

**COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION**

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**ASSESSING THE ROLE OF INSTRUCTIONAL SUPERVISORS IN ENHANCING THE
TEACHING-LEARNING OF ELT AND PROFESSIONAL DEVELOPMENT OF ELT
TEACHERS: GULELE SUB-CITY GOVERNMENT PRIMARY SCHOOLS IN FOCUS**

BY

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May, 2019

Addis Ababa,

Ethiopia

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A THESIS PRESENTED TO ADDIS ABABA UNIVERSITY, COLLEGE OF HUMANITIES,
LANGUAGE STUDIES, JOURNALISM AND COMMUNICATION, DEPARTMENT OF
FOREIGN LANGUAGES AND LITERATURE, IN PARTIAL FULFILLMENT OF THE
REQUIRMENTS FOR THE DEGREE OF MASTER OF ARTS.

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Acronyms and Abbreviations

ELT	English Language Teaching
MOE.....	Minister of Education
WIS.....	Woreda Instructional Supervisors
CPD.....	Continuous Professional Development
SPSS.....	Statistical Package for the Social Science
SD.....	Standard Deviation
OVX.....	Overall Mean Score
EDPM.....	Educational Planning and Management

Abstract

It is clear that today people all over the globe find proficiency in foreign languages vital in the development of their communities in such a competitive global growing economy, where skilled workforce is an asset in the social and economic growth. The purpose of instructional supervision is to improve the quality of teaching through bettering skills of teachers which in turn enhance students' academic achievement. This study sought to "Assess the Role of Instructional Supervisors in enhancing the teaching-learning of ELT and professional development at Gulele sub-city government primary schools". A mixed method of descriptive survey designs was used. A total of 112 participants were selected through random and availability sampling procedures. Questionnaires and interview guides were used to collect data. Descriptive statistics such as frequencies, mean, standard deviation and overall mean were used to summarize information obtained from the field. It was presented in distribution tables of frequency, percentages, mean and standard deviation. Qualitative data was categorized into themes guided by research questions and presented in form of narratives and direct quotes. The findings established that supervisors lack skills, knowledge and expertise on how to supervise teachers and how to build their capacity. Supervisors lack experience in primary school English language teaching since they are from different background such as general education, natural sciences and social sciences. These supervisors do not support English language teachers since they do not have the knowledge and skills in teaching English. However, the prime objectives of supervision are capacity building; supervisors are required to support teachers by giving trainings and workshops with regard to bridging the knowledge and skill gaps. The mismatch of the objective of supervision and lack of knowledge of supervisors contributed much for professional development obstacle. The study recommended that supervisors should be setting enough time for instructional supervision in schools and Supervisors' should have specific professional qualification in each subject on this case in English to enhance ELT. The study further suggested that government through the Ministry of Education should organize training programs for ELT teachers on the need for effective instructional supervision in order to enhance teachers' role effectiveness.

Acknowledgement

I thank God the Almighty and the giver of life for His love, care and grace throughout my study period.

Special thanks go to my supervisors Dr. Abebe Damtew for dedicating his valuable time, advice, knowledge and moral support towards my completion of this study.

I also wish to recognize financial and moral support I received from my mother and friends throughout the period of the study.

I also wish to thank all the respondents; teachers, school principals, and Gulele woredas' instructional supervisors for sharing their valuable time.

CHAPTER ONE

1 Introduction

This chapter presents the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation, limitation, and definition of key terms and Organization of the study.

1.1 Background of the Study

One of the philosophical foundations of supervision appears to be based on the idea that all teachers need moral, technical and educational support. All teachers need to recognize problems that need immediate attention and therefore they need to be observed and communicated in terms of their performance, weaknesses, and strength in the classroom. Given the fact that in particular, young teachers may not be well informed about new techniques, approaches in the complex characteristics of learning and teaching supervision can serve as a training approach and support service for teachers by means of systematic cycles of planning, observation, and intensive analysis of actual teaching performances. Gebhard (1990) states “language teacher supervision is an ongoing process of the teacher’s education in which the supervisor observes what goes on in the teacher’s classroom with an eye toward the goal of improved instruction” (p. 107).

In the same vein, Goldhammer, Anderson, and Krajewski (1993) assign a pivotal role in supervision in improving instruction. Supervision is concerned with engaging teachers in instructional dialogue with the aim of improving teaching and helping students in order to boost teaching (Sullivan & Glanz, 2000).

However, the hierarchical relationships between teachers and supervisors have even been called a “private cold war” (Blumberg, 1980,). Because of the fact that supervision in some sense refers to “unpleasant responsibilities such as providing negative feedback, ensuring that teachers follow to program policy, and even firing employees if the need arises” (Bailey, 2006, p. 5). Therefore, it is the greatest importance to explore the role of instructional supervision in enhancing the teaching-learning of ELT and teachers professional development, on the teachers’ and woreda supervisors’ genuine experience, if supervision is to be an integral part of teacher education for

the professional development of ELT teachers rather than a bureaucratic administrative school-based routine practice.

Language teacher supervision is an important aspect in any teacher education program, but it has received slight attention in the field of teacher education. English language teaching (ELT) classroom observation has traditionally been seen as a part of teacher evaluation and supervisors are typically administrators and senior teachers. Feedback from supervisors as (Sheal, 1989) notes that it is usually unsystematic, subjective, and impressionist. Also, the relationship between observers and observees can be tense; the observers are evaluative, while the observees tend to be defensive. Classroom observations under such conditions might not help much in the observees professional development and enhancing ELT.

ELT classroom observations nowadays have emphasized the need for holding more developmental than the judgmental view in classroom observations. The main purpose of observations is not to judge subjectively what is good and bad teaching, but to work with the observee to explore and identify the limitations as well as the positive aspects in a class, thereby promoting the observee's critical thinking and professional growth. Such a view, as Williams (1989, p.85) states in an in-service teacher-training program, helps teachers to "develop their own judgments of what goes on in their own classrooms, sharpen their awareness of what their pupils are doing and the interactions that take place in their classes, and heighten their ability to evaluate their own teaching practices." This implies that observation can serve as an intermediary between teachers' teaching philosophies and practices. Nunan (1989, p. 76) also holds that since classrooms are "where the action is", spending time looking in classrooms can enrich our understanding of language learning and teaching.

In a rapidly changing world, where knowledge, concepts, technology, philosophies, in fact, almost everything is swiftly altering, education has also been exposed to some fundamental changes. ELT has its own progress and is highly demanding due to several reasons, which implies that English language teachers are to keep up with the novel innovations and recent changes in this field. As Curtis suggests (cited in Bailey, Curtis and Nunan, 2001), staying abreast of the rapidly evolving field of ELT is a valid reason for participating in professional development.

To maintain ongoing professional development, English language teachers get involved in many professional activities or build up their own self-development strategies either individually or collaboratively. Peer-coaching, study groups, action research, mentoring, teaching portfolios, team teaching, and in-service training are some of the effective professional development strategies. Clark (cited in Hargreaves and Fullan, 1992, p.81) proposes that “professional development is basically a solitary journey” however, almost all teachers need assistance and support during that journey from colleagues or supervisors to enhance their own development, by which they can gain an inside perspective on other teachers’ experiences and raise their awareness via reflecting on their own situation. At this point, Edge (cited in Bailey et.al.2001) notes that “working in isolation hold teachers back and subjective experience shared with no one cannot contribute to their development” but through the quality collaboration, teachers have a chance to escape from subjectivity and draw some conclusions regarding their experiences and opinions.”

1.2. Statement of the Problem

The last few decades have witnessed significant development with regard to the educational (instructional) supervision. Many educators deal with the role of supervisors in the education process. Sergiovani and Strrat (1988:36) state that the lack of clarity of the educational supervisory concepts is attributed to the existence of different educational philosophies as well as to the extending scope of supervisory practices and purposes. To the best of the researchers’ knowledge, very few investigations have been conducted in an attempt to study the factual role played by English language supervisors at government primary schools to enhance the teaching-learning of ELT and professional development.

The quality of teachers’ instruction, students’ learning, and functional school system is directly related to the quality of instructional supervision constantly and continuously carried out in an atmosphere of friendliness (Hismanoglu, 2010). However, the fundamental question that keeps begging for an answer even in the 21st century is to what extent is instructional supervision being regularly, continuously and qualitatively carried out in Ethiopia school system to enhance ELT and professional development of teachers.

The study tried to assess the role of the supervisors in enhancing the teaching-learning of ELT and professional development of teachers on government primary schools in Gulele sub-city. The fact that we believe the quality of education has fallen, an indication that education is in crisis, is enough food for thought for the teaching profession. Accusing fingers from different sides are pointed to the ineffectiveness of teachers as they execute their daily duties and poor instructional supervisory practices by school heads and woreda instructional supervisors. The mass failure of students in public examinations has no doubt made parents lost confidence in the ability of the public schools to produce good products.

English Language Supervision in Ethiopia context seems to be a one-dimensional practice that needs improvements in both theoretical foundation and classroom practice (Alemayehu, 2008). In school specifically language classroom there is a little observation system and the teachers are faced with many problems in classes since they have passed teacher training centers. Instructional Language supervision is restricted to a paperwork job rather than a tool for teaching and enhances language learning improvement (Hismanoglu, 2010). Most schools seem to have based their supervision practice on traditional theories of supervision in which the teacher has no role and his creativity and independence are mostly ignored. Co-operation of knowledgeable and experienced supervisors with language teachers to have effective teaching is a necessity. By systematic and focused observation of classrooms, the teachers and supervisors can gain insights into the nature of classrooms and into their teaching. They can use these insights to help them to enhance the teaching-learning of ELT.

In Ethiopia, instructional supervisors participated for all kinds of subject which inspired the researcher to do the research. In Ethiopia, it seems that attention is currently given to the provision and quality of education at all levels. The utilization of educational facilities, technologies, and materials so as to strengthen the teaching-learning process and the expansion of education is given due attention (Education and training policy, 1994). Assuring and enhancing the quality of teaching and learning has become a major concern all over the world. The society and employers need those who are capable of solving challenges and who bring quality to student learning by implementing appropriate supervisory service; therefore, this expectation can be achieved through those supervisors who are well equipped with knowledge, skill, understanding and favorable attitude.

The reason for selecting this research topic is because the role of the supervisory services given in Gulele Sub-city is not sufficient for enhancing the teaching-learning process of ELT and to reach what schools require to achieve. In addition to the researcher some years work experience which used for this topic, teachers are also not satisfied with the supervisory services given in the Gulele sub-city government primary schools environment and school achievement do not show significant change. Hence, this initiates the researcher to select this as the research topic.

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective of this study was to assess the role of supervisors in enhancing the teaching-learning of English Language Teaching and professional development of ELT-teachers in Gulele sub-city government primary schools.

1.3.2 The specific objectives of the study

The specific objectives of the study were to :

- examine the contributions of Language Educational Supervision to the professional development of English Language teachers on government primary schools.
- assess the activities carried out by supervisors in relation to English Language teaching development in government primary schools.
- assess the perception of instructional supervisors and ELT teachers in instructional supervision process in government primary schools.

1.4 Research Questions

In order to these above aims, the study attempted to answer the following questions:

- What are the educational supervisors required roles in the development of ELT process?
- To what extent teachers and instructional supervisors perceived of the activities of instructional supervision to enhance the teaching-learning of ELT?
- What is the factual role played by instructional supervisors at government primary schools towards professional development of ELT teachers?

1.5 Significance of the study

The researcher hoped that the study findings are useful to the principals, language teachers' and Ethiopian educational supervisors. The study was a tool of learning for the above agents of education because they are involved in one way or another in instructional supervision in the schools. The principals were challenged to improve their ways of motivating, supporting and directing teachers and allocating more of their time in instructional supervision.

The researcher hoped that the findings help Woreda instructional supervisors reinforce better supervisory activities that positively enhance the teaching learning of ELT. The Woreda supervisors could use the findings to report to the Ministry of Education (MOE) on areas that require attention particularly during the formulation of policies relating to internal supervision in schools. Woreda instructional supervisors would further use the study to improve their in-service programs for principals and teachers for better students' academic performance.

The importance of this study stemmed to the following points:-

- The researcher hopes that the research findings aware English language teachers and woredas' instructional supervisors on the importance of being supervised by the person who have a know-how in the specific subject.
- The researcher hopes that the research contributed significantly towards building trust between WIS and English language teachers. Building a trusting relationship takes time. But when supervisor and teachers trust one another, both of their thoughts and efforts can be applied to each situation. The likelihood of time-wasting conflicts is reduced.
- The findings also contribute to the existing perceptions of knowledge on supervision which WIS, primary school principals, and English language teachers may use for professional development purposes in future in order to improve the English language teachers performance in schools.
- The researcher hopes that the findings aware instructional supervisors on the appropriate instructional supervision system which help to facilitate the achievement of the goals and expectations of an English language teacher preparation program.

1.6 Scope of the Study

This study was limited to the investigation of the factual role played by the instructional supervisors for enhancing the teaching- learning process of ELT and professional development of ELT- teachers at Gulele sub-city on government primary schools in 2018-2019 G.C. It limited only on English language teaching due to many reasons but the researcher hoped it is applicable for others subjects.

This study was delimited to instructional supervisory roles in government primary schools, its role in enhancement of the teaching learning of ELT and professional development of ELT- teachers: Gulele sub-city government primary schools. The study was delimited to Gulele sub-city school Principals and woreda instructional supervisors were used in the Study because they play a key role in the instructional supervision of the schools. School principals interact with teachers almost on a daily basis in and out of classrooms and indirectly have a role on enhancement of ELT. Principals are the internal supervisors who offer support, motivation, encouragement and professional support. The research was delimited to the language teachers because they are a direct participant on the process and are the subjects of supervisory roles. Teachers influence students' academic achievement on ELT by their good instructional skills developed through effective instructional supervision. The teachers are also in a position to share information relating to the supervisory roles in their schools and suggest ways for improvement to enhance ELT.

1.7 Limitation of the Study

It is obvious that research work can not totally free from limitation. Hence, some limitations were also observed in this study. One apparent limitation was that most of the primary school ELT teachers and Woreda supervisors were busy and had no enough time to respond to questionnaires and interview. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time. Another limitation was lack of contemporary and relevant literature on the topic, especially on Ethiopian condition. There is acute shortage of books or lack of updated related literature in the area. In spite of these short comings, however, it was attempted to make the study as complete as possible

1.8 Operational Definition of Key Terms

Instructional Supervision: In the study, instructional supervision refers to a service given by the Woredas' educational officers to the teachers to enhance the teaching-learning process. They are either given as individuals or in groups to enable them improve teaching and learning of the students.

School Principals: School Principals are primary school leaders who have been entrusted with the responsibilities of heading the schools for the purpose of achieving the set objectives and goals. They are the facilitators who influence teachers' instructional activities for improvement of academic achievement.

Role: Role refers to the functions or responsibilities that instructional supervisors' carry out in observing English Language teachers' inside and outside of the classrooms.

Primary School: The first level of basic Education which consist from grade 1-8.

1.9. Organization of Study

The structure of the research was made of five Chapters. Chapter one laid the foundation of the research by giving the introduction and background of the study. It provided the context of understanding, direction and hints the gap that the study intends to fill. This part of research gave importance and justification of study which is central to the study as it explained the reasons as to why the researcher undertook the study. This Chapter gave the scope and delimitation of the study. At the end, operational definition of key terms and organization of the study were highlighted.

Chapter two portrayed the review of related literature. This chapter is important for it links the existing knowledge and the problem of this study. Literature Review showed how the current study compares to previous investigations and different theories related to stated problem. The literature review also indicated the gap that the study filled.

Chapter three explained the design of the study. This chapter described the methods that are applied in the research. The first part of the chapter described the participants from whom data was collected and the manner in which the participants were selected. Research design was explained together with the conditions for collection and analysis aimed with the aim of relating to the research purpose. Guidance on collection, measurement and analysis of data was also given.

Data presentation, interpretation and analysis of the findings were presented in chapter four. This chapter was followed by Chapter five which summarized the whole research process.

CHAPTER TWO

2 REVIEW OF RELATED LITERATURE

2.1 Introduction

This review literature contains different issues raised by scholars on educational supervision and its role in English language teaching. It starts with the meaning of educational supervision, the purpose of educational supervision, and significance of educational supervision for English language teaching.

2.2 Educational Supervision

There is no agreement on the precise definition of the term ‘educational supervision’ due to certain differences in orientations, perceptions, comprehension and familiarity with aspects of the framework and also analysis of its content. To illustrate that point, (Allan ,1960:43) describes ‘educational supervision’ as a set of duties and a comprehensive process which aim to help teachers to develop their profession to achieve their pedagogical objectives while (Daresh ,2001:25) defines this term in a more comprehensive way as a dynamic process that leads to studying and improving all factors that affect the education situation. On the other hand, according to (Kilminster et al, 2007: 2), educational supervision is the provision of guidance and feedback on matters of personal, professional and educational development in the context of trainee’s experience taking place. Defining supervision is not a simple task. The field has “a variety of sometimes incompatible definitions, a very low level of popular acceptance, and many perplexing and challenging problems” (Anderson, 1982:181) notes that “even the terminology of supervision causes discomfort and weakens allegiance”.

According to Smith (1996), supervision was found in the growth of charitable social agencies in Europe and North America during the nineteenth century and it involved the recruitment, organization and oversight of a large number of volunteers and later paid teachers.

Howley & Pendarvis, (2002) suggested that in order to reduce pressures for head teachers, there is need to provide professional development programs that enable new administrators to meet challenges in educational leadership, which obviously involves supervision. Sheal, (1989)

observed that to conduct oneself as a professional (exhibiting “professional behavior”) would indicate that the person’s actions remain in accordance with specific rules, written or unwritten, pertaining to the standards of a profession. In Uganda, the rules and regulations pertaining to standards of education include the teachers’ code of conduct, education acts, legislative instruments, executive instruments, policy guidelines and administrative instructions and directives. The laws and regulations are operationalized through policy guidelines which are issued by the Ministry of Education and Sports and other authorities in form of administrative instructions, directives and circulars.

In supervising the principals gives direction to the teachers’ base on the professional code of conduct. This should be geared towards enhancing the teachers’ job performance in the institution. Glickman (1990) has noted that the supervisory goal of head teachers is to improve classroom and school instruction by enabling teachers to become more adaptive, more thoughtful, and more cohesive committed their work. Kadushin (1992) observes that in the primary goal of administration and supervision is to ensure the adherence of policy and procedure of work. The head teachers are given authority to supervise the teachers to ensuring the correct, effective and appropriate implementation of agency policies and procedures.

One of the requirements of language institutes is the presence of an efficient supervisor. The Lack of an efficient supervisor results in chaos at language institutes (Kimbrough & Burkett, 1990). In language teaching institutes, the supervisor regularly observes the teachers’ teaching methodology in order to train them and improve their teaching methodology (Gebhard, 1990). In this sense, the supervisor is responsible for supervising and improving the teaching performance of teachers and colleagues in an educational context (Wallace, 1991). The supervisor should improve the teaching process and the efficiency of training without having a judgmental attitude (Alfonso, 1984, as cited in Widodo & Zakaria, 2008). According to Wallace (1991), the supervisor is an individual who attempts to communicate with the teacher during the observation sessions. Through classroom observation, the supervisor gives a good opportunity to teachers to gain more information about their teaching performance (Cohen, Manion, & Morrison, 2000).

2.3 Language Teacher Supervision and Supervisors' Role

In language teacher education, Wallace (1991) established two different categories, general supervision, which is concerned with administrative aspects, and clinical supervision, which regards formative issues. The latter can be separated into a prescriptive approach and collaborative approach. According to the author's descriptions, clinical supervision focuses on teaching and other classroom aspects, and "it implies a rejection of the applied science model and an acceptance of the reflective model of professional development" (Wallace, 1991, p. 108). He understands clinical supervision as an interactive session between a supervisor and a teacher with the purpose of discussing and analyzing previously observed classroom teaching in order to promote professional development.

Bailey (2006) argues that language teacher supervision not only is concerned with positive aspects, such as helping language teachers achieve their professional development, but also includes less positive results such as providing negative feedback, ensuring that teachers adhere to program policies, and even firing them. Some of the supervisors' responsibilities might involve "visiting and evaluating other teachers, discussing their lesson with them, and making recommendations to them about what to continue and what to change" (Bailey, 2006, p. 3). However, these are not the only activities for which supervisors are responsible; their duties also include teaching courses and dealing with administrative tasks in teacher education programs. According to Wallace (1991), a supervisor is "anyone who has . . . the duty of monitoring and improving the quality of teaching" (p. 107) teachers in a given educational context. In addition, Gebhard (1990) states that supervisors are responsible for directing teachers' teaching, offering suggestions, modeling teaching, advising teachers, and evaluating teachers' teaching.

Sewall (2009) adds that supervisors also have to address another challenge because they play a dual role; they serve as mentors, guiding teachers, and as evaluators, assessing their teaching practice. Furthermore, the author states that the term "supervisor" has a hierarchical connotation because it carries the meaning of an expert and novice relationship. We strongly defend a genuine collaborative and reflective environment between supervisors and supervisees. From our point of view, to comprehend this supervisor and supervisee relationship as a hierarchical one

can be threatening or even negative and it might not be beneficial to teacher development (Kayaoglu, 2012).

In teaching practice, this hierarchical idea of placing student teachers with an experienced teacher to observe and learn can be seen as an illustration of the craft model previously discussed by Wallace (1991). The author explains that according to this model, “wisdom of the profession resides in an experienced professional practitioner: someone who is an expert in the practice of the craft” (p. 6), and it is expected that trainees learn by imitating the expert’s techniques and instructions. It is noticeable that within this model of teaching practice, supervision tends to reside in prescriptive approaches.

There are various models of language teacher supervision; therefore, it is important to distinguish supervision for developmental and evaluative purposes. The former is generally seen as a reflective and collaborative model, and the latter is usually associated with prescriptive approaches (Young, 2009).

Bourke (2001) presents four different models of teacher supervision previously described by Tanner and Tanner (as cited in Bourke, 2001): inspectional, production, clinical, and developmental. According to the first model, supervisors are inspectors, and education is perceived as strict adherence to governmental policies, methods, and materials. The production model adopts a production-efficiency approach to education in which teachers are similar to factory workers who are responsible for preparing their students for institutional assessments. In the clinical model, a supervisor observes a lesson and discusses teaching events in a face-to-face interaction with the teacher to analyze teaching behaviors and activities. This model usually involves pre-observation conferences, and the actual observations, analysis, and strategies to be used in supervision conferences and post-conference analysis. However, there are some problems with this model because it assumes that elements of teaching events can be identified and classified by observing student teachers, and it also focuses on classroom instruction, ignoring curricular development and educational planning. According to this model, teachers should follow the instructions and techniques to be applied in their language classrooms in order to be considered efficient teachers.

The fourth model the developmental model is defined as a cooperative problem-solving process, aiming at stimulating discovery, inquiry, and problem solving. It goes beyond specific teaching points and provides a creative and collaborative learning environment.

Bailey (2006) presents some other models of supervision based on Freeman's models of intervention, which include the directive, nondirective, and alternative options (Freeman as cited in Bailey, 2009). First, it is important to mention that Freeman (1998) cites supervision as intervention, assuming that it presupposes that future teachers can benefit from the input and perceptions of a teacher educator. According to the author, in directive forms of supervision, the teacher educator makes comments on student teachers' practice and gives them suggestions to be implemented in their classrooms. The main objective is to improve the teacher's performance according to the supervisor's criteria or to a preconceived lesson structure. In the alternative form of intervention, the teacher educator selects an issue from classroom teaching to be discussed with student teachers and gives them some alternatives to solve this problem in their teaching. The purpose of this model is to improve student teachers' decision making and to develop their ability to articulate their knowledge and experience by providing informed choices. Then, in non-directive supervision, the teacher educator gives student teachers the opportunity to make their own choices without inferring or directing them so that the student teachers can find their own solutions. The model's main goal is to "provide the student- teacher with a forum to clarify perceptions of what he or she is doing in teaching and for the educator to fully understand" (Freeman, 1998, p. 112). This does not necessarily mean that the teacher educator has to accept future teachers' points of view or to agree with them.

Gebhard (1990) expands these models proposed by Freeman (1998) by including another three models: collaborative supervision, creative supervision and self- explorative supervision. In the collaborative model, the supervisor and the teacher work together to find a hypothesis and to identify teaching and learning problems. The supervisor participates in student teachers' decisions, trying to establish a sharing relationship, instead of directing the student teachers. The creative supervision model is defined as the combination of the other four models (directive, nondirective, alternatives, and collaborative) to approach teachers' specific needs in their educational context. It presupposes freedom and creativity because it allows for a combination of supervisory models, shifting supervisory responsibilities from the supervisor to other sources

because it involves an application of insights from other fields not found in any of the other models. Additionally, the self-explorative model can be interpreted as an extension of the creative supervision model because it allows both teachers and supervisors to gain self-awareness through observation and exploration, as they both “explore teaching through observation of their own and other’s teaching in order to gain an awareness of teaching behaviors and their consequences, as well as to generate alternative ways to teach” (Gebhard, 1990, p.163).

Regardless of the supervision model adopted in teacher education programs, supervisors should understand that these interactions might influence and shape teachers’ thinking and behavior, as argued by Cheng and Cheng (2013). As researcher, we should bear in mind that teachers perceive supervision differently because their experiences are influenced by their personal values and beliefs related to language teaching. We strongly believe that due to these factors, teachers might benefit distinctly from these interactions.

Supervisors play a key role in teachers’ professional teaching performance. Supervisors have different roles aimed at improving the performance of teachers and success of the educational system (Farea, 2013). In a sense, the roles and responsibilities of the supervisor differ depending on the quality improvement of teachers’ training program along with the teaching-learning process (Baniabdelrahman, 2004). As such, supervisors should be fully aware of the role they have when observing and evaluating the teaching process. Among the roles supervisors have in language institutes are resource person, adviser, morale booster, interpreter of feedback and assessor (Gujjar, Ramzan, &Bajwa, 2011). Acheson & Gall (1997) introduced other different roles for supervisors including, mentor, counselor, coach, cooperating teacher, inspector and leader. In addition, Koç (2008) describes the supervisor’s roles as follows:

1. Interacting and cooperating with the cooperating teacher to design the teacher’s course program.
2. Investigating the teacher’s lesson plan.
3. Supervising the teacher to explain the course program and class management.
4. Describing different teaching methodologies to the teacher.
5. Observing the teacher’s performance during the teaching process at least twice a term.

6. Oral and written comments and recommendations made about the teacher's teaching performance.
7. Supervising the teacher to put his/her teaching knowledge into practice.
8. Holding weekly conferences with teachers in order to discuss his/her own experiences.
9. Guiding the teachers as a counselor.
10. Exchanging ideas with teachers on new ideas and innovations.
11. Completing the assessment form per lesson presentation; and

The principal duty of the Educational Supervisor is to teach, both within the formal context of the one-to-one tutorial and in the broader framework of teaching by example. The Educational Supervisor is often in the best position to assess the teachers' needs. Through the various processes of assessments and tutorials these needs can be identified, discussed and hopefully satisfied. The best Educational Supervisors will not apply the 'do as I do' philosophy, but encourage their teachers to develop their own personal skills and attitudes. This is an active process which requires the Educational Supervisor to possess certain qualities:

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

Supervisor has an important role to play in factory management. Supervision means overseeing the subordinates at work at the factory level. The supervisor is a part of the management team and he holds the designation of first line managers. He is a person who has to perform many functions which helps in achieving productivity. Therefore, supervisor can be called as the only manager who has an important role at execution level. There are certain philosophers who call supervisors as teachers. There are yet some more philosophers who call them as managers. But actually he should be called as a manager or operative manager. His primary job is to manage the teachers at operative level of management. A supervisor plays different role at one time like-

1. As a Planner - A supervisor has to plan the daily work schedules in the factory. At the same time he has to divide the work to various teachers according to their abilities.

2. As a Manager - It is right to say that a supervisor is a part of the management team of an enterprise. He is, in fact, an operative manager.
3. As a Guide and Leader - A factory supervisor leads the teachers by guiding them the way of perform their daily tasks. In fact, he plays a role of an inspire by telling them.
4. As a Mediator - A Supervisor is called a linking pin between management and teachers. He is the spokesperson of management as well as worker.
5. As an Inspector - An important role of supervisor is to enforce discipline in the factory. For this, the work includes checking progress of work against the time schedule, recording the work performances at regular intervals and reporting the deviations if any from subordinate. He can also frame rules and regulations which have to be followed by teachers during their work.
6. As a Counselor - A supervisor plays the role of a counselor to the worker's problem. He has to perform this role in order to build good relations and co- operation from teachers. This can be done not only by listening to the grievances but also handling and fix you're the grievances to teachers.

Therefore, we can say that effective and efficient supervision helps in improving better work performance, building good human relations, creating a congenial and co-operative environment. This can really help in increasing productivity. Supervisor, being the manager in a direct contact with the operatives, has got multifarious function to perform. The objective behind performance of these functions is to bring stability and soundness in the organization which can be secured through increase in profits which is an end result of higher productivity.

Therefore, a supervisor should be concerned with performing the following functions –

1. Planning and Organizing - Supervisor's basic role is to plan the daily work schedule of the teachers by guiding them the nature of their work and also dividing the work amongst the teachers according to their interests, aptitudes, skills and interests.
2. Provision of working conditions - A supervisor plays an important role in the physical setting of the school and in arranging the physical resources at right place. This involves providing proper sitting place, ventilation, lighting, water facilities etc. to teachers. His main responsibility is here to provide healthy and hygienic condition to the teachers.

3. Leadership and Guidance - A supervisor is the leader of teachers under him. He leads the teachers and influences them to work their best. He also guides the teachers by fixing production targets and by providing them instruction and guidelines to achieve those targets.
4. Motivation - A supervisor plays an important role by providing different incentives to teachers to perform better. There are different monetary and non- monetary incentives which can inspire the teachers to work better.
5. Controlling - Controlling is an important function performed by supervisor. This will involve :-
 - Recording the actual performance against the time schedule.
 - Checking of progress of work.
 - Finding out deviations if any and making solutions
 - If not independently solved, reporting it to top management.

2.3.1 Roles expected from supervisors in the classroom

1. Linking Pin - A supervisor proves to be a linking pin between management and teachers. He communicates the policies of management to teachers also passes instructions to them on behalf of management. On the other hand, he has a close contact with the teachers and therefore can interact to the problems, complaints, suggestions, etc to the management. In this way, he communicates teachers' problems and brings it to the notice of management.
2. Grievance Handling - The supervisor can handle the grievances of the teachers effectively for this he has to do the following things:- He can be in direct touch with teachers. The confidence of the teachers by solving their problems: by taking worker problems on humanitarian grounds. If he cannot tackle it independently, he can take the help and advice of management to solve it
3. Reporting - A supervisor has got an important role to report about the cost, quality and any such output which can be responsible for increasing productivity. Factors like cost, output, performance, quality, etc can be reported continually to the management.

4. Introducing new work methods - The supervisor here has to be conscious about the environment of market and competition present. Therefore, he can innovate the techniques of production. He can shift the teachers into fresh schedules whenever possible. He can also try this best to keep on changing and improving to the physical environment around the teachers. This will result in higher productivity, High Morale of Teachers, Satisfying working condition, Improving human relations, Higher Profits, and High Stability

5. Enforcing Discipline - A supervisor can undertake many steps to maintain discipline in the concern by regulating checks and measures, strictness in orders and instructions, keeping an account of general discipline of factory, implementing penalties and punishments for the indiscipline teachers. All these above steps help in improving the overall discipline of the factory. A supervisor holds a job position that can vary tremendously from school to school. In many businesses, the supervisor's job is to oversee the actual work the school produces, train new employees in their jobs, give performance reviews, and create work schedules. The supervisor in some settings may do some of the work, or they may merely implement management's wishes and work on employee training and production, acting as a go-between for employees and managers, and occasionally assist with work as needed. The position can hold a lot of responsibility or relatively little depending upon each school's definition. Sometimes the supervisor is merely the lead person for a particular section of a school. In sales, supervisors commonly are required to sell merchandise too, and occasionally, the title supervisor is given to trustworthy personnel in retail stores who handle a few more tasks than the average sales person, like granting returns and doing the books for the night.

In larger companies, supervisors can have numerous tasks. They may need to address employee problems directly, taking disciplinary action when necessary. They're often involved in the hiring process of new employees and may sit on a panel with managers and other supervisors to make choices about who gets hired. They implement employee safety recommendations, and naturally they give orders as requested by heads or managers of companies. Most supervisors don't directly get to hire or fire people. At least they don't necessarily make the decision of who stays or goes at a school. Many do have the disagreeable task of conveying the news to employees that their services are no longer required, and may take care of any last minute details associated with terminating a person's employment.

2.4 The Purpose of Supervision:

According to Fisher (2011), the schools' supervision includes all efforts of school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction. The improvement of teaching and learning in schools is the general purpose of supervision. A basic premise of supervision is that a teacher's instructional behavior affects student learning. An examination of instructional behaviors can lead to improvement in teaching and learning. The effective school research identifies schooling practice and characteristics associated with measurable improvements in student achievement and excellence among student achievement. These "effective school practices" include elements of schooling associated with a clearly defined curriculum; focused classroom instruction and management, firm consistent discipline, close monitoring of student performance; and strong instructional leadership as follows:

- To acknowledge that teachers are individuals and professionals with different needs and interests.
- To define supervision as an art and science.
- To consider that taken together, passion for learning and reflective practice provides modeling and the basis for individual perception and insight.
- To maximize individual growth through reflective practice and professional dialog.
- To provide time and support for growth and change.
- To encourage self-initiated professional development.
- To assert that all faculty have a professional responsibility to continually learn and improve.

2.4.1 Supervision has three primary purposes

2.4.1.1 Develop knowledge and skill:

- To receive feedback and reflect on the content and process of your work from more than one perceptive
- To develop skills through the exchange of information, observation and practical experience

- To review and discuss individual client issues
- To learn from others' experiences, approaches, theories, models and techniques

2.4.1.2 Maintain quality standards and ethics:

- to promote the welfare of your clients
- to fulfill requirement for your certification and accreditation

2.4.1.3 Support:

- to enjoy professional and personal support

2.5 Characteristics of the Educational Supervisor

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

- It is a technical process which aims to improve teaching and learning through the care, guidance and simulation of continued development for not only teachers but also any other person having an impact on the educational context.
- It is a consultation process, based on respect for the opinion of teachers who are mainly affected by the work of supervision.
- It is a collaborative process in different stages since it welcomes various views that represent the proper relationship between the supervisor and the teacher so as to address the educational problems and find appropriate solutions.
- It is an academic process which encourages research and experimentation whose results can be used to improve setting and achieving clear, observable and measurable objectives in the educational setting.
- It is a leadership process which requires the supervisor to have the ability to coordinate teachers' efforts by aiming to achieve the teaching objectives.
- It is a humanitarian process in which the supervisors recognize the value of individuals as human being so that they can build a mutual trust between themselves and the teachers and know the exact and varying capacities of each teacher they deal with.

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

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

2.6 Significance of Educational Supervision

The spread of education rapid, growth of the number of students and teachers, and the developments influencing the style and the purpose of educational supervision as a technical process through helping the teachers promote their professional growth. Whiles and loves, (1975:15) state “the significance of educational supervision stems from the various purposes and it is roles in charge of in upgrading the teacher's competencies so as to improve the teaching process”. Another sources of significance is the ability of educational supervision to (and concern with) diagnosing the strength and the weakness of the teaching process, which along with the proposing the suitable remedies constituted the core and essence of evaluating the whole teaching learning process.

Teachers were and still are the frontiers that were and still are concerned with imparting knowledge and skills from one generation to another. But this role was once tailored for them to carry out as players on the stage, subject to the directions and moods of the stage director. But the modern role of teachers is more important now, as teachers are active factions, who create the events, control them and most of the tome modify their directions. They do not only impart knowledge, but they make it and add much flavor to it. Teaching in the broad sense is the job that everybody thinks he can do, but the effective teaching can only be done by professional teachers who like this job and who are trained to do this job, with its pedagogical and technical implications. High quality teaching secures core knowledge and high know-how skills, in this highly sophisticated and refined community of today.

It is quite evident that, one of the most important features of our modern time is the work nearly everyone does now; needs some interface with technology. If an organization embraces technology and has provided training for teachers in using that technology effectively, a great progress in pedagogical aspect will spread everywhere and benefit every learner. As mentioned before, that people all over the globe now find proficiency in foreign language of vital role in the development of their communities, in such a challenging growing economy. Language is the vehicle of thoughts and feelings. It is also the means, through which human communities were and still are able to establish warm contact and exchange feelings and ideas with mutual understanding. Through language man was able to set down this bulk of literature, which saved and conveyed the human heritage from one generation to another. Language was and still is the means of handling our daily life needs. Through language we can exchange commodities and services to satisfy our human physical, psychological and spiritual needs. Governments and individual persons realized this language role; therefore, language education has flourished as a social activity and as an economic tool as well.

In this respect, as Hismanoglu (2010), put it English Language Teaching (ELT) has its own progress and is highly demanding due to several reasons, which implies that English language teachers are to keep up with the novel innovations and recent changes in this field. And as cited in (Bailey, Curtis and Nunan, 2001), staying abreast of the rapidly evolving field of ELT is a valid reason for participating in professional development. In the same vein, Pachier and Field (1997) propose that being an effective foreign language teacher requires a commitment to keep up with the developments in the field and a willingness to engage in continuous professional development. Furthermore, Coskuner (2001) argues that English language teachers should be able to satisfy the expectations of regularly increasing number of students by using up-to-date teaching methodologies performed adeptly with dedication and enthusiasm. To achieve this purpose, Hismanoglu (2010) says;[teachers] should be concerned with recent knowledge and comprehend many factors and variables that control and govern the learning and teaching in the classroom context.

To maintain ongoing professional development, English language teachers must get involved in many professional activities to build up their own self-development strategies either individually or collaboratively. Peer-coaching, study groups, action research, mentoring, teaching portfolios,

team teaching, and in-service training are some of the effective professional development strategies. But Clark (1992, p.81) believes that professional development is basically, a solitary journey"; however, almost all teachers need assistance and support during that journey from colleagues or supervisors to enhance their own development, by which they can gain an inside perspective on other teachers' experiences and raise their awareness via reflecting on their own situation. At this point, Bailey et.al (2001) note that working in isolation holds teachers back and subjective experience shared with no one cannot contribute to their development, but through the quality collaboration, teachers have chance to escape from subjectivity and draw some conclusions regarding their experiences and opinions. Hismanoglu (2010) concludes that educational supervision, as a cooperative problem-solving process, can be regarded as a key concept in English language teachers' professional development. Language supervision is an important issue. It has been tackled by many educationists such Wallace (1991), Ur (1996), Freeman and Johnson (1998), Richards and Farrell (2005) who all pointed to the impact of supervision on developing language teachers' skills.

Foreign language teaching provides the national budgets of some countries like America, Britain, France and Spain with huge income, as the languages of these people are of great importance in this modern time in the exchange of thoughts, feelings, and services and as means of handling trade activities, and above all modern advanced technologies. Most people got independence from their old colonizers but they are still tied up to them through language and culture. Many people in Africa, South America and some parts of Asia still adopt their old colonizers' languages and cultures in their independent states. Some of these states have even given the old colonizer's language social status as lingua franca, among its people, as it is the case in India, where English is given official status, as the language in the government offices and the language of education in higher institutes.

2.7 The Need for Language Education

The Need for Language Education People needs to learn a second language because of globalization that urges inevitable connections among nations, states and organizations. There is a huge need for learning foreign language or be multilingual Hismanoglu (2010). The uses of common languages are in areas such as; in trade, tourism international relations between

governments, technology, media and science. The foreign language education is not the concern of developing countries only but it is the concern of all. So it is not strange that many countries such as Japan create education policies to teach at least one foreign language in primary and secondary school level Hismanoglu (2010). However, some countries such as India, Singapore, Malaysia and Philippines make a second official language in their governing system.

2.8 Models of Supervision

Gebhard (in Richards & Nunan 2000) outlines six models of supervision: directive, alternative, collaborative, nondirective, creative and self-help explorative.

2.8.1 Directive supervision, the supervisor directs and informs the teacher, models teaching behaviors', and evaluates the teacher's mastery of defined behaviors'. This is a prescriptive approach and views the person as an "input-output" system. The theory underlying directive supervision is behaviorism because this approach is based on the imitation of models and shaping the teacher's behaviors'. There are several problems with directive supervision. First, teaching is a complex social behavior and it is not possible to provide the teacher with model teaching behaviors' without considering their approach to teaching or their idea of what good teaching is. This model ignores the differences in teachers' beliefs, values and experiences. Second, as Gebhard (ibid.) suggests, this model may cause feelings of defensiveness and low self-esteem on the part of the teachers because they see themselves inferior to the supervisor. As a result, they may be discouraged to explore and try alternative ways of teaching or they may pretend to apply the defined behaviors'. Third, it is impossible to define "good teaching behaviors" which can be applied in all settings and trying to do so limits the teachers' abilities to think of alternative techniques when these so-called "good teaching behaviors" do not suit the context or the learners.

2.8.2 Alternative supervision, the role of the supervisor is to suggest a variety of alternatives to what the teacher has done in the classroom. Providing the teachers with alternatives can reduce their anxiety over deciding what to do next especially if they do not have many at their disposal, but still they are the decision makers in alternative supervision. Freeman (2001) suggests that alternative supervision works best if the supervisor is not judgmental and does not favor any of the alternatives. The aim of suggesting a variety of alternatives is for teachers to try them, see the

consequences and widen the scope of what a teacher will consider doing. Like in directive supervision, there is a prescriptive approach to teaching in alternative supervision because the supervisor provides the alternatives and despite being the decision maker, the teacher chooses one alternative among the ones that have been prescribed by the supervisor. Although it seems like a prescriptive approach, this model raises awareness of one's routines and their rationale.

2.8.3 Collaborative supervision, while addressing a problem in the teacher's classroom teaching, the teacher and the supervisor work together. They create a hypothesis, experiment, and implement strategies that appear to offer a reasonable solution to the problem under consideration. There are two underlying theories of this humanistic approach to supervision: In collaborative supervision, the supervisor works together with the teacher and supervision is viewed as a reflective cycle and alternative perspectives on a problem help the teacher to think of a wider range of possible solutions.

2.8.4 Nondirective supervision, the supervisor usually attempts to have the teacher to come up with his/her own solutions to teaching problems, listen and demonstrate an understanding of what s/he has said. The supervisor restates how s/he has understood the teacher's comments rather than repeating word-for-word what the teacher has said (Gebhart in Richards & Nunan 1990). The theories underlying this nonjudgmental approach to supervision are humanistic psychology and constructivism because the supervisor works from the teacher's perceptions of self and of the world, not from his point of view. The teacher is assumed to be capable of growth by means of inner resources because he or she is viewed as a "whole person". The strength of this model is that the supervisor's nonjudgmental approach to the teacher's comments encourages self-expression and sharing of ideas. This may help the teacher to be aware of his/her basic assumptions, to question them, to feel the freedom to create choices and try new ideas.

2.8.5 Creative supervision is a combination of the aforementioned models or of supervisory behaviors. Since each model of supervision has some weaknesses and may not be appropriate in some contexts, sometimes a combination of different models or a combination of supervisory behaviors from different models may be needed (Gebhard in Richards & Nunan, 1990).

Creative supervision has several strengths. First, this model allows the supervisor to adopt the appropriate approach to a particular context by encouraging freedom. Second, the supervisor can

try new ideas in supervising and see the consequences, so this model encourages reflective thinking on the part of the supervisor. Third, it frees the supervisor from the limits of one single model so s/he can make valuable contributions to the teacher's practice. Lastly, this model is advantageous to the teachers because they are supervised with a combination of different models or a combination of supervisory behaviors and thus, they can benefit from the strengths of each model of supervision.

2.8.6 Self-help-explorative supervision was proposed by Fanselow (in Richards & Nunan, 1990) as an extension of creative supervision. Fanselow avoids the use of the word "supervisor", instead he uses the term "visiting teacher" because he believes that the word "supervisor" hardly supports autonomy. In self-help-explorative supervision, both teachers and visiting teachers gain awareness of their teaching behaviors and their consequences through observation and exploration. As a result, they can construct and reconstruct teaching based on awareness gained from observing each other's classes.

The visiting teacher is not seen as an authority whose job is to help teachers improve their teaching but as another teacher who wants to learn more about his/her own teaching by observing others teach. There are several systems that teachers can use to guide their observations systematically so that they could have a common language to talk about the teaching they observe. Self-help-explorative supervision is based on constructivism and humanistic theory because perceptions of the individual are valued and learning is seen in terms of personal change. There are several strengths of self-help-explorative supervision.

First, it is beneficial to both teachers and the visiting teachers because they can adopt a critical attitude to themselves and their own teaching because this model requires a degree of self-awareness to uncover and challenge one's espoused personal beliefs. Second, it prevents teachers from feeling inferior because the visiting teacher is not regarded as an authority and the focus is on mutual growth. Third, this model of supervision helps to establish a warm and empathetic relationship between the teachers and the visiting teacher, which provides an enthusiasm for and belief in supervision.

The literature reviewed showed that research has been carried out on variables of roles and responsibilities of supervisors in schools (Muoka, 2007) studied on the role of principal's

instructional supervision in public secondary schools while Baffour-Awuah (2011) conducted research on supervision of instruction in public primary schools. Gaziel (2007) conducted a study on re-examining the relationship between principal's instructional leadership and students' academic achievement in secondary schools. A study was carried out by Sabaitu and Ayandoja (2012) on the impact of instructional supervisory activities on students' academic performance in English. Tyagi (2010) examined how heads of government and private aided institutions feel about placing emphasis on providing instructional supervision for teachers.

In most studies variables that are related to instructional supervision have been done but there were limited studies that included role of supervision in enhancing specific subject in this case English language teaching. Although Dr. Ahmed GumaaSiddiek (2012) conducted a study on “The Effective Role of Language Supervisor in the Enhancement of Foreign Language Education in Developing Countries” its study area was broad and not specified in which level and also its focus was all foreign language spoken in the developing country. The current study therefore, narrowed the variable into Gulele Sub-City and specified to the enhancement of ELT and professional development and to what extent instructional supervisors played their role.

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CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This Chapter presented the description of the research process. It provided information concerning the method that used in undertaking this research. The Chapter also described the various stages of the research, which includes the selection of participants, the data collection process and the process of data analysis.

The mixed method research design was applied in this study to assess the role of instructional supervisors' in enhancing the teaching-learning of ELT and professional development of ELT-teachers: Gulele sub-city government primary school in focus. In relation to this, this study also looked at the perception of English Language teachers' towards instructional supervision. In this chapter, the research design, research context, sampling, research instrument, research procedure, data processing and analysis as well as the pilot test are discussed in detailed.

3.2 Research Design

According to Denzin and Lincoln (2005) a research methodology or strategy is determined by the nature of the research question and the subject being investigated. As a result the research format used in an investigation should be seen as a tool to answer the research question. The study did not aim to provide the ultimate truth about the research topic but rather to investigate a particular way of looking at and deriving meaning on the phenomenon under investigation.

This study employed the mixed method design which is the combination of qualitative and quantitative approach to collect and analyze data (Creswell &Tashakkori, 2009). In recent years, integrating qualitative and quantitative methods become common in research (Bryman, 2006) because mixed method design can provide detailed and comprehensive data in order to achieve the research objectives and answer the research questions. Use of a mixed methods research design combines qualitative and quantitative methods together to emphasize their strengths, minimize their weaknesses, and improve validity, reliability and trustworthiness.

In order to be able to explore in-depth the quantitative data, the researcher then gathered qualitative data from participants who could assist explain these results. In the current study, the main focus is on the quantitative aspects.

Therefore, using both methods can provide detailed and comprehensive data and interpretation of data. The current study is based on the role and perceptions of the participants, and there are a number of perception studies which used mixed method design. For instance, Young (2009) designed and used the mixed method design to measure teacher and student perceptions of online instructional methodology in higher education. Ismail (2010) used qualitative and quantitative methods to examine the perceptions of both teachers of Arabic and English language courses about the use of technology in their classes in the United Arab Emirates" schools. Similar to this, Almekhlafi and Almeqdadi (2010) used mixed method design to research about teachers" perception of technology integration in the United Arab Emirates school classroom. They used these methods in order to obtain valid results, and detailed and reliable data. In particular, the details of research design for the current study is illustrated in Figure 1.

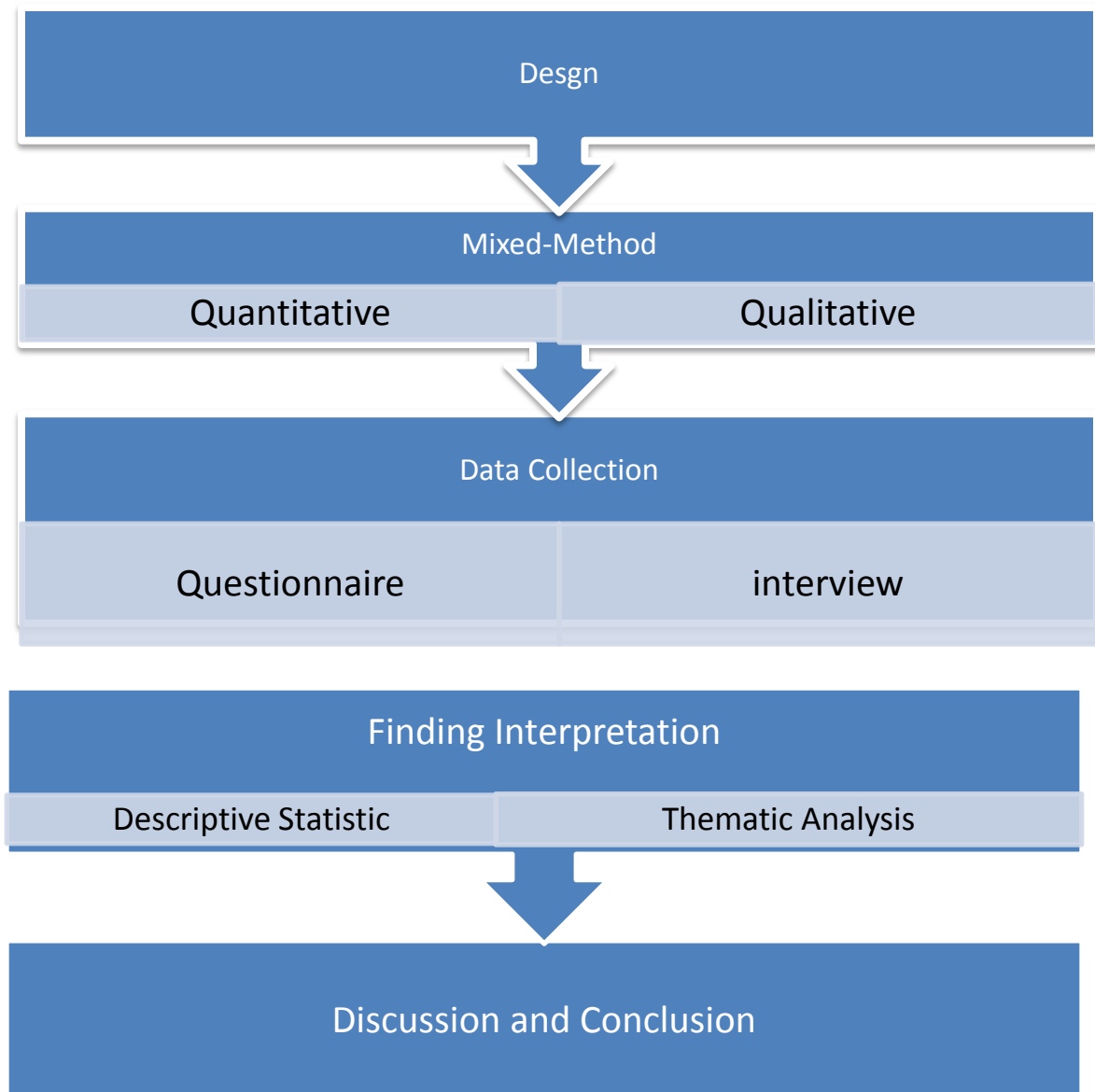


Figure 1: Shows the research design of this study.

Figure 1. Shows the research design of this study. The mixed method was used by administering a questionnaire and unstructured interview as research instruments in order to collect quantitative and qualitative data respectively. The data from the questionnaire were analyzed using descriptive statistics, and the interview findings were coded and analyzed to support the findings of the questionnaire.

3.3. Target Population Study

The target population for this study was government primary schools ELT-teachers', school principals' and instructional supervisors that are found at Gulele sub-city. A target population is defined as a group which the researcher is interested in gaining information upon which generalization and conclusions can be drawn subsequently (Creswell 2009). The study also targeted all 21 government primary schools. The study population for this study was fifteen (15) instructional supervisors, ninety (90) English Language Teachers, and seven (7) school administrators from the government primary schools at Gulele sub-city.

3.4. Sample Size and Sampling Techniques

There are several approaches to determining the sample size. These include using a census for small populations, imitating a sample size of similar studies, using published tables, and applying formulas to calculate a sample size. Yamane (1967:886) provides a simplified formula to calculate sample sizes.

$$n = \frac{N}{1 + N(e)^2}$$

This formula was used to calculate the sample sizes for this research and is shown below. A 95% confidence level and $P = .5$ are assumed for the equation. Where 'n' is the sample size, 'N' is the population size, and 'e' is the level of precision.

Random sampling technique implemented for school principals and English language teachers, but for Woreda instructional supervisors' the researcher used availability sampling. "When conducting research many types of sampling are possible, although researchers in qualitative research usually focus on relatively small samples (Lyell, 1998)." "Research participants are generally selected because they are able to provide rich descriptions of their experiences and are willing to articulate their experiences, thereby providing information that is rich and which challenge and enrich the researcher's understanding (Hutchinson & Wilson, 1991)."

Table 1 summary of sample and sampling technique

No	Samples	population	Sample size		Sampling techniques
			No	%	
1	Primary school ELT teachers'	117	90	76.3	Random
2	Woreda instructional supervisors'	15	15	100	Availability
3	School principals'	20	7	35	Random

3.5. Data collection instruments

- Questionnaire: close- ended questions were given for the sample of English language teachers and Woreda instructional supervisors
- Interview: unstructured interview is given to both the instructional supervisors and school principals'.

3.5.1 Questionnaire for ELT teachers'

The Researcher used questionnaires which consisted of a number of questions printed in a definitive order (Kothari 2004). Questionnaires consisted of two parts, demographic, Likert scale items. Part one, sought information concerning gender, age, professional qualification and years of teaching experience. Part two was made of Likert scale of two sections. The first section contained some items on teachers' perception towards the role of instructional supervision on the professional development of English Language Teachers'. The second section was made of items related to the activities carried out by WIS to enhance ELT. The questionnaire was adapted from Dr. Ahmed Gumaa Siddiek, Rajvir Singh Tyagi, Sadoon Salih Muttar & Hayfaa Kadhim Mohamed and Mudawali and Mudzofir the modified to be suitable for the research.

The researcher used questionnaires to collect data from a large population of teachers. Questionnaires were used because they were easier to administer and analyze. Questionnaires are also economical to the user in terms of time and money. This self-report tool has an element of

privacy so that principals, ELT teachers and WIS were able to express themselves freely without fear of anyone (Cohen et al., 2000). The researcher used questionnaires because the participants were all literate. The items in the questionnaire were developed using relevant information received from the literature reviewed related to the study and researchers knowledge on the topic

3.5.2 Questionnaires for supervisors'

Questionnaire for supervisors' was divided into two parts and four sections. Part one gathered demographic information of the supervisors. In this section the researcher collected information on teacher's personal details such as gender, age, professional qualification and administrating experience. Part two, Section one focused on instructional supervisory roles on the professional development of English Language teachers. Section two dealt with instructional supervisory role in the enhancement of ELT. Section three addressed the challenges that instructional supervisors' faced during the process of ELT.

3.5.3. Interview for school principals' and Woredas Instructional Supervisors (WIS)

The interviews conducted by the researcher and conducted in English since most of them are degree holders. Conducting the interviews in English allowed the researcher to transcribe the interviews as presented by the participants without translating the interviews. However, in instances where the participants expressed themselves in a language other than English this information translated during the transcription stage.

Once the participants agreed to be interviewed, an appointment made with each participant at the time convenient to both themselves and the interviewer. The interviews took place at the participants' places of work or at office depending on what is suitable for the participants. The background of the research explained to the participants as well as the ethical considerations relating to participation.

The researcher did not implement an expert position and transparent with the participants, which allowed them to easily talk about their experiences. All participants interviewed by the researcher himself and all interviews recorded on a mobile phone.

The participants allowed speaking freely in their own terms about the phenomenon in question (Mouton & Marais, 1991). Through using unstructured interviews the researcher followed particularly interesting avenues of conversation that emerged in the interview. The participant treated as an expert and allowed making the most of the opportunity to tell their story. As a result the researcher related to the participants in subjective ways on their terms rather than on the researcher's terms (Edwards, 1990).

The interview style was based on the following qualitative research interview method described by Nunnan (2000):

- Questions were tailored to the participant's situation.
- An interview was like a friendly conversational exchange but with slightly more direction from the interviewer.
- Open-ended questions are used and probes are frequent.
- Interviewer and participant jointly control the pace and direction of the interview.
- The interviewer adjusts to the participant's norms and language usage.

3.6. Validity and Reliability of Research Instruments

Validity is that quality of a data gathering instrument or procedure that enables it to measure what is supposed to measure. Validity is the degree to which a method, test or research tool actually measures what is supposed to measure. Mugenda and Mugenda (2009) described validity as the degree to which results obtained from the analysis of the data actually represent the phenomenon under study.

Reliability is the measure of the degree to which a research instrument consistently measures whatever it is measuring in repeated trials (Gay et al, 2009). Reliability therefore is the accuracy of the results obtained by use of a research instrument and not about the instrument itself.

3.6.1 Validity of Research Instruments

The research instruments were subjected to validation by the researcher advisor who is expert in this field of area. Besides that the researcher took advice from the colleagues that have experience doing research. The advisor helped the researcher assess the extent to which the items

are related to the topic. The advisor also judged the importance of the various parts of the instrument. The research instruments used in this study were validated through the pilot administration of questionnaire to (2) principals (6) English Language teachers and (2) WIS. The participants were taken from a government primary school that was not part of the study but had the same characteristics with those of the study. The feedback that was received was used to improve the instrument by making appropriate corrections and adjustments in the final draft in order to increase the level of validity.

3.6.2 Reliability of Research Instruments

Reliability of the research instruments was carried out to check their consistency in yielding results. A measuring instrument will be said to be reliable if it provides consistent results (Macmillan, 2004). When a measure has a high reliability it means there is little error in the scores and if it is low the errors are much (Macmillan 2004). There are four main techniques for measuring reliability split half, test retest, equivalent-form and internal consistency. The estimates are reported in form of a reliability coefficient which is a correlation statistics that ranges between 0.00 and 0.99. If the correlation coefficient is high say 0.78 or 0.85, the reliability is said to be high. Correlation coefficients below 0.60 generally indicate inadequate or at least weak reliability

This study adopted split –half technique which administered the instrument to one group of people at the same time. This involved dividing the items in the questionnaires into two parts and using one group of people at the same time. The scores were then computed to establish the correlation of the scores of the two parts. Cronbach's Alpha Co-efficient was then used to compute reliability of the data. The correlation Coefficient reliability was accepted at 0 .60.

The reliability was calculated and results of Cronbach's coefficient for each questionnaire were obtained. The Cronbach's Alpha coefficient for ELT-teachers questionnaire was .794, and supervisors' was .733 respectively showing that the questionnaires used in the study was reliable. This indicates a high overall internal consistency among the 54 items. The Cronbach's alpha coefficient of the questionnaires used in the study had varied consistency as shown in Table 2.

Table 2. Reliability test (Cronbach's alpha)

No	Questionnaire	No respondents	Cronbach's alpha	No items
1	ELT-teachers	80	.794	24
2	Supervisors' (WIS)	15	.733	30

George and Mallery (2003) provide the following rules of thumb: " $\geq .9$ = Excellent, $\geq .8$ = Good, $\geq .7$ = Acceptable, $\geq .6$ = Questionable, $\geq .5$ – Poor and $\leq .5$ = Unacceptable" (p. 231). In the social sciences, acceptable reliability estimates range from .70 to .80 (Nunan & Bernstein, 1994). The reliability coefficients in Table 2 ranged between 0.794 and 0.733 confirming that they met the edge for analysis.

Credibility and dependability of qualitative data was carried out by the researcher to ensure the reliability and validity of data. The importance of this is to judge the overall trustworthiness and usefulness of the results. Credibility and dependability was carried out to test the extent to which the proposed interview guide and questionnaires would give similar information when used by different researchers on similar levels of experience and merit. The researcher used the same time for each interviewee then checked the consistency of the information given by the two respondents.

3.7. Pilot Testing

Pilot testing was conducted in order to detect any difficulties that respondents were likely to face when responding to the items. Pilot testing is a preliminary survey (Kothari, 2004) and was carried out by giving questionnaires to 2 principals, 6 teachers and 2 WIS' from a government primary school that was not part of the sample. The findings of the pilot testing were used to determine the reliability of the research instruments. Field-testing the instruments allowed the suitability of the items to be determined. The process revealed that some items in the questionnaire needed further explanation. In the main study, I therefore read and explained these items to the participating teachers in each school. This was found to be helpful in the main study. Also I used probing techniques to ensure that the interviewees understood the questions during the main study, which ensured that no item was ambiguous.

3.8 Description of Data Analysis Procedures

The researcher used Statistical Package for Social Sciences (SPSS) version 20.0 to organize the quantitative data collected from the participants into manageable information that was understood. The data analysis was based on the research questions. Both quantitative and qualitative data was analyzed. The data was coded to facilitate data entry into the computer to allow for statistical analysis.

Qualitative data was derived from interview guides. The interviews data was transcribed and analyzed qualitatively. The data was presented in a narrative form and in themes in accordance with the research questions. The analysis of data was important because it brought out clearly the characteristics, interpretations to facilitate description, and the generalization from the study Creswell (2009). Descriptive statistics such as frequencies, percentages, mean and standard deviation was used to summarize the data. The results that were obtained were used to make a report which comprised of conclusions and recommendations for the future.

The interviews transcribed by the researcher and written text created of each interview. The identity of the participants removed from the transcripts to maintain their confidentiality assigned to participants in order to protect their identity while providing information relating to their backgrounds. The interviews transcribed within 24 hours of being conducted. The intention of this rapid transcription process allowed the researcher to become familiar with the data as quickly as possible.

3.9. Ethical considerations

Several ethical considerations were taken into account to ensure that the study conducted in an appropriate manner (Babbie & Mouton, 2001). To comply with ethical considerations in conducting research all participants provided verbal and written consent to be interviewed and to participate in the research. The participants therefore willingly participate in the study after they approached by the researcher and the research purpose and process explained to them (Leedy, 2000; Nunnan, 2000).

3.9.1 Informed consent for questionnaire survey

A covering letter was attached to the questionnaire to inform the respondents about the aims of the research and other issues such as the anonymity of their answers. The research participants were not asked for their names in the questionnaire. The questionnaires were kept in a secure place to which only the researcher had access.

As for the ethical procedure relating to the interviews, an information sheet and a consent form were given to users and their signatures were obtained to confirm their agreement to participate in the interviews. The interview procedure was anonymous in the sense that interviewees were not asked to give their names or to provide any other information that would establish their identity. However, some of them willingly described their occupation as additional information for the interviewer.

As a result of the personal nature of the content of the research interview, the researcher found it appropriate to emphasize the confidentiality of the information and to establish trust with the participants in the early phase of the interviews. While sharing the purpose of the study with the participants the researcher also shared his background and some of his personal stories as a professional man in teaching English language. This helped to build trust and in turn encourage the participants to share their stories.

The interview style was based on the following qualitative research interview method described by Nunan (2000):

- Questions are tailored to the participant's situation.
- An interview is like a friendly conversational exchange but with slightly more direction from the interviewer.
- Open-ended questions are used and probes are frequent.
- Interviewer and participant jointly control the pace and direction of the interview.
- The interviewer adjusts to the participant's norms and language usage.

3.9.2 Recording

The interviews were all recorded using a mobile phone voice recorder. Voice recording was chosen because the method made it possible to have continuous conversations, whereas writing notes would have disrupted the flow of the interview. In addition, it provided an accurate representation of what was said. Without voice recording, only the basics of any conversation could be captured and might possibly be misinterpreted. It was very convenient for the researcher to listen to the voice recordings repeatedly for data transcription purposes.

CHAPTER FOUR

4. DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This Chapter deals with description of the sample population, analysis, and interpretation of the data based on the information obtained from questionnaires and interview. It consists two parts. The first part is concerned with description of the background information of the sample population and the second part concerned with analysis and interpretation of data.

Responses from the instruments were coded, stored and analyzed both quantitative and qualitative using computerized system Statistical Package for the Social Science (SPSS) version 20 and themes. Data was presented in frequencies, percentages, mean value, standard deviation and overall score mean by tables for all categories of the respondents. Qualitative data were interpreted, and discussed. Specific data was collected for each objective and analyzed using SPSS as briefly discussed below on the role of instructional supervisors' role in the enhancement of ELT. Data was collected using structured questionnaires (Appendix A and B). Those were administered to English language teachers' and woreda instructional supervisors' (WIS). The mean, overall mean and standard deviation were derived from the data as it was served as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al., 2008). The interpretations were made for all five point scale measurements based on the following mean score results:

Table 3. Ranking scale

No	Scales in numbers	Decisions lead to:	
1	1.00 – 1.49	Strongly disagree	Never
2	1.50 – 2.49	Disagree	Rarely
3	2.50 – 3.49	Undecided	Sometimes
4	3.50 – 4.49	Agree	Usually
5	4.50 – 5.00	Strongly agree	Always

4.2 Background Information

Based on the sampling procedure described in Chapter three from Gulele sub-city twenty (21) government primary schools were included that consisted of a total of 115 respondents. That is seven (7) principals' means 35 percent of the total principals. 67.8 percent of teachers from the total number of primary school English language teachers, fifteen (15) primary School supervisors of all woredas'. Accordingly a total of 115 copies of questionnaires were prepared and distributed to ninety (90) primary School English Language teachers and fifteen (15) instructional supervisors'. Out of this 88.88% of teachers and 100 % of instructional supervisors' were filled and returned the questionnaires to the researcher. That producing an overall 94.44% return rate. This high return rate increases the validity of the study.

4.3 Demographic information

The below table shows the personal characteristics of the respondent which explained the sex of the respondents and the age range of the respondent. The respondents included in here were teachers' who returned the questionnaire, the instructional supervisors' and principals who kindly participated in the interview process.

Table 4. Demographic information

	Items	Teachers		Principals		Supervisors	
		No.	%	No.	%	No.	%
Sex	Male	50	62.5	4	57.1	11	73.3
	Female	30	37.5	3	42.9	4	26.7
	Total	80	100	7	100	15	100
Age	18-25	5	6.25	---	---	---	---
	26-35	35	43.75	3	42.86	7	46.67
	36-40	22	27.5	4	57.14	6	40
	41-50	15	18.75	---	---	2	13.33
	51-above	3	3.75	---	---	---	---
	Total	80	100	7	100	15	100

4.3.1 Gender and Age of Respondents

Table 4 of item 1 above indicated that 62.5 % of sample teacher's respondents were males and 37.5% of the sample teachers were females. From sampled primary School principals 57.1% were male and 42.9 % were female principals'. When we came to woredas' instructional Supervisors 73.3% were male and 26.7 were female. From these we can understand that the participation of women is less. When we see the age distributions' can be seen from table 4 of item 2,6.25% of teachers were in the age range of 18-25 years, 43.75%of teachers were in the age range of 26-35, 27.5% of teachers' were between in the age range of 36-40, 18.75% of teachers' were in the age range of 41-50 and3.75% of teachers' were in the age range of 51 and above.42.86% of principals were between in the age range of 26-35years and 57.14% of principals were between in the age range of 36-40. 46.67% of WIS were between in the age range of 26-35, 40% of WIS were between in the age range of 36-40 and13.33% of WIS were between in the age range of 41-50.

Table 5.Respondents' qualification and experiences

	Items	Teachers		Principals		Supervisors	
		F	%	F	%	F	%
Qualification	Diploma	29	36.25	---	---	---	---
	BA/B.ED	51	63.75	6	85.7	9	60
	MA/MSc	---	---	1	14.3	6	40
	Total	80	100	7	100	15	100
Years of Services	1-5	5	6.25	---	---	---	---
	6-10	35	43.75	6	85.7	7	46.67
	11-15	22	27.5	1	14.3	6	40
	16-20	15	18.75	---	---	2	13.33
	21-above	3	3.75	---	---	---	---
	Total	80	100	7	100	15	100

4.3.2 Qualification and Experience of the Respondents'

Regarding the qualification of respondents as indicated in table 5 item 1, 36.25% of the respondent of the teachers' were a Diploma holders; from these respondents 23.75% of the respondents were female and 12.5% of the respondents were male. The rest of ELT teachers which is 63.75 % of the respondent were B.A/B.ED holders from these 13.75 % of the respondents were female and 50 % of the respondents were male.

When we came to sampled school principals 85.7 % were BA/BED holders from this 42.9% of the respondents were female and also 42.9 % of the respondents. 14.2 % of the respondent was MA holder. 60 % instructional supervisors were B.A/B.ED holders from this 46.7 % of the respondents were male and 13.3 % of the respondents were female. The rest of WIS was MA/MSc holders which is 40 %. From this 26.7 % of the respondents were male and 13.3 % were female.

As indicated in the Table 5 of item 2 of the total work experience of the respondents 6.25% of teacher respondents have the work experience of 1-5 years and majority of teacher respondents (43.75%) had the work experience of 6-10 years and 3.75% of teachers had 21 and above years. The remaining teacher respondents had 11-15 years been 27.5% and 16-20 years were 18.75%. Sampled school principals had the range of work experience between 6-10 years were 85.7%, between 11-15 years were 14.3%. Majority of woreda education supervisors had the work experience between the range of 11-15 years and 6-10 years of services. Supervisors had the work experience between the range of 6-10 years were 26.7 % and about 60 % of the supervisors had the work experience of 11-15 years of services. The rest of WIS was between 16-20 years of work experience means 13.33 %.

From the data one can observe that majority of teachers, principals; supervisors and woreda educational officials have more than 6 years of total work experience. Due to this it was believed that this group could give relevant information for the purpose of the study. Because as one stay for a long time in a specific job, can observe the way the instructional supervision works to enhance ELT and provide enough information that take place in the school. Having more experience has a great contribution in leading, teaching and supervising a school for effective ELT teaching and learning process for supervisors and woreda instructional supervisors. In light

of this point, Fielder and Chemers (1983) indicate that without adequate training and work experience leadership task structuring ability will be lower or lack of experience can decrease his potential for effectiveness.

4.4 Presentation, Analysis and Discussion of the Findings of the Study

This part of the study is devoted to the presentation, analysis, and discussion of the data obtained from various groups of respondents in relation to the role of instructional supervision in enhancing the teaching-learning of ELT: Gulele sub-city government primary school in focus. ELT teachers and supervisors responded to 54 open-ended and closed-ended. The closed-ended questionnaires were responded to and resulting answers interpreted in terms of the frequency, percentage, and mean scores.

4.4.1 Perception of supervisors and English Language Teachers' towards supervision

The attitude of supervisors' and English Language teachers' towards the role of instructional supervision mattered in enhancing either on professional development of English language teachers' or in ELT. The below table shows to what extents these perceptions of the respondents' affect ELT were presented. The respondents' were asked to select the five Linkert scales that show their level of agreement. These level of agreement were represented from 1-5. Strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5)

Table 6: Perception of supervisors and English Language Teachers' towards supervision

Respondents analysis											
No	Items	Respondents’		5	4	3	2	1	X	OVX	SD
1	Includes sharing mutual responsibilities and participation between the teacher and the supervisor is done with the aim of control, rather than improvement	Teachers’	f	55	19	6	---	---	4.61	4.24	0.62
			%	68.8	23.7	7.5	---	---			
		Supervisors’	f	2	9	4	---	---	3.87		0.64
			%	13.3	60	26.7	---	---			
2	The current supervision guides us in problem-solving	Teachers’	F	---	---	9	22	49	1.5	2.28	0.69
			%	---	---	11.3	27.4	61.3			
		Supervisors’	f	---	6	4	5	---	3.07		0.88
			%	---	40	26.7	33.3	---			
3	The role of supervision is clear for me	Teachers’	f	---	10	43	---	27	2.45	3.62	0.92
			%	---	12.5	53.8	---	33.7			
		Supervisors’	f	12	3	---	---	---	4.8		0.41
			%	80	20	---	---	---			
4	The current supervision is more or less “looking for errors”	Teachers’	f	37	28	15	---	---	4.27		0.76
			%	46.2	35	18.8	---	---			
		Supervisors’	f	---	---	9	4	2	2.47		0.74
			%	---	---	60	26.7	13.3			
5	The current supervision is authoritative rather than democratic.	Teachers’	f	32	25	23	---	---	4.11	3.09	0.82
			%	40	31.3	28.7	---	---			
		Supervisors’	f	---	---	4	8	3	2.07		0.7
			%	---	---	26.7	53.3	20			
6	The current supervision is judgmental rather than a collaborative process.	Teachers’	f	47	25	8	---	---	4.48	4.2	0.67
			%	58.8	31.2	10	---	---			
		Supervisors’	f	3	8	4	---	---	3.93		0.7
			%	20	53.3	26.7	---	---			
7	Supervision creates fear and excitement on teachers.	Teachers’	f	22	39	19	---	---	4.03	4.31	0.72
			%	27.5	48.8	23.7	---	---			
		Supervisors’	f	9	6	---	---	---	4.60		0.5
			%	60	40	---	---	---			
8	Supervisors focus mostly on the teacher.	Teachers’	f	55	21	4	---	---	4.63	4.21	0.57
			%	68.7	26.3	5	---	---			
		Supervisors’	f	5	2	8	---	---	3.80		0.91
			%	33.4	13.3	53.3	---	---			

As shown in table 6, the attitude or perception of English language teachers towards the role of instructional supervision or supervisors mattered in enhancing on professional development of English language teachers. The above table presented the extent to which these perceptions had impact. The respondents' were asked to select the five Linkert scales which show their level or agreement.

As shown in table 6 items 1, the respondents were asked to what extent they agreed towards the aim of instructional supervision in sharing mutual responsibilities and participation in the focus of controlling rather than improvement. 68.8% of ELT teachers' and 13.3% of instructional supervisors' were ranked "strongly agree". 23.7% of ELT teachers and 60% of instructional supervisors' marked "agree" to the issue of the instructional supervision process is to control rather than improving the level of English language teachers' profession. The rest of the respondents indicated "undecided" which were ELT teachers were 7.5% and instructional supervisions were 26.7%. The mean value and standard deviation of the question that was raised to the teachers' and instructional supervisors were found to be ($X=4.61$, $SD= 0.62$) and ($X=3.87$, $SD= 0.64$) respectively. The overall $X=4.24$, from this it can be concluded that both respondents' agree with the point. Therefore based on the overall score value, it can be concluded instructional supervision should be to assist or facilitate to improve teachers profession instead of control.

Bailey (2006) depicts supervision as a collaborative and developmental process where a teacher and supervisor are supposed to form a relationship based on co-agency functions in an actual school setting. This is unlike the traditional model of supervision that positions supervisors as experts, and teachers "as passive recipients of transmitted knowledge rather than active participants in the construction of meaning ... and which does not take into account the thinking or decision-making of teachers" (Crandall, 2000, p. 35).

As shown in table 6 items 2, respondents were asked about the current supervision in the guidance of problem solving 61.3% of ELT teachers ranked "strongly disagree" but on the contrary 40% of instructional supervisors ranked "agree". 27.4% of ELT teachers and 33.3% of instructional supervisors marked "disagree". The rest of respondents those are 11.3% of teachers and 26.7% of instructional supervisors indicated "undecided". The mean value and standard deviation of the item was found to be ($X=1.5$, $SD= 0.69$) of the teachers' respondents and

($X=3.07$, $SD= 0.88$) of instructional supervisors respondents. The overall score value of the mean was (OVX) 2.28. Based on this, it can be concluded that respondents don't agree supervision guides in problem solving in ELT.

Carron (1998) suggests that teaching is a problem-solving process, so sharing of ideas between the teacher and the supervisor is a necessary condition. In collaborative supervision, while addressing a problem in the teacher's classroom teaching, the teacher and the supervisor work together. They create a hypothesis, experiment, and implement strategies that appear to offer a reasonable solution to the problem under consideration.

The beginning of each lesson provides the challenge of how to change the focus of students' attention from previous classes or discussions with friends to the objective of the lesson. The importance of eliciting appropriate associations prior to presenting a lesson can be found in research on positive transfer and advanced organizers which expected from instructional supervisors to perform as much as they can to enhance teaching (Bransford& Johnson, 1972; Emmer & Evertson, 1979).

As shown in table 6 items 3, asked whether the role of instructional supervision is clear for the sampled English language teachers and instructional supervisors. In this issue, 53.8% of teachers ranked "undecided" on the contrary 80% of instructional supervisors ranked "strongly agree" 12.5% of ELT teachers and 20% of instructional supervisors ranked "agree". The rest of teacher respondents' which was 33.7% marked "strongly disagree". The mean value and standard deviation of the sampled teachers' and instructional supervisors' were found to be ($X=2.45$, $SD= 0.92$) and ($X=4.80$, $SD= 0.41$) respectively. The overall $X=3.62$, it implied that respondents' agree that it is clear for them. But when we see the percentage it can't be forgotten that the majority of the teachers ranked undecided which shows it needs more work for ELT teachers to for the necessary instructional supervision.

As shown in table 6 item 4, asked for the purpose of the current supervision is for looking error rather than facilitating and enhancing the professional development of ELT teachers 46.2% of the teachers ranked "strongly agree" but on the contrary 60% of instructional supervisors were not able to decide so they marked "undecided", the same 18.8% of teachers also marked "undecided". The rest of teacher respondents ranked "agree" which was 35% and the rest of

instructional supervisors that were 26.7% and 13.3% marked “disagree” and “strongly disagree” respectively. The mean value and standard deviation of the teacher and instructional supervisors were found to be ($X=4.27$, $SD= 0.76$) and ($X= 2.47$ and $SD= 0.74$) respectively. The overall $X=3.37$, it indicates that respondents were not able to decide in the issue.

As shown in table 6 item 5, respondents asked their view on the activities of instructional supervision carried out by supervisors’ intention was autocratic rather than democratic. Regarding this, 40% of teachers’ respondents ranked “strongly agree”, but on the contrary 53.3% of instructional supervisors “disagree” to the issue 28.7% of the teachers’ and 26.7% of supervisors marked “undecided”. The rest of the respondents which was 31.3% of teachers ranked “agree” in the contrary 20% of supervisors ranked “strongly disagree”. The mean value and standard deviation of the question was found to be ($X=4.11$, $SD= 0.82$) of the teachers and ($X=2.07$, $SD= 0.70$) of instructional supervisors. The overall score of the both respondents of mean value was ($OVX= 3.09$). Based on this it can be concluded that the respondents are in the two extreme positions which were ELT. Teachers believed it is authoritative but instructional supervisors believed the process is democratic. The researcher asked same question in Item 6, instructional supervisors agree to the issue of instructional supervision process is judgmental so in this case it can be said that supervision is authoritative in the process even if the overall “X” shows it can be undecided.

As shown in table 6 item 6, deals with the instructional supervision are judgmental rather than a collaborative process. In this issue, 58.8% of teachers and 20% of instructional supervisors ranked “strongly agree”. 31.2% of teacher and 53.3% of supervisors marked “agree”. The rest of teacher and supervisors that was 10% and 26.7% respectively marked “undecided”. The mean value and standard deviation of both teachers and supervisors were found to be ($X=4.48$, $SD= 0.6$) and ($X=3.93$, $SD= 0.70$) respectively. The overall $X=4.20$, shows that both respondents agree to the term of instructional supervision is judgmental rather than a collaborative process. Based on this, it can be concluded that the current supervision practices need to be revised.

As shown in table 6 item 7, the respondents asked whether instructional supervision creates fear and excitement in teachers. In this issue 27.5% of teacher respondents and 60% of instructional supervisors ranked “strongly agree”. 48.8% of teachers and 40% of supervisors marked “agree”.

The rest of teacher respondents ranked “undecided” which was 23.7%. The mean value and standard deviation of both teachers and supervisors were found to be ($X=4.03$, $SD= 0.72$) and ($X=4.60$, $SD= 0.50$) respectively. The overall ($X=4.31$), it implies that both respondents agree that the process of instructional supervision creates fear and excitement to the teachers

As shown in table 6 item 8, the respondents were asked whether instructional supervision focus mostly on the teachers. In this issue, 68.7 of teachers and 33.4% of instructional supervisors ranked “strongly agree”. 26.3% of teachers and 13.3% of supervisors marked “agree”. The rest of respondents, the sampled teachers and supervisors that were 5% and 53.3% marked “undecided”. The mean value and standard deviation of both the teacher and supervisors were found to be ($X=4.63$, $SD= 0.57$) and ($X=3.8$, $SD =0.91$) respectively. The overall $X=4.21$, implies that both respondents agree to the issue of instructional supervision focuses mostly on the teacher.

4.4.2 Supervisors role on professional development

Professional development is basically ‘a solitary journey’; however, almost all teachers need assistance and support during that journey from colleagues or supervisors to enhance their own development. The table below shows to what extent instructional supervisors’ performs their role in order to develop ELT teachers’ profession. The respondents’ were asked to select the five Linkert scales that show their level of agreement. These level of agreement were represented from 1-5. Strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5).

Table 7: The role of supervisors on professional development of ELT teachers

Respondents analysis											
No	Items	Respondents’		5	4	3	2	1	X	OVX	SD
1	Increases our motivation and morale	Teachers’	f	---	6	33	41	---	2.56	2.41	0.63
			%	---	7.5	41.2	51.3	---			
		Supervisors’	f	---	---	8	3	4	2.27		0.88
			%	---	---	53.3	20	26.7			
2	Increased ELT teachers’ skill and practices	Teachers’	f	2	9	9	55	5	2.35	2.57	0.85
			%	2.5	11.2	11.2	68.8	6.3			
		Supervisors’	f	---	3	8	2	2	2.80		0.91
			%	---	20	53.4	13.3	13.3			
3	Helped ELT teachers’ to discover their shortcomings	Teachers’	f	---	3	33	35	9	2.37	3.05	0.73
			%	---	3.8	41.2	43.8	11.2			
		Supervisors’	f	---	2	7	6	---	2.73		0.71
			%	---	13.3	46.7	40	---			
4	Helped me to overcome instructional problems.	Teachers’	f	---	---	1	20	59	1.27	2.70	0.57
			%	---	---	1.3	25	73.7			
		Supervisors’	f	4	9	2	---	---	4.13		0.64
			%	26.7	60	13.3	---	---			
5	Encourage ELT teachers’ to go beyond the textbook	Teachers’	f	---	---	9	9	62	2.22	2.84	0.62
			%	---	---	11.2	11.2	77.5			
		Supervisors’	f	---	---	4	2	9	3.47		0.83
			%	---	---	26.7	13.3	60			
6	Supervision contributes to ELT	Teachers’	f	---	10	9	29	32	1.96	2.08	0.91
			%	---	12.5	11.2	36.3	40			
		Supervisors’	f	---	2	3	8	2	2.20		0.90
			%	---	13.3	20	55.4	13.3			

As shown in table 7 item 1, asked to whether instructional supervision increase ELT teachers' motivation and morale. Regarding this, 51.3% of teachers and 20% of supervisors ranked "disagree". 41.2% teachers and 53.3% of supervisors' ranked "undecided". The rest of respondents ranked different which was 7.5% ELT-teachers marked "agree" but on the contrary 26.7% of supervisors ranked "strongly disagree". The mean value and standard deviation of both respondents were found to be ($X=2.56$, $SD= 0.63$) and ($X= 2.27$, $SD= 0.88$) respectively. The overall ($X=2.41$, it implies that respondents disagree to the issue.

In line with this the information gathered through interview made with instructional supervisors confirmed that instructional supervisory didn't increase ELT teachers' motivation and morals. The reason respondents stated *"to boost motivation and morale of the ELT teachers need funds which we complained don't have enough budget"*. The other reason was there is no enough human power to the current supervision process. They said *"one supervisor should at least cover 200 teachers which brought over load works"*.

Motivation in school hinges on how satisfied or dissatisfied teachers are, with their jobs. Kyte (2001) observed that the idea and willingness of organizational members to work together towards the achievement of organizational goals is an essential characteristic of organization in general. It is only through highly motivated faculty that educational organization can facilitate student learning in certain directions since the instructional supervisory role system interacts with teaching behavior system, it is assumed therefore, and one outcome of the interaction would be the enhancement of motivation of teachers through the instructional supervisory role performance of school principals.

As shown in table 7 item 2, respondents asked whether instructional supervision increase ELT teachers' skill and practice in the teaching-learning process. 6.3% of teachers and 13.3% of supervisors ranked "strongly disagree". 68.8% of teachers and 13.3% of supervisors marked "disagree". 11.2% of teachers and 53.4% of instructional supervisors' ranked "undecided". The rest of both teachers and supervisors which were 11.2% and 20% respectively ranked "agree". Few ELT teachers respondent that was 2.5 marked "strongly agree" that was slow sampled of ELT teachers. The mean value and standard deviation of both teachers and supervisors were

found to be ($X=2.35$, $SD= 0.85$) and ($X=2.80$, $SD= 0.91$) respectively. The overall $X= 257$, it implies that respondents were unable to decide.

In line with this information gathered through interview made with WIS also confirmed that the process of instructional supervision didn't increase ELT teachers' skill and practices. One of the respondent stated the reason, "*We are assigned for all subject teachers, so we can't give special attention for one subject teachers. We treated all subject equally and after our help without discrimination*". The few respondents also explain "*we have different qualification which is not related to ELT so we focused only the methodology or instruction system*".

Instructional supervisors cannot ignore professional growth of ELT teachers as it raises the educational standards, which revolves around the issue of providing equal and sufficient opportunities for everybody (Hargreaves & Fullan, 1992), so the supervisors' need to continually equip teachers with the knowledge and skills to improve efficient opportunities for students. Moreover, the nature of teaching demands that the teachers engage in career –long professional development (Day, 1999) as teaching expertise does mature over the span of a career .

As shown in table 7 item 3, the respondents asked whether instructional supervision help ELT. Teachers to discover their short comings 43% of teachers and 40% of supervisors rated "disagree". 41.2% of teachers and 46.7% of supervisors ranked "undecided". 3.8% of teachers and 13.3% of supervisors rated "agree". The rest of very few teachers respondents marked "strongly disagree" that was 11.2% of the sampled respondents. The mean value and standard deviation of both teachers and supervisors were found to be ($X=2.37$, $SD= 0.73$) and ($X=2.73$, $SD= 0.71$) respectively. The overall $X=3.05$, implies that it can't be decided other they agree or disagree to the issue.

Mette et al., (2017) found in the study that supervision is very important to discover teachers' shortcomings and improve teachers' classroom instruction and it also relates to students' achievement. Another study conducted by Hismangolu (2013) confirmed that supervision program helps teacher design a more effective teaching and learning process. ...

As shown in table 7 item 4, the respondents asked their perception towards instructional supervisors support to overcome instructional problem that ELT-teachers faced. From the study,

73.7% of teacher respondents rate “strongly disagree”. In contrary 26.7% of supervisors rated “strongly disagree” which was the opposite answer from the ELT teachers, 25% of teachers ranked “disagree” but 60% of supervisors ranked “agree”. 1.3% of teachers and 13.3% of supervisors marked “undecided”. The mean value and standard deviation of both teachers and supervisors were found to be ($X=1.27$, $SD= 0.57$) and ($X=4.13$, $SD= 0.64$) respectively. The overall ($X=2.70$) implied that it cannot be decided to the issue of instructional supervision help ELT teachers overcome instructional problem.

As shown in table 7 item 5, the sampled respondents asked whether instructional supervisors encourage ELT teachers to go beyond the textbook. Regarding this, 77.5% of teachers and 60% of supervisions rated “strongly disagree”, 11.2 % of teachers and 13.3% of supervisory ranked “disagree”. The rest of both teacher and supervisors those were 11.2% and 26.7% respectively rated “undecided”. The mean value and standard deviation of both teachers and supervisors’ were found to be ($X=2.22$, $SD= 0.62$) and ($X= 3.47$, $SD= 0.83$) respectively. The overall $X=2.84$ implied that respondents were disagree to the issue.

In line with this, the information gathered through interview made with WIS confirmed that they don’t encourage ELT teachers to go beyond the textbook. Some of supervisors say *“our main task to ensure the content designed by MOE is going according to the time table. Even if we gave them the opportunity, we don’t think they use it properly.”* Few says that it doesn’t mean the teacher has academic freedom but our check list is says weather they goes according to the plan or not so it contradict with this issue.

As shown in table 7 item 6, respondents asked whether instructional supervision contributes to ELT. 40% of teachers and 13.3% of supervisors rated “strongly disagree”. 36.3% of teachers and 55.4% of supervisors “disagree” to the issue. 11.2% of teachers and 20% of supervisors’ ranked “undecided”. The rest of teacher and supervisors respondents which were 12.5% and 13.3% respectively marked “agree”. The mean value and standard deviation of both teachers and supervisors were found to be ($X=1.96$, $SD= 0.91$) and ($X=2.20$, $SD= 0.90$) respectively. The overall $X=2.08$ implied that both respondents disagree to the issue.

In line which this, the information gathered through interview made WIS ensured that it doesn’t contribute enough to English language teaching. Most of respondents, gave a reason *“we work*

for all subject so it is difficult to give special attention for one subject”. Even if they wanted their qualification is an obstacle because they came from different professions.

4.4.3 Extent of instructional supervision role in enhancing ELT

The research questions sought to establish the extent in which instructional supervisors’ carryout their role in enhancing the teaching-learning process of ELT. Table 6, focused on the role of instructional supervision enhancing ELT. Respondents’ were instructional supervisors’ and ELT-teachers’. Hismangolu (2010), put it English Language Teaching (ELT) has its own progress and is highly demanding due to several reasons, which implies that supervisors and English language teachers are to keep up with the novel innovations and recent changes in this field. And as cited in (Bailey, Curtis and Nunan, 2001), staying abreast of the rapidly evolving field of ELT is a valid reason for participating in the enhancement of English language teaching. The level of how often the activities carried out by woredas instructional supervisors were represented from 1-5: always (5), usually (4), sometimes (3), rarely (2) and never (1).

Table 8: Role of supervision in enhancing ELT

Respondents analysis											
No	Items	Respondents’		5	4	3	2	1	X	OVX	SD
1	provides educational materials and assists in our courses	Teachers’	F	---	---	10	11	59	1.39	2.39	0.70
			%	---	---	12.5	13.8	73.7			
		Supervisors’	F	6	4	3	2	---	3.39		0.91
			%	40	26.7	20	13.3	---			
2	ELT teachers’ can benefit from instructional supervision.	Teachers’	F	---	---	44	27	9	2.44	2.85	0.69
			%	---	---	55	33.8	11.2			
		Supervisors’	F	---	6	7	2	---	3.27		0.7
			%	---	40	46.7	13.3	---			
3	Supervisors provide or assist professional activities for teachers	Teachers’	F	---	17	2	22	39	1.96	3.08	0.90
			%	---	21.3	2.5	27.5	48.7			
		Supervisors’	F	6	7	1	1	---	4.2		0.86
			%	40	46.6	6.7	6.7	---			
4	Helps the teachers in analyzing the units of English text books to find out whether they are suitable to achieve the general goals of the curriculum	Teachers’	F	---	5	4	20	51	1.54	2.87	0.85
			%	---	6.2	5	25	63.8			
		Supervisors’	F	6	7	1	1	---	4.2		0.86
			%	40	46.6	6.7	6.7	---			
5	Informs English language teachers of amendments inserted on the curriculum.	Teachers’	F	---	9	2	26	43	1.71	3.22	0.90
			%	---	11.2	2.5	32.5	53.8			
		Supervisors’	F			1	2	12	4.73		0.59
			%			6.7	13.3	80			
6	Co-operates with teachers in developing various techniques to enhance English language teaching.	Teachers’	F	---	12	23	30	15	2.40	2.90	0.90
			%	---	15	28.8	37.5	18.7			
		Supervisors’	F	1	6	6	2	---	3.40		0.82
			%	6.7	40	40	13.3	---			

As shown in table 8 item 1, the researcher obtained information from ELT-teachers' and supervisors' on their view of how often instructional supervisors' provides educational materials and assistance to the English subject. From the study 73.7% of teachers' rated "never", on the contrary 40% of instructional supervisors' rated "always". 13.8% of teachers' and 13.3% of supervisors' ranked "rarely". 12.5% of teachers' and 20% of supervisors' marked "sometimes" and the rest of instructional supervisors' that was 26.7% rated "usually". The mean value and standard deviation of both the teacher and instructional supervisors' were found to be ($X=1.39$, $SD=0.70$) and ($X=3.39$, $SD=0.91$) respectively. The overall $X= 2.39$, implied that instructional supervisors' rarely provides educational materials. Based on this it can be concluded that the process of instructional supervision needs to be revised to improve the teaching- learning process.

As shown in table 8 item 2, respondents' asked their view on how often ELT-teachers' benefit from being supervised. 11.2% of teachers' rated "never" on the contrary 40% of supervisors' "usually". 55% of teachers' and 46.7% of instructional supervisors' ranked "sometimes". The rest of both the teachers' and supervisors' marked "rarely" which was 33.8% and 13.3% respectively. The mean value and standard deviation of both teacher and supervisor respondents were found to be ($X= 2.44$, $SD = 0.70$) respectively. The overall $X= 2.85$ implied that ELT- teachers sometimes benefit from being supervised.

In line with this, the information gathered through interview made with WIS and school principals were also confirmed that ELT- teachers benefit from being supervised not frequently. Most school principals explained and gave reason to this was *"not all WIS have the knowhow or specialty regarding to the specific subject; which have an influence to the matter"*. Supervisors' also put the same reason and added that even *"if we wanted to benefit them fund is the other obstacle"*.

As shown in table 8 item 3, both respondents asked their view on how often instructional supervisors' provide or assist professional activities for ELT teachers'. 48.7% of teachers' rated "never" on the contrary 40% of supervisors' rated "always" which shows that both respondents answer were in the opposite side. 27.5% of teachers and 6.7% of supervisors' rated "rarely". 21.3% of teachers' and 46.6% of supervisors' marked "usually". The mean value and standard

deviation of both teacher and supervisor respondents' were found to be ($X=1.96$, $SD=0.90$) and ($X=4.20$, $SD=0.86$) respectively. The overall $X=3.08$ implied that supervisors' sometimes provide or assist professional activities for teachers'.

As shown in table 8 item 4, respondents' asked how often supervisors' help ELT-teachers in analyzing the units of English textbooks to find out whether they are suitable to achieve the general goal of the curriculum. 63.8% of teachers' rated "never" on the contrary 40% of supervisors' rated "always" which shows opposite view from teachers' response. 6.20% of teachers' and 46.6% of supervisors' marked "usually". 25% of teachers' and 6.7% of supervisors' indicated "rarely". The mean value and standard deviation of both teacher and supervisor respondents' were found to be ($X=1.54$, $SD=0.85$) and ($X=4.20$, $SD =0.86$) respectively. The overall $X = 2.85$ implied that both respondents believed instructional supervisors sometimes help ELT- teachers in analyzing the units.

As shown in table 8 item 5, deals with how often instructional supervisors inform English language teachers of amendments inserted in the curriculum. Regarding to this, 53.8% of teachers' and 80% of supervisors' rated "never". 32.5% of teachers' and 13.3% of supervisors marked "rarely" and the rest of teacher and supervisor respondents ranked "sometimes" that were 2.5% and 6.7% respectively. The mean value and standard deviation of both teacher and supervisor respondents were found to be ($X = 1.71$, $SD = 0.90$) and ($X = 4.73$, $SD = 0.59$) respectively. The overall ($X = 3.22$) implied that respondents believed supervisors sometimes inform ELT- teachers amendments inserted in the curriculum.

In line with this, the information obtained from interview with WIS confirmed that it is done sometimes. Most of the supervisors said *"we have budget problem and too much work is expected from us were the reason we are not performing effectively as much as expected from us"*.

As shown in table 8 item 6, respondents asked how often instructional supervisors co-operates with ELT- teachers in developing various techniques to enhance English language teaching. 28.8% of teachers and 40% of supervisors rated "sometimes". 15% of teachers and 40% of supervisors marked "usually". The rest of both teacher and supervisor respondents indicated different scale which were 18.7% of teachers marked "never" and 6.7% of supervisor marked "always". The mean value and standard deviation of both teacher and supervisor respondents were found to be ($X=2.40$, $SD=0.90$) and ($X=3.40$, $SD=0.82$) respectively. The overall $X= 2.90$ implied that supervisors sometimes co-operate with ELT-teachers.

4.4.4 How often instructional supervisors give emphasis for ELT

In order to enhance ELT there should be frequent relation and communication between English language teachers' and Woredas' instructional supervisors. The following table explains to what extent WIS observe English language teachers.

Table 9: To what extent instructional supervisors' give emphasis for ELT

Always (5), Usually (4), Sometimes (3), Rarely (2) and Never (1)

Respondents' analysis											
No	Items	Respondents'		5	4	3	2	1	X	OVX	SD
1	Supervision made contribution to enhance ELT.	Teacher s'	F	---	---	18	51	11	2.09	2.94	0.60
			%	---	---	22.5	63.8	13.7			
		Supervis ors'	F	3	6	6	---	---	3.80		0.77
			%	20	40	40	---	---			
2	How often there is a connection between supervision and ELT.	Teacher s'	F	---	10	59	11	----	3.01	3.74	0.51
			%	---	12.5	73.8	13.7	---			
		Supervis ors'	F	9	4	2	---	---	4.47		0.74
			%	60	26.7	13.3	---	---			
3	Instructional supervisors enhance ELT	Teacher s'	F	2	4	33	23	18	2.36	2.21	0.91
			%	2.5	5	41.3	28.7	22.5			
		Supervis ors'	F	---	---	6	4	5	2.07		0.88
			%	---	---	40	26.7	33.3			
4	Co -operates with the teachers in promoting student's positive attitudes towards learning English.	Teacher s'	F	---	14	25	32	9	3.15	3.14	0.61
			%	---	17.5	31.3	40	11.2			
		Supervis ors'	F	---	10	3	2	---	3.13		0.59
			%	---	66.7	20	13.3	---			

As shown in table 9 item 1, respondents were asked how often instructional supervisors contribute to enhance ELT. 22.5% of teachers and 40% of supervisors rated “sometimes”. 63.8% which was the most sampled of teachers marked “rarely” and few teacher respondents which were 13.7% indicated “never”. 40% of supervisors rated “usually” and 20% of supervisors also marked “always”. This indicated that both respondents have different view on the practice of instructional supervision towards enhancing ELT. The mean value and standard deviation of both teacher and supervisor respondents were found to be ($X=2.09$, $SD=0.60$) and ($X=3.80$, $SD=0.77$) respectively. The overall $X= 2.94$ implied that instructional supervisors just only sometimes put effort to enhance ELT.

In line with this, the information obtained from the interview with WIS and school principals stated that *“supervisors less contribute to enhance ELT because of many reasons. One of the reason is that supervisors came from different profession that had experience in teaching which some of them don’t have the specialty in the subject so they don’t know what it need”*. Some of the supervisor respondents also told *“we don’t have enough human power. The current supervision system ratio for supervisor is one supervisor for at least for two hundred teachers in any subject (1:200)”*.

As shown in table 9 item 2, respondents had been asked their view towards how often there is a connection between instructional supervision and ELT. 73.8% of teachers and 13.3% of supervisors rated “sometimes”. 12.5% of teachers and 26.7% of supervisors ranked “usually”. The rest of respondents’ answers vary each other. 13.7% of teachers marked “rarely”, but 60% supervisors marked “always”. The mean value and standard deviation of both teacher and supervisor respondents were found to be ($X=3.01$, $SD=0.51$) and ($X=4.47$, $SD=0.74$) respectively. The overall $X= 3.74$ implied that both respondents believed that supervisors usually have a connection with ELT. From the percentage of the respondents it can be seen that the respondents answer vary each other. This ensured by the researcher on the next item which was designed to cross check the answers to get a reliable answer.

As shown in table 9 item 3, deals with instructional supervision enhancing ELT. 22.5% of teachers and 33.3% of supervisors rated “never”; on the same issue, 28.7% of teachers and 26.7% of supervisors marked “rarely”. The rest of both teacher and supervisor respondents rated

sometimes that were 41.3% and 40% respectively. The mean value and standard deviation of both teacher and supervisor respondents were found to be ($X=2.36$, $SD=0.91$) and ($X=2.07$, $SD=0.88$) respectively. The overall $X= 2.21$ implied that both respondents believed supervisors rarely enhance ELT.

In line with this, the information obtained from the interview with WIS confirmed that some supervisors rarely enhance ELT. This is because they don't have a knowhow of the subject rather they have the knowhow of the methodology.

As shown in table 9 item 4, respondents were asked how often instructional supervisors co-operates with ELT-teachers in promoting students positive attitude towards learning English. 40% of teachers and 13.3% of supervisors rated "rarely". 31.3% of teachers and 20% of supervisors marked "sometimes". 17.5% of teachers and 66.7% of supervisors indicated "usually". The rest of teacher respondents that were 11.2% marked "never". The mean value and standard deviation of both teachers and supervisors were found to be ($X=3.15$, $SD=0.61$) and ($X=3.13$, $SD=0.59$) respectively. The overall $X= 3.14$ implied that respondents believed supervisors sometimes co-operates with teachers in promoting students positive attitudes towards learning English.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION OF THE FINDINGS

5.1 Introduction

This research on deals with Assessing the Role of Instructional Supervisors in enhancing the teaching-learning of ELT and professional development at Gulele sub-city government primary schools. The study was guided by three research Questions that sought to find out:

- What are the educational supervisors required roles in the development of ELT process?
- To what extent teachers and instructional supervisors perceived of the activities of instructional supervision to enhance the teaching-learning of ELT?
- What is the factual role played by instructional supervisors at government primary schools towards professional development of ELT teachers?

The literature reviewed showed that research has been carried out on variables of roles and responsibilities of supervisors in schools. Muoka (2007) studied on the role of principal's instructional supervision in public secondary schools while Baffour-Awuah (2011) conducted research on supervision of instruction in public primary schools. Gaziel (2007) conducted a study on re-examining the relationship between principal's instructional leadership and students' academic achievement in secondary schools. A study was carried out by Sabaitu and Ayandoja (2012) on the impact of instructional supervisory activities on students' academic performance in English. Tyagi (2010) examined how heads of government and private aided institutions feel about placing emphasis on providing instructional supervision for teachers.

In most studies variables that are related to instructional supervision have been done but there were limited studies that included role of supervision in enhancing specific subject in this case English language teaching. Although Dr. Ahmed Gumaa Siddiek (2012) conducted a study on "The Effective Role of Language Supervisor in the Enhancement of Foreign Language Education in Developing Countries" its study area was broad and not specified in which level and also its focus was all foreign language spoken in the developing country. The current study therefore, narrowed the variable into Gulele Sub-City and specified to the enhancement of ELT and to what extent instructional supervisors played their role.

5.2 Summary

An instructional supervision plays great role in the enhancement of English language teaching and learning process by giving continuous professional support to teachers, which in turn results in improved students learning and ELT. The purpose of this study was to assess the role of instructional supervisors in enhancing the teaching-learning of ELT and professional development of ELT teachers in Gulele sub-city government primary schools.

Descriptive survey design was employed to address the basic question raised. The subjects of the study were to be ELT teachers, primary school supervisors (WIS), and school principals. Primary sources of data were used and review of the related literature was also made to treat the basic questions. The researcher employed different instruments of data collection as they helped him to combine the strength and amend some of the inadequacies. Accordingly, questionnaires (closed ended questions) were used to collect data from supervisors and teachers. Interview made with WIS and school principals.

Based on this a total of 105 copies of questionnaires were distributed to 15 instructional supervisors and 90 teachers. The returned were 95 (94.44%) which comprised of 15 instructional supervisors and 80 teachers. The data obtained through questionnaire were tabulated and analyzed using percentage, mean, overall mean score and standard deviation. Whereas the data obtained through interview were analyzed qualitatively by using narration in line with the data obtained from closed ended questions. As a result the following findings were drawn from the analysis.

5.3 Summary of the Findings

5.3.1 Demographic information of the respondents

The demographic information of the respondents indicated that majority of them were males hence there was gender disparity in the distribution of the respondents. The findings indicated that majority of the ELT teachers were in their youthful age and were in need of instructional supervisors support through interview with Woredas' instructional supervisors. Plurality of the supervisors was above 30 years of age, thus they were found to have long experience to support and motivate ELT teachers in classroom instruction through their instructional supervisory roles.

Most teachers were young and aged between 20 and 29 years of age and needed direct supervision from WIS and school principals to help them improve their classroom instruction.

5.3.2 Instructional supervisors qualification

All of instructional supervisors have educational qualification in teaching, but most of them are specialized in different subjects. The supervisors were not qualified for a specific subject in this case most of them were not graduated in English language teaching. The study further showed that supervisors, teachers and principals were qualified teachers with bachelor of education degree with a few instructional supervisors having master's in education. With the long teaching experience that the principals were found to have, they were expected to have better conceptual, technical and human relation skills to handle instructional supervisory roles in order to positively influence students' academic achievement.

5.3.3 Supervisors practice

Supervisory practices for sharing mutual responsibilities and participation between the teacher and the supervisor is done with the aim of control, rather than improvement both respondents agreed to the issue. This is because of supervisors believed that their main role is to control what the teachers do in the classrooms.

In particular, the language teachers believe that educational supervisors attempt to detect teachers' mistakes in classrooms, focusing mainly on control, as in the first stage of supervision lasting till 1860s (Daresh, 2001). Also, they regard the supervisors as people who look at their job performance in a judgmental way. This situation shows that educational supervision does not extend beyond the traditional notion of supervision that evokes the sense of forcing them to prescribe to a specific educational philosophy which will lead to a less desirable effect on the teaching process. Instead, educational supervision should provide the teachers with adequate support to encourage them to develop their own ways and means for using their own capabilities that will create a culture of collaboration or community of practice (Sergiovanni, 1998).

5.3.4 Perception of supervisors and English Language Teachers' towards supervision.

Regarding to this, the findings revealed that both respondents agreed their perceptions about supervision are not good because of many reasons:

Supervisors complain that the responsibilities given to them about the training are too much, that they are not authorized to fulfill these responsibilities and that for this reason they are not able to assist the improving of the training system.

Principals and teacher do not have a positive perception about the supervisors. Principals and teachers perceive the supervisors as persons who constantly look for mistakes, don't see the good and nice behaviors, do not listen to the other persons, expect their own rights to be accepted by others, try to give punishments when a mistake is determined, incompetent, and affectless as they do not improve themselves, and as persons of whom they should be beware, who are not open to criticism, who believe that they know everything, strict, and who believe that their duty is follow up the implementation of the rules.

According to the findings of this research to present how primary education supervisors are perceived by themselves, school principals and teacher and if there are differences between the perceptions of the source groups; the perceptions of instructional supervisors, school principals and ELT teachers about supervision and the perception of supervisors about themselves are different. Supervisors see themselves as people who are knowledgeable, help employees in education, who make their jobs easier. But some supervisors think their job as control based on authorization and reporting. On the other hand, school principals and teachers think the supervisor as a person who always looks for a mistake employees made, who tries to use their competency rather than effect, who does not renew themselves and who thinks their job is to follow the rules. This perception shows that school principals and teachers try to defend themselves against a supervisor who is looking for mistakes and that they seem to cooperate against the supervisor.

According to this, it can be said that supervision system in the structure of today is far from realizing its aim and works inefficiently and that a system without a supervision system could be more productive. Because whatever the source of the differences of perceptions between school

principals and teachers and supervisors is, negative perceptions of school principals and teachers make it difficult for the groups to cooperate. A supervision structure where the sides do not cooperate cannot be successful. According to this result, it can be said that supervision structure in Ethiopia needs radical changes. Maybe first change could be changing the supervision from being made obligatory annually to only when the school principals and teachers need.

The supervisor is an "ideal person" who leads people to think about new methods for doing something. They have to research in order to convey all valuable attitudes and answer all the seemingly unanswerable problems faced by the employees. The supervisor, who assists the teacher, can be effective in a participating and democratic environment where each member is deemed valuable. The supervisor needs to be receptive to change and ensure continuous improvement (Hismanoglu, 2010).

Supervisors, according to their own perception, with regard to their personal qualities, are people who are informed on teaching and education, have superior opinions compared to other employees, sharing their information with instructors and school managers, guiding employees, assisting them on their duties and facilitating their jobs. With this perception it can be said that they see themselves as “an ideal person” according to (Hismanoglu, 2010).

5.3.5 Teachers’ and instructional supervisors’ perception towards the practice of supervision for professional development of the ELT teacher.

There was a high level of agreement with the statement that supervision contributed to the professional development of the teachers. However, results showed that there was a less clear connection between the supervision they received and their professional development. Teachers expressed their view that supervisors did not always have the experience, knowledge, and ability to provide effective feedback and select professional development activities for teachers. Their responses indicated that beginning teachers should have the opportunity to choose their professional development activities. The need for a more purposeful professional development aimed at the individual needs of teachers was expressed. The teachers agreed or expressed a neutral point of view about the fact that their classroom instruction improved because of supervision. They also felt that the majority of beginning teachers did not participate in professional development activities as a result of supervision. The correlation analysis revealed

that respondents would be more satisfied with the quality of supervision if they saw it directly connected with professional development activities.

The result revealed that to some extent they agreed it is not enough to enhance English language teachers professional development. This is because of many reasons: according to teachers, Woredas instructional supervisors are not specialized in English language teaching which was ensured in the study that implied if they don't have a knowhow, how they help ELT teachers to enhance their professional development. Supervisors' reason was budget problem and ELT teachers were bored and lack of interest, having dissatisfaction in their job, lack of knowledge and skill in researching and mainly misunderstanding of the concept of CPD and how to do it, lack of knowledge and skills in conducting action research are the major self-directed obstacles of professional development activities. Moreover, the burden of school activities, negative attitude of the community towards the teaching profession and unattractive salary force teachers to escape from the profession; instead of getting involved in different professional development activities.

The nature of professional development activities appears to be a matter of fact as they consist of 'one-shot' workshops aiming at teacher mastery of prescribed skills and knowledge (Clarke and Hollingsworth, 2002), which is regarded as a deficit approach (Fullan and Stiegelbauer, 1991; Miller, 1998; Robb, 2000) since teachers find these so-called workshops boring and irrelevant and claim to forget more than ninety percent of what they learn (Robb, 2000, p.5) but, as Sandholdz (2002) reports, this type of approach is precisely adopted in the majority of professional development programs. However, as Bush (1999) points out, overcoming these impediments or problems is not enough to provide effective professional development opportunities for teachers. What is needed by many teachers is ongoing support and guidance (Lind, 2007).

5.3.6 Instructional Supervisory Roles in the enhancement of ELT in primary Schools

Governments and individual persons realized this language role; therefore language education has flourished as a social activity and as an economic tool as well. In this respect, as Hismanoglu (2010), put it English Language Teaching (ELT) has its own progress and is highly demanding

due to several reasons, which implies that English language teachers are to keep up with the novel innovations and recent changes in this field.

In theory instructional supervisors are expected always orient new teaching staff in their schools as well as supervise curriculum timetabling, monitor students' academic progress and provide instructional learning materials.

However, the study registered lower ratings by instructional supervisors and ELT teachers on the role of instructional supervisors in the enhancement of ELT. It also emerged that although Woredas' instructional supervisors supervise teachers, they didn't apply it frequently because instructional supervisors are from different background such as general education, natural sciences and social sciences. These supervisors do not support English language teachers since they do not have the knowledge and skills in teaching English. The other reason was the over work load of supervisors.

5.4 Conclusion

The position of a supervisor gives advantages above and beyond that of a generalist teacher. The supervisor possesses specialized knowledge of language acquisition, materials, content, methodology, second language learning styles, and best practice knowledge Hismanoglu (2010). Content specific knowledge can help to articulate a program knowledgeably, provide specific information, ideas, methodology, and techniques to maintain and improve language programs. So the role of the modern supervisor is not to impart their expertise to supervisees but their role is to make change in the whole education process as they are the first man in the education arena. They are the middle ring between the organization at the administrative level and the teachers at the technical and practical level in the field. Supervisors can make considerable positive change in their supervisees, because they possess the core knowledge of the subject and the craftsmanship and the know-how to keep sustainable teaching and learning situations in their educational organization.

The study also revealed that supervisors lack skills, knowledge and expertise on how to supervise teachers and how to build their capacity. Supervisors lack experience in primary school English language teaching since they are from different background such as general education,

natural sciences and social sciences. These supervisors do not support English language teachers since they do not have the knowledge and skills in teaching English. However, the prime objectives of supervision are capacity building; supervisors are required to support teachers by giving trainings and workshops with regard to bridging the knowledge and skill gaps. The mismatch of the objective of supervision and lack of knowledge of supervisors contributed much for professional development obstacle.

The study also revealed that ELT teachers lack of interest, having dissatisfaction in their job, lack of knowledge and skill in researching and mainly misunderstanding of the concept of CPD and how to do it, lack of knowledge and skills in conducting action research are the major self-directed obstacles of professional development activities. Moreover, the burden of school activities, negative attitude of the community towards the teaching profession and unattractive salary force teachers to escape from the profession; instead of getting involved in different professional development activities.

Teachers indicated that they do not receive a good quality of instructional supervision. Supervision received by teachers did not support teachers' growth and professional development. Data analysis revealed that there were gap between actual and expected instructional supervision practice. Current supervision received by teachers still below teachers' expectations. It indicated that teachers want supervisors to improve the way they conducted instructional supervision. From six dimensions of supervision practice which are referred to in research literature, the highest gap was found at dimension of professional development.

5.5 Recommendations

- Supervisors' should have specific professional qualification in each subject on this case in English to enhance ELT. In secondary school supervisors are assigned the right man in each subject. It means a qualified supervisor graduated in English language teaching only supervise English language teachers.
- Woredas' instructional supervisors and principals should give priority to improve instructional supervision process and instructional supervision should be carried out continuously in the school.

- ELT teachers and WIS should stay knowledgeable about the development of English language learning materials by publishers and others, as well as supervising the selection and acquisition of appropriate textbooks, supplementary materials, and technology.
- Government through the Ministry of Education should organize training programs for ELT teachers on the need for effective instructional supervision in order to enhance teachers' role effectiveness.
- All the supervisory staff and ELT teachers should develop positive attitudes towards supervision of teachers.
- Supervisors' workload should be reduced or decentralized to provide sufficient time to participate effectively in their instructional supervisory roles.
- Supervisors should have high professional qualifications and a superior knowledge about curriculum and instructional supervision so as to be better role models and to provide expert leadership in all areas of the school program to their teachers and pupils.
- All the supervisory staff should maintain and use instructional supervision reports to improve the teaching-learning process and professional development of ELT teachers.
- The government should provide more funds to schools to expand physical facilities and human resources which will in turn improve supervision.
- Supervisors should work with teachers on improving methods, techniques, and skills through professional development for enhancement of ELT based on research.
- WIS should collaborate with ELT teachers to promote instructional consistency and shared direction and with colleagues in other content areas on interdisciplinary curriculum and staff development.

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Appendix A-

A Questionnaire to be completed by English Language primary school teachers

ADDIS ABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION

Dear teacher,

This questionnaire is designed to gather data for a master degree research entitled “Supervisors Role in Enhancing the Teaching-Learning of ELT and ELT teachers professional development :Gulele Sub-city Government Primary School in Focus” .Your responses will be completely anonymous or are kept confidential and used only for academic purposes. I am grateful to you for taking your time and fill-in this questionnaire. This Master’s Degree research will provide insight hopefully into the current instructional supervision role on government primary school on the enhancement of ELT. No matter how cautious it is, this study will not achieve its objectives without your assistance. Hence, I kindly request you to genuinely fill out and return the questionnaire.

Note

1. No need of writing your name or putting signature
2. Please give your responses to the alternatives in each table by putting “X” mark
3. You are kindly requested to give responses to the open-ended questions by writing

Thank you in advance for your kind cooperation!

The Researcher

Part one: Personal Information/Demographic Data

1.1. Woreda_____School_____

1.2. Your current position:

- | | |
|-------------------|--------------------|
| 1. Teaching only | 3. Supervisor |
| 2. Vice principal | 4. Department head |

1.3. Your educational qualification:

- | | |
|------------|---------------|
| 1. Diploma | 3. M.A/MSc |
| 2. BA/BSc | 4. Other_____ |

1.4. Sex:

- | | |
|---------|-----------|
| 1. Male | 2. Female |
|---------|-----------|

1.5. Age:

- | | | |
|----------|----------|-------|
| 1. < 30 | 3.36-41 | 5.>47 |
| 2. 30-35 | 4. 42-47 | |

1.6. Total years of service in the school:

- | | | |
|---------|----------|---------------|
| 1. 1-5 | 3. 11-15 | 5. 21 & above |
| 2. 6-10 | 4. 16-20 | |

Part two: English Language Teachers' perception towards role of instructional supervision on the professional development of English Language Teachers

Section I: Perception of ELT teachers towards the role of instructional supervision.

This section examines the extent to which your perception on the role of instructional supervision towards your professional development. Hence, for the items given in each table, please respond by putting "X" mark under one of the given five alternatives. Indicate your degree of agreement using the following measurement scales: Strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5)

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. Including sharing mutual responsibilities and participation between the teacher and the supervisor is done with the aim of control, rather than improvement					
2. The current supervision guides us in problem-solving					
3. Increases our motivation and morale					
4. Increased ELT teachers' skill and practices					
5. Helped ELT teachers' to discover their shortcomings					
6. Helped me to overcome instructional problems.					
7. The role of supervision is clear for me					
8. Encourage ELT teachers' to go beyond the textbook					
9. The current supervision is more or less "looking for errors"					
10. Is authoritative rather than democratic					
11. Is judgmental rather than a collaborative process					

12.createsfear and excitement in teachers					
13.focuses mostly on the teacher					
14.Supervision contributes to the ELT					

Section II: Questionnaire for ELT teachers regarding to the activities carried out by instructional supervisors to enhance English Language Teaching

The supervision of instruction by the worded as' supervisors is among his or her role as an instructional leader is to enhance the teaching-learning process in this case on ELT. The following points are focusing on the role of instructional supervision enhancing ELT. Please respond by putting "X" mark and using the five measurement scales indicated below, which are a little bit different from the previous rating scales. Always (5), usually (4), sometimes (3), rarely (2) and never (1)

Items	Always	Usually	Sometimes	Rarely	Never
1.Supervision provides educational materials and assists in our courses					
2.Supervision made contribution to enhance ELT					
3.There is a clear connection between supervision and ELT.					
4.Instructional supervisors enhance ELT					
5.ELT teachers' can benefit from instructional supervision.					
6.Supervisors have the knowledge and ability to select professional activities for teachers.					
7.Helps the teachers in analyzing the units of English text books to find out whether they are suitable to achieve the general goals of the curriculum.					

8. Supervisors inform English language teachers of amendments inserted on the curriculum.					
9. Supervisors co-operates with the teachers in promoting student's positives attitudes towards learning English.					
10. Supervisors co-operates with teachers in developing various techniques to enhance English language teaching.					

These questions were adapted from:-

- Dr. Ahmed Gumaa Siddiek
- Rajvir Singh Tyagi
- Sadoon Salih Muttar & Hayfaa Kadhim
- Mohamed and Mudawali Mudzofir

Appendix-B

A Questionnaire to be completed by primary school instructional supervisors'

ADDIS ABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION

Dear respondents,

The aim of the questionnaires and interviews are to assess issues related to assessing the role of instructional supervision on enhancing ELT and ELT teachers' professional development in primary schools of Gulele Sub-City. The information obtained from the respondents will help to suggest solutions to the problems encountered during the implementation of instructional supervision in the schools. The data obtained will be used for research purpose only.

Thank you in advance for your cooperation

The researcher

Part one

Personal Information/Demographic Data

1.1. Wereda_____School_____

1.2. Your current position:

1. Teaching only

3. Supervisor

2. Vice principal

4. Department head

1.3. Your educational qualification:

1. Diploma

3. M.A/MSc

2. BA/BSc

4. Other_____

1.4. Sex:

1. Male

2. Female

1.5. Age:

1. < 30

3. 36-41

5. >47

2. 30-35

4. 42-47

1.6. Total years of service in the school:

1. 1-5

3. 11-15

5. 21 & above

2. 6-10

4. 16-20

Part two: Questionnaire for instructional supervisors

Section one: These questionnaires are focus on the educational supervisors' role on the development of ELT teachers

	Always	Usually	Sometimes	Rarely	Never
1. Helps the English language teachers in determining the learning difficulties and reposing methods overcoming them.					
2.Co -operates with the teachers in promoting student's positives attitudes towards learning English					
3. Urges the principals to use various techniques to motivate the English language teachers in order to motivate their performance.					
4.Assists the teachers in preparing their lesson plan					
5. Holds meeting with school principal before and after caring out the classroom visit.					
6. Compels teachers to use specific techniques in teaching English.					
7.Concentrate on teachers' mistakes only					
8. Makes critical judgments and concentrate on ELT teachers' mistakes					
9. Encourage principals, vice principals, department heads and ELT teachers in planning and coordinating key activities of the school.					
10. Assist teachers to overcome academic problems of the school.					
11. Be a considerate to teachers' opinions.					

Section two:

Role of educational supervisors in the enhancement of ELT process

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. An important part of my job is to ensure ministry approved instructional approaches are explained to new teachers, and that more experienced teachers are using these approaches					
2. A main part of my job is to ensure that ELT skills of the staff are always improving					
3. An important part of my job is to ensure that ELT teachers are held accountable for the attainment of the learning goals.					
4. An important part of my job is to present new ideas to the ELT teachers' in a convincing way.					
5. An important part of my job is to resolve problems with the timetable and/or lesson planning.					
6. An important part of my job is to create an orderly atmosphere in the school					
7. Enhance the professional competence of principals, vice, principals' department heads and teachers by organizing workshops, seminars and symposium.					

8.Motivate teachers to upgrade and promote their knowledge by in – service programs					
9. Follow up that teachers are supplied with the necessary instructional materials.					
10.Help teachers to be acquainted with new instructional methodologies to promote quality of education					
11. Facilitate conditions for experience sharing among teachers.					
12. Motivate teachers to interpret the curriculum guides to promote classroom teaching-learning process.					

Section three:

Issues related to challenges that instructional supervisors faced in their attempt to enhance ELT.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1.There is insufficient man power in the zone or sub-city supervision departments to supervision practice.					
2.Teachers developed frustration on supervision practice due to inadequate communication skill of supervisors.					
3.Most teachers dislike to be supervised by zone or sub-city education office supervisors					

4.Teachers’ belief that supervisors are largely incompetent to their position					
5.Supervision is taken as “fault finding” rather than giving a supportive service by many stakeholders.					
6.ELT teachers’ don’t have smooth relations with instructional supervisors’					
7.Budget problem to organize seminar that intended to enhance ELT teachers.					

These questions were adapted from:-

- Dr. Ahmed Gumaa Siddiek
- Rajvir Singh Tyagi
- Sadoon Salih Muttar & Hayfaa Kadhim
- Mohamed and Mudawali Mudzofir

Appendix-C

Interview Guides for supervisors

Interview guides questions for woredas' instructional supervisors' in order to understand role of supervisors in the enhancement of ELT and professional development

Date: _____

Location: _____

Interview introduction

I am Esubalew Ayalew coming from Addis Ababa University.

I am collecting data on supervisors' role in enhancing the teaching-learning of ELT: Gulele sub-city government primary school in order to fulfill the objectives of the researcher study.

Can I ask you some questions about instructional supervision? Thank you for your eager participation.

Interview questions for supervisors

1. Do you think that supervision has a positive effect on the enhancement of English Language teaching? If no why? If yes how?
2. Do you inform ELT- teachers about amendments inserted in the curriculum? If no why? If yes how?
3. What are the challenges you face in the school?
4. Do you encourage ELT-teachers to go beyond the text book? Why?

Interview transcript

Interviewer: The researcher

Interviewee: Woredas' instructional supervisors

Interview Setting: Interview conducted in each instructional supervisor's office.

1. Do you think that supervision has a positive effect on the enhancement of English Language teaching? If no why? If yes how?

WIS 1: *No, it doesn't have a positive effect because we are giving service for all subjects and don't have enough time to give emphasis for a single subject.*

WIS 2: *No, because we came from different profession. Which means some of us graduated in EDPM, others graduated in different subject so how do we give a positive effect to enhance English?*

WIS 3: *No, because I don't have know-how on English subject. I am graduated in physics.*

WIS 4: *Yes. I show ELT-teachers the better way to achieve their goals. This is because I have a lot of experiences and graduated in this particular subject.*

WIS 5: *No, because I don't have know-how on English subject and also my duty is to ensure the contents are going according to the plan.*

2. Do you inform ELT- teachers about amendments inserted in the curriculum? If no why? If yes how?

WIS 1: *No, because I don't also know.*

WIS 2: *No, because this is not my duty.*

WIS 3: *No, this is because I don't think this is my responsibility.*

WIS 4: *No, because I don't think it is relevant.*

WIS 5: *No, because my job is to ensure teachers deliver what they plan based on Minister of Education.*

3. What are the challenges you face in the school?

WIS 1: *There are many challenges. To tell you some of them: bad attitudes of the teachers towards supervisors, budget problem and over work load.*

WIS 2: *The main challenge I face still now is the attitude of teachers towards supervisors.*

WIS 3: *During my work I faced many challenges; the first was the attitude of teachers and school principals and budget problem.*

WIS 4: *For me the challenge is how to give feedback for teachers because they wanted to hear always they are perfect.*

WIS 5: *The challenge I face is too much work which is expected from us.*

4. Do you encourage ELT-teachers to go beyond the text book? Why?

WIS 1: *No, because my duty is not to encourage teachers to go beyond the text book rather to ensure they are going on the time table.*

WIS 2: *No, because some teachers are irresponsible.*

WIS 3: *No, this is because my job is to control teachers for not going to beyond the textbook.*

WIS 4: *No, because I'm afraid some teachers misuse it.*

WIS 5: *No because I don't know if they are using the appropriate text for the children.*

Appendix-D

Interview guides for school principals

Interview questions for school principals' in order to understand role of supervisors in the enhancement of ELT and professional development

Date: _____

Location: _____

Interview introduction

I am Esubalew Ayalew coming from Addis Ababa University.

I am collecting data on supervisors' role in enhancing the teaching-learning of ELT: Gulele sub-city government primary school in order to fulfill the objectives of the researcher study.

Can I ask you some questions about instructional supervision? Thank you for your eager participation.

Interview questions for school principals

1. Do you think ELT-teachers are benefit from being supervised by WIS? If no why?
2. Do you think instructional supervisors made contribution to enhance ELT? If no why?
3. Is there any connection between current supervision and professional development? If yes how? If no why?

Interview transcript

Interviewer: The researcher

Interviewee: School principals

Interview Setting: Interview conducted in each principal school compound.

1. Do you think ELT-teachers are benefit from being supervised by WIS? If no why?

PSP 1: *No, they are not benefited because supervisors come to school to criticize.*

PSP 2: *No, because most of supervisors don't have know-how on the specific subject.*

PSP 3: *I don't think so, because most of the supervisors graduated in different.*

PSP 3: *No, because they have too much work.*

PSP 4: *In my view, they don't because supervisors have a budget problem which doesn't allow them to do more things.*

PSP 5: *No, because they are focusing on the teachers mistakes.*

PSP 6: *No, because there is no consistency on the supervision.*

PSP 7: *No, because there is no good connection between them.*

2. Do you think instructional supervisors made contribution to enhance ELT? If no why?

PSP 1: *No, because most of the supervisors don't have know-how for the particular subject English.*

PSP 2: *No, because supervisors focus on teachers not how to improve the teaching-learning process.*

PSP 3: *No, because supervisors focus on criticizing teachers.*

PSP 4: *No, because they are graduated in different field and only know the method.*

PSP 5: *No, because they focus on the methodology.*

PSP 6: *No, because they are more focus on paper work.*

PSP 7: *No, because supervisors think themselves as a controller rather than a facilitator.*

3. Is there any connection between current supervision and professional development? If yes how? If no why?

PSP 1: *No, because supervisors don't supervise consistently.*

PSP 2: *I think there is no connection because there is bad relation between supervisors and teachers.*

PSP 3: *No, because supervisors focus on the methodology and paper work.*

PSP 4: *No, because supervisors focus on criticism.*

PSP 5: *I don't think so because supervisors focus on teachers mistakes and criticize them rather than how to solve it.*

PSP 6: *No, because supervisors don't often prepare seminars which help teachers to enhance professional development.*

PSP 7: *I don't know.*