اللغة الإنجليزية للثانوية العامة في مركز نابلس (مدرسة سمير سعد الدين الثانوية للبنات) في الفترة الواقعة بين (٢٠) حزيران و (٧) تموز من العام (٢٠٠٠)، وبلغ عدد أفراد العينة (١٥١) معلم ومعلمة.

لقد صمم الباحث استبانة خاصة تقيس آراء المعلمين والمعلمات نحو موجهي اللغة الإنجليزية، وذلك بعد الرجوع إلى الدراسات السابقة في هذا المجال وتكونت الاستبانة من (٤٥) فقرة موزعة على المجالات الخمسة التالية بواقع (٩) فقرات لكل مجال:

١. العلاقة مع المعلمين.

٢. الممارسات الإشرافية.

٣. الدورات التدريبية.

٤. المنهاج.

٥. التقويم.

وقد صاغ الباحث فقرات الاستبانة باللغة العربية من أجل ضمان فهم المعلمين والمعلمات لما تعنيه هذه الفقرات الأمر الذي ينعكس على آرائهم. أما بالنسبة لصدق الأداة (الاستبانة) فقد تم عرضها على أربعة محكمين من حملة الدكتوراه من كلية التربية في جامعة النجاح الوطنية حيث اعتبرت مناسبة جداً للغرض التي أعدت من أجله، أما ثبات الأداة فقد تم اثباته باستخدام معادلة كرونباخ الفا حيث وصل الثبات الكلي للأداة إلى (٠,٨٣) واعتبرت هذه النسبة كافية ومناسبة لأغراض البحث العلمي.

استخدم الباحث برنامج الرزم الإحصائية للعلوم الاجتماعية (SPSS) في الإجابة عن أسئلة وفرضيات الدراسة، حيث استخدمت المتوسطات الحسابية، اختبار (ت) للمجموعات المستقلة، مقياس التباين (ANOVA)، ومقياس التباين المتعدد (MANOVA) وكذلك اختبار (Sidak) و (LSD) للمقارنات البعدية لأقل الفروق.

ودلت نتائج الدراسة على ما يأتي:

١. كانت آراء المعلمين والمعلمات نحو موجهي اللغة الإنجليزية سلبية تقريبا على كافة مجالات الدراسة الخمسة بما فيها المجال الكلي، وهذه يعني أن موجهي اللغة الإنجليزية لا يتبعون أساليب وممارسات إشرافية كافية في اللغة الإنجليزية.

٢. لم تتأثر آراء المعلمين والمعلمات نحو موجهي اللغة الإنجليزية بكل من متغير الجنس، المؤهل العلمي والخبرة التدريسية.

٣. تأثرت آراء معلمي ومعلمات اللغة الإنجليزية بمتغير المحافظة، حيث كانت الاختلافات موجهة على المجال الثالث (الدورات التدريبية) والمجال الرابع (المنهاج) والمجال الكلي، وكان هذه الاختلافات بين المحافظات الخمسة لصالح محافظة قلقيلية بسبب حداثة مديرية التربية والتعليم، وهذا يعني أن موجهي اللغة الإنجليزية في محافظة قلقيلية كان في الأصل معلم على معرفة بمشاكل المعلمين وبالتالي كانت ممارساته الإشرافية مقبولة نوعاً ما لدى معلمي ومعلمات اللغة الإنجليزية في تلك المحافظة إذا ما قورنت بآراء المعلمين والمعلمات في المحافظات الأخرى.

٤. تأثرت آراء معلمي ومعلمات اللغة الإنجليزية بالمجالات الكلية وكانت الفروقات في الآراء بين المجالات التالية لصالح المجال الثاني والخامس حيث كانت هذه الفروقات بين: (الأول والثاني، الأول والخامس، الثاني والثالث، الثاني والرابع، الثالث والخامس، الرابع والخامس).

وفي ضوء هذه النتائج فإن الدراسة توصي:

١. تحسين وتغيير الممارسات الإشرافية الحالية الممارسة من قبل موجهي اللغة الإنجليزية حتى تكون مرنة أكثر.
٢. على موجهي اللغة الإنجليزية أن يتبنوا نماذج إشرافية وطنية مماثلة.
٣. إجراء دراسات مماثلة لهذه الدراسة للتحقق فيما إذا كانت متغيرات الجنس، الخبرة، والمؤهل العلمي، تؤثر في آراء المعلمين والمعلمات نحو موجهي اللغة الإنجليزية أم لا.
٤. أن وزارة التربية والتعليم مدعوة إلى عقد دورات وورشات عمل تدريبية مكثفة للموجهين من أجل ممارسات إشرافية حديثة أفضل.
٥. إن عدد المعلمين المشرف عليهم من قبل موجه واحد يجب أن يحدد من قبل وزارة التربية والتعليم.
٦. اسداء أكثر من زيارة إشرافية واحدة للمعلمين خلال السنة الدراسية من قبل موجهي اللغة الإنجليزية.
٧. ينصح موجهي اللغة الإنجليزية بتعديل وتغيير بعض الممارسات التفتيشية ممثلة في بحثهم عن الأخطاء التي يرتكبها المعلمون.
٨. إجراء دراسات وأبحاث من قبل موجهي ومعلمي ومعلمات اللغة الإنجليزية من أجل تحسين عملية الإشراف في مبحث اللغة الإنجليزية.
٩. يجب، أن يسود جو من التعاون الصادق المرن بين معلمي ومشرفي اللغة الإنجليزية.
١٠. يجب أن يكون هنالك أكثر من تقرير تقويمي للمعلم في خلال السنة الواحدة وأن لا يعتمد هذا التقارير على تقارير سابقة.