

Rethinking Foreign Language Supervision to Enhance Teachers' Professional Development, Trust and Self-esteem: Case Study of the Middle School Teachers of English

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Abstract

The present article aims to shed light on the roles that supervisors are supposed to play equipping supervisees with conceptual and intellectual base via which skills are derived and expressed into classroom practices. With regard to the crucial roles which supervisors are appointed for a beforehand preparation enabling them to carry out their visitation and evaluation responsibilities is more than necessary. Selected due to their seniority, leadership qualities and effectiveness as teachers, the new supervisory appointment requires a formal professional preparation since they are supposed to convey to others, through both description and discussion, what they accumulated throughout their professional career. Therein lies the main significance of the supervisors' roles in trying to accompany and guide the teachers while building their professional competence. This daunting task, in fact, necessitates the setting up of supervisor-teachers mutual and collaborative relationship to materialize and overcome obstacles and achieve the goals for which the idea of supervision initially emerged/originated.

Keywords: Supervision, humanistic Skills, Technical Skills,

ملخص:

يهدف هذا المقال إلى تسليط الضوء على الأدوار التي من المفترض أن يلعبها المشرفون لتزويد المعلمين بالقاعدة المفاهيمية والفكرية والتي عبرها تستمد المهارات وتجسد في الممارسات اليومية داخل القسم. وفيما يتعلق بالأدوار حاسمة والتي يتم تعيين المشرفين على أساسها يستلزم إعداد مسبقا لتمكينهم من القيام بالمسؤوليات الزيارة وتقييم. متقن حسب الأقدمية المهنية، والصفات القيادية وفعالية كمعلمين، فإن تعيين المشرف لهذه المهمة الجديدة يتطلب الإعداد المهني الرسمي لأنه من المفترض أن ينقل إلى الآخرين، سواء من خلال الوصف أو المناقشة، ما تراكت طوال حياتهم المهنية. بالتالي هنا يكمن المغزى الرئيسي لأدوار المشرفين التربويين في محاولة مرافقة وإرشاد المعلمين أثناء بناء كفاءتهم المهنية. في الواقع إنها مهمة شاقة، تتطلب إقامة علاقة ثقة وتعاون

واحترام متبادل بين المشرف والمعلمين للتغلب على العقبات وتحقيق الأهداف التي من أجلها نشأت فكرة المشرف.

الكلمات المفتاحية: الإشراف، المهارات الإنسانية، المهارات الفنية،

Introduction

The profession of language teacher supervisor is regarded as a fulcrum link in the educational system for the roles supervisors are supposed to accomplish. In fact, it is seen as one strategy for monitoring teaching and learning and enhancing quality and standards. Therefore, supervision is mainly concerned with the improvement of the standards and quality of education and should be assigned an integral part of the education system improvement. Generally speaking, teachers enter this supervisory profession as a promotion for their professional qualities such as experience, seniority and human rapport. Yet, rarely are supervisors suitably prepared for the new roles to play once in the field. Besides the lack of the appropriate training, supervisors are overburdened with a set of roles which, in a sense, make them overlook the overarching objectives they are initially hired for.

I. General Overview on the Supervisory Profession

I.1. Definition of Supervision

It is not straightforward, as most frequently believed, to assign an absolute definition to the concept of supervision. Gaining a very low level of popular acceptance, supervision generally causes discomfort to the supervisee public. In fact, a set of definitions was assigned to the profession of supervision. For Hazi a supervisor is *"any appropriately certified individual assigned with responsibility for the direction and guidance of the work of teaching staff members"* (1994: 199). Administratively, the responsibility of the supervisor is synonymous to evaluation (ibid). Supervisors assume the responsibility of middle-management position in the organizational chart, i.e., the supervisor is answerable to both the teachers and the administration. They observe what goes on in the teacher's classroom with a focus on what should be targeted aiming to improve instruction (Gebhard 1999a: 1). Similarly, Figueroa Rexac 2004, defines supervision as a process of guiding, directing and stimulating growth with the overall view of improving teaching and learning process better for the learner. According to Afianmagbon, supervision of instruction involves *"motivating the teacher to explore new instructional strategies to improved teaching and learning"*. (2007).

However, supervision is not only concerned with helping teachers to reach their full potential. It also requires the development of the 'negative eye' by providing unpleasant feedbacks, ensuring teachers' adherence and commitment to education policy, and sometimes laying off some employees. Thus, the relationship between them, the supervisor and the supervisees (teachers), is generally characterized by negative attitude, dissatisfaction and critics.

I.2. Supervisor-Teachers Relationship: Tension and Mistrust

The relationship between the supervisor and the teachers has always been overshadowed by conflicts and antipathy. Inspector-teacher relationships are modulated by their attitudes, negative experiences, and preconceived ideas that each and every one of them harbors. Supervisors feel and usually complain about their disappointment of teachers' inability and failure to follow requirements and instructions. Besides, the teacher-supervisor relationship is characterized by superior-subordinate attitude. They both nurse negative attitudes towards each other. Yet, teachers report that their supervisors harangue and intimidate them in front of the students. This may cause the teachers' aloofness, frustration, helplessness, hopelessness and isolation. A dynamic tension between supervisees and supervisors represents a challenge for supervisors and teachers alike. This prevailing relationship has even been called a "private cold war" (Blumberg 1980). This trend is by no means universal.

Several studies have demonstrated that supervisors who are empathic, warm and genuine develop more positive relationship with the supervisees, and they are more likely to be successful in attaining the anticipated objectives. But those who use a directive-confrontational behaviour only succeed in making the supervisees more resistant.

I.3. Supervisor's Multifarious Roles: Overlapping and Burdensome issues

The literature in connection with the profession of supervisor allows us to notice the various roles and their shift from purely judgmental and evaluative responsibility to development accompaniment of teachers. In this vein, Alfonso & al. summed this shift as follows: "*The task of supervision now is to refine the process of teaching and improve the effectiveness of the results of schooling.*" (1984: 17). They are to perform many tasks; instructional experts, diagnosticians, curriculum developers, clinical observation specialists and the managers of teaching and learning process (*ibidem* 16-17). All these tasks represent, in fact, a heavy burden for supervisors. They are compelled to carry out the aforementioned tasks at the detrimental of the overriding one that should primarily focus on the teachers' personal needs aiming to improve classroom performance, and at the same time learners' achievements. Some authors lament the set of responsibilities assigned to supervisors, and propose separating the supervisory role from other functions so that supervisors can concentrate their efforts on enhancing instruction.

In fact, the supervisors' roles have varied to a great extent across times. It is commonly acknowledged that the 21st century requires different survival competencies from those which have been preciously highly valued and taught in schools in the past decades. Thus, the third millennium supervisors and supervisees are meant to play a pivotal role in raising the education quality and learners' achievements.

I.4. Supervisory Skills: Necessary Predisposition

As the supervisory roles have changed, so have the skills of effective supervisors. In order to ensure effectiveness and quality of teachers' work, supervisors are compelled to develop their professional skills. The supervisory skills perceived as valuable depend partly on how the supervisors' role is foreseen and defined. It was in the 1970s and 1980s that researches in the field of supervision has witnessed unprecedented polarisation, with two factions of authors namely holistic, person-centred orientation and technical, scientifically based orientation.

I.4.1. Humanistic Skills: Focus on Human precursors

For Abrell, within the humanistic supervision, six key functions can be assigned to the supervisor:

1. *Assessing-diagnosing function: to help coworkers assess and diagnose their needs for the specific situation in which they are working.*
2. *Planning function: to assist colleagues in planning goals, objectives, and experiences that will produce maximum results.*
3. *Motivating functions: to help coworkers establish and maintain a climate that will precipitate the best in all parties.*
4. *Strategic function: to choose and use those strategies which will produce intended outcomes.*
5. *Resource function: to make available those resource persons and materials needed to accomplish objectives and carry out experiences.*
6. *Appraising or progress reporting function: to help those with whom one works to appraise and evaluate the results of their efforts to achieve goals....to assess the outcomes of a given set of experiences. (1974 213-214).*

According to Abrell, the supervisory function should rely heavily on the human aspects such as 'assistance', 'motivation', 'appraisal' to be successful and allow the attainment of the intended outcomes. Heeding teachers' affects and human features seems to be a necessary platform for a successful mobilisation of the supervisees. Yet, though of utmost factor, they remain insufficient to perform adequately what should be reached.

I.4.2. Technical Skills: Focus on Scientific Precursors

For Alfonso & al., advocators of the technical, scientifically-based orientation, the supervisory efficiency requires three skills: technical, human relations and managerial.

1. *The technical skill as the specialized knowledge and ability required to perform the primary tasks inherent in a particular supervisory position."(1984: 17)*
2. *The Human relations skill is the ability to work with people and motivate them so they will desire good performance." (ibid 18).*

3. *The managerial skill is the ability to make decisions and see relationships that are crucial to the organization or unit goals which the supervisor is responsible.*" (ibid).

Whereas the second faction of authors states that the supervisory functions should be founded on technical and managerial skills to enable supervisors function appropriately and successfully. In fact, the insightful mastery of these skills (technical and managerial) is a paramount conducive factor to the fulfillment of the supervisory functions.

Yet, either humanistic or technical approach to supervisory function requires supervisors' prior training to assume their responsibilities perfectly. Unfortunately, and in the view of most researchers, some supervisors received no training for professional roles and liabilities.

II. Supervisory Profession in the Algerian Context

In Algeria, the responsibility of the education system is vested to the Ministry of National Education (MNE). Supervision via inspection has long been and still is a major device employed by the MNE to monitor education quality. Among the factors of high quality education are the availability of well-trained and firmly motivated teachers, a conducive environment for the teaching/learning process, a well-thought and suitably-graded curriculum, and tools for evaluation. Yet, the attainment of the quality education cannot materialise without a close and regular accompaniment and supervision.

The pertinent question in connection with professional development of teachers of English in the Algerian context is how could Algerian teachers of English develop professionally? To answer this question we refer to the following quote by Bensemmane:

"How do teachers develop professionally in Algeria? It is usually through in-service training, which involves workshops, arranged fairly regularly, by higher institutions, (like the Ministry of Education), for experienced and less experienced teachers. In these meetings, there is traditionally an inspector (or occasionally a teacher-trainer), who hands over his experience (a new teaching or testing procedure, or presents a new course book) to teachers who are expected to implement them with their classes. But these workshops tend to put the teacher in a position of 'receiver' with little involvement on his part. Teachers have little opportunity to name the issues they wish to investigate, or to raise and reflect on problems, questions that they have themselves encountered. Could we say, then, that these meetings help teachers grow professionally?" (2001: 40)

The above quotation reflects the real situation of the Algerian teachers with regard to the professional growth. During the in-service training sessions, being implemented for professional development, they are generally reduced to mere passive receivers of the selected materials for them. Never could they choose the topics or issues they wish to deal with. To progress professionally, they should be meaningfully committed in the different steps of seminars from planning,

preparation to implementation. Doing so, they become empowered and involved in decision-making, thus gaining self-esteem and confidence.

II.1. Inspectoral Body: Categories and Missions

The supervisory functions are carried out by three categories of supervisors: Primary School Supervisors (PSS), Middle School Supervisors (MSS) and Secondary School Supervisors (SSS). Three different inspectoral bodies ensure supervisory inspections for the same roles. They generally visit teachers in their classrooms, evaluate their performance (classroom observation), provide feedback, and transcribe the classroom performance into official evaluative reports to be submitted to the local directorates. Besides, they plan and animate study days, seminars and workshops. They also supervise the conduct of various official examinations, their correction, the conception of the exam papers, and watch over the application of the education system instructions (syllabus contents, weekly hourly volume...). All in all, supervisors are supposed to advise, guide, reinvigorate, motivate, stimulate, improve, and monitor teachers expecting their cooperation so as to be successful in their classroom performance; teaching and managing.

II.2. Inspectoral Body: Recruitment and Training

Recruitment is done through a contest on the basis of eligibility criteria for participation. The nominees should meet the requirements of seniority, grade... to be admissible for the written examination. It is only after being successful at this first part of the contest that nominees can sit for the second one; oral test. The successful candidates should undergo a one-year or two-year training courses. The course structures consist of disciplinary, transversal and professional competences.

II.3. Assumptions underlying School Supervision

Supervision is built upon a set of surmises and ideas about schools that enhance the likelihood of innovation and creativity of new teaching materials. Many researches have been conducted in this vein to boost supervision mission and functions. Hargreaves and al. 1995 believe that supervision responds to the following underlying assumptions:

- *An effective and cost-effective method for improving schools;*
- *Leads to a set of recommendations which describe the main areas requiring improvements;*
- *Improvement of schools through supervision can be gauged from the extent to which the recommendations are implemented.*

In fact, supervision was initially implemented to shed light on the weaknesses relating to the education system and/or the teachers' implementation of the new changes and innovations. Supervisors' repetitive visitations should be perceived as a helpful process which seeks teachers' guidance and scaffolding towards classroom performance improvement, and decision-taking readjustment.

III. Field Work

To go beyond a mere description of the issue in connection with the supervisory tasks, the upcoming section is of an utmost importance since it is dedicated to the portrayal of the research tools, the process undertaken to collect and analyse the data to meet the hypotheses raised for the purpose. The procedure seeks to provide sound data for the sake of scientific validity.

III.1. Corpus, Participants and Data Collection

Based on a corpus of survey questionnaire directed to 30 middle school teachers (25 females and 5 males), the research aims to shed enough light on the impacts of the supervisory tasks on the teachers professional development, and allow the construct of an account in connection with the issue of the language teacher supervision. Teachers' perception of the current supervision might be one of the criteria to rethink it to enhance teachers' professional development.

III.2. The Objective behind the Questionnaire Use

The overriding objective of the data collected from the questionnaire, aiming to reflect on the supervisory tasks and their impact on the teachers' professional development, is to:

- Approach the supervisees' attitudes toward the classroom observation with much focus put on the supervisor's behaviour during the class performance, and post-observation feedback.
- Investigate the supervisor-supervisees relationship and its impact on the teaching/learning process.

III.3. The use of the Questionnaire Survey

Being regarded as a tool of an utmost importance, the questionnaire is chosen by the researcher aiming to collect the maximum data relating to a topic in a time record. It also enables us obtain a quantitative description of the issues in connection with the topic of research.

The questionnaire meant for the study conduct is arranged in connection to what we endeavour to exhibit transparency and clearness of the research paper. Grouped into three sections, the questionnaire consists of ten questions. They formulated to collect data about respondents' personal and professional aspects, their perceptions' and feelings towards supervision and supervisors, and finally their expectations and suggestions with regard to an appropriate supervision.

III.4. Data Analysis and Results

Thirty copies of the questionnaire were distributed to a randomly targeted sample to answer 10 open- and closed-ended questions. The data were tabulated and analysed. It is worthy to note that 83.33% of the teachers of English are females, with an age ranging from 22 to 35 years old. The overall average is around 28.33%. Besides being nearly totally feminised population, it is young. Table 1 summarises age variable.

Age	22		25		30		33		35		Overall average
Gender	N	%	N	%	N	%	N	%	N	%	
Females	8	25.26	3	10	4	13.33	8	26.66	2	6.66	28.2
Males	0	00	2	6.66	2	6.66	0	00	1	3.33	29
											28.33

Table 1: Respondents' age variable

The third question item deals with the teachers' graduation. Most of the respondents are university graduates, i.e., 20, whereas 10 teachers are ENS graduates. No teacher is ITE trained. Those coming from universities, representing two thirds, underwent a three-year training course. Yet, those graduated from ENS pursued a four-year training course. It is worth noting that only the third of the targeted teachers have received a training course preparing them for the profession of teaching. The rest of the teachers underwent three-year training course for BA degree which is not devoted to teaching. Besides, they underwent two different training paths for the same profession.

Training Route	Female	%	Male	%
ENS Graduates	10	33.33	00	00
University Grad	15	50	05	16.66

Table 2: The training routes and time duration

The fourth and fifth question items explore the teachers' professional status. The data reveal that all teachers are tenured and have been teaching for periods ranging from 5 to 10 years. It is worth mentioning that after being recruited, the neophyte teachers undergo one-year probationary period during which they work hard to meet the requirements and standards suitable for competent teacher; eligible for licensure.

	Number	%
Contract	00	00
Probationary	00	00
Tenured	30	100%

Table 3: The teachers' profession status

The sixth question item probes respondents' feeling toward supervision. The data disclose that most of the teachers (83.33%) feel anxious during supervision sessions. In fact, 25 of the EFL teachers recognise that they suffer much more when observed by their inspectors. Only 5 of them state that they feel less comfortable. Thus, they develop the lack of self-confidence to face their job with a sense of satisfaction and fulfillment.

During observation session, I feel.....

	Number	%
Anxious	25	83.33%
Less comfortable	05	16.66%

Comfortable	00	00
Confident	00	00
Less confident	18	60%

Table 4: teachers' feelings toward supervision sessions

The data in the table (7) below reflect teachers' perception of the supervisors' main objective behind classroom observations. From the supervisees' point of view, supervisors are mainly interested in inspecting and evaluating them. Hardly ever had they focused on mutual understanding and involvement. The overwhelming majority (27) feels that supervisors dominate the debates and leave no room the supervisees' involvement and collaboration. Besides, 96.66% of them say that supervisors are too judgmental and evaluative. Some studies reveal that supervision is still fault-finding by supervisors with a sense of superiority and supremacy.

The supervisor's behaviour is.....

	Strongly agree	Agree	No idea	Disagree	Strongly Disagree
Judgmental and evaluative	28 93.33%	02 06.66%	00	00	00
Prescriptive rather than descriptive	29 96.66%	01 03.33%	00	00	00
Authoritative rather than democratic	27 90%	03 10.00%	00	00	00
Democratic rather than authoritative	00	00	00	00	00
Heavily critical	26 86.66%	04 13.33%	00	00	00

Table 5: Teachers' perception of the supervisors' behaviours

The following question item (8) interpellates teachers about the supervision contribution in the professional development. According to the respondents' responses, it can be stated that the majority attest that supervision as currently conducted does not provide the appropriate guidance (70%) helping them improving their classroom performance. Contrariwise, supervision, being considered as the backbone of the in-service training (INSET) for professional development, has turned to be a source of de-motivation and self-confidence loss among teachers (78%).

Supervision, as currently conducted,

	Strongly agree	Agree	No idea	Disagree	Strongly Disagree
guides us in problem-solving.	00%	10%	0%	20%	70%
increases our motivation and morale (sense of team-	00%	00%	00%	20%	80%

work).					
made contribution to our professional growth and developments.	00%	00%	00%	30%	70%
increases my teaching skills and practice.	00%	00%	00%	25%	65%
helped me to discover my shortcomings and improve them.	00%	12%	00%	17%	71%
helped me to overcome instructional problems.	00%	10.5	00%	13%	76.5%
causes de-motivation and refutation.	78%	22%	00%	00%	00%

Table 6: Teachers' viewpoints about the advantages made out of supervision

The question item 9a is meant to gauge teachers' behaviour before, during and after being supervised. In order to ensure supervision effectiveness and pedagogical value, the phase prior to the classroom observation should create a favourable and cordial climate of collaboration, commitment and mutual understanding. Regrettably, the data, in table 7 below, demonstrate that the supervisees endure anxious experience which is, generally, fear and threat-tinged.

Prior to supervision,

	Strongly agree	Agree	No idea	Disagree	Strongly Disagree
I prefer that Supervisor checks my lesson plan before observing and discuss about it.	05 16.66%	03 10%	00	00	22 73.33%
Teachers should be observed unexpectedly.	07 23.33%	00	00	05 16.66%	18 60%
Unexpected observation shows real performance.	02 06.66%	05 16.66%	00	07 23.33%	16 53.33%
Teachers should be aware of observation criteria.	27 90%	02 06.66%	00	00	01 03.33%

Table 7: Teachers' viewpoints about the phase prior to supervision

The question item 9b is intended to disclose supervisees' behaviours during and after the classroom observation. The analysis of the data in table 8 indicates that a significant number of the supervisees (70%=n 21) feel uncomfortable because of the presence of the supervisor. Thus, they behave in disorderly manner. They try to perform with much appropriateness to cater for the supervisor's wishes (80%= n 24). The overwhelming majority (90% = n 27) of the targeted population fears bad grading and even dismissing. It is an attitude's

function of maximising rewarding and minimising punishments in guiding behaviour (Hewstone and Stroebe 2004: 242). By putting something of a show to impress supervisors, they fake the usual classroom facts, and therefore transgress the evaluation credibility. For the sake of increasing the supervisees' positive involvement and motivation, the post-observation feedback should be a dialogue rather than a monologue, i.e., the debate following any classroom observation should be collaboratively managed so as to increase supervisee's self-esteem and trust.

While performing, I do my best to...

	Strongly agree	Agree	No idea	Disagree	Strongly Disagree
please the supervisor's	70.00%	20.00%	00	00	10.00%
strive to show that I abide by the education policy.	80.00%	20.00%	00	00	00
Eschew bad grading and even being dismissed.	90.00%	10.00%	00	00	00

Table 8: Teachers' reaction during the classroom performance

The question item 9c seeks to expose the supervisees' reactions toward the supervisor's feedback. Only few teachers (20%=n 06) take into consideration the supervisor's comments seriously. The overwhelming majority, 83.33%, believe that the feedback is unsatisfactory and superficial. Thus most of them (83.33 n=25) resume their personal teaching style and put aside the recommendations put forward by the supervisor. Unconvinced and unsatisfied, most of the supervisees keep tightly to the familiar and routinist practices.

Generally speaking, teachers oftentimes align with their supervisors' viewpoints at the detrimental of their own views because they perceive him as an authority in teaching English as a foreign language (TEFL).

After classroom performance, I

	Strongly agree	Agree	No idea	Disagree	Strongly Disagree
take the comments seriously.	20.00%	00	00	53.33%	26.66%
try to apply the feedback to improve my classroom performance.	20.00%	00	00	40.00%	40.00%
notice that the feedback is unsatisfactory and superficial.	83.33%	06.66%	00	06.66%	03.33%
follow my teaching style and overlook the feedback content	50.00%	33.33%	00	06.66%	10.00%

Table 9: Teachers' post feedback reaction

The last question item (10) is to allow the supervisees to voice their expectations and aspirations. Being unsatisfied, the respondents suggest that supervision to be efficient and convincing should be adapted to the teaching and learning environment. The idyllic theories in connection with methods and techniques should be reviewed to cater with the Algerian context. No all what is well-said is systematically well-carried out.

Conclusion

Supervision is meant to add a value to the teachers' classroom performance, i.e., the teaching/learning process. Yet, this does not materialise if the supervisees are firmly entrenched behind their *habitus* [1] and refute any change. For the supervision to bring an alteration, the supervisees should be convinced rather than forced to embrace new methods and techniques on which they have no chance to debate and comment. Considered as the backbone, supervision is to determine the effectiveness of the educational system (Glickman, Gordon & Gordon 1995). Thus, "suitable supervision" encompasses activities that support, guide and inform supervisees of what should be done, and not a mere listing and highlighting of faults in the supervisees' performance. Accordingly, most teachers perceive the implementation of the supervision focuses mainly on depicting teachers' weaknesses. The 'one-size fits all' strategy does not work in all situations because each classroom performance is singular. Differently couched, each situation requires specific alterations so as to comply with the heterogeneities of the class, dealing with the reality of daily school life, not with simulated settings; it illuminates practices in the real world (McFaul & Cooper 1984: 5).

Referring to the data generated from the questionnaire survey, it can be concluded that most of the teachers of English seem to be pessimistic, portraying the current supervision as unsatisfactory and the supervisors as too much authoritative and bureaucratic. Meant for improving teachers' performance, supervision has, conversely, caused teachers' self-esteem and motivation loss. These negative impacts of supervision cause teachers' loss of respect for supervisors. The main reasons behind such attitudes are numerous such as supervisors' lack of expertise in the supervisory functions, and inaccurate diagnosis of the complex features specific to the foreign language teaching. To be fair and eschew burdening the supervisors with all defects and misfortunes of the teaching/learning process, some of the teachers have a share of the responsibility. In fact, they lack professional commitment. Besides, supervisors do not receive enough professional training enabling them to operate with ease and perfection.

[1] For Bourdieu P. the term "habitus" is the fact to socialize in traditional people, defining it summarizes as "settled arrangements system." It allows an individual to move in the social world and interpret it in a way that, on the one hand, is personal for him, that, on the other one, is common for members of social groups to which he belongs.

Thus, they intrinsically deal with the matter in a traditional way which can be summed up as positional authority. This entails in mistrust, lack of collaborative and constructive sense of work between supervisors and supervisees.

As a final note, therefore, the following questions could be put forward to stimulate further researches. How can supervisors-supervisees' reconciliation and communication be improved to help enhancing mutual understanding so as to impact on the education quality? What type of training do supervisors need to carry on their supervisory functions appropriately to cause improvement? What opportunities should be allotted to supervisees to experiment risk-taking, reflecting on their own practices for the purpose to improve them? The in-service training [2], a fulcrum device, should be exploited to investigate the discomforts and dismantle the puzzles which preclude the enhancement of the education quality. The themes of different meetings (study days, seminars, workshops, etc. should not be authoritatively selected and imposed by supervisors otherwise they would accommodate the supervisors' needs after all. An assumption regarding supervision is that without guidance, scaffolding and assistance teachers are not able to change or improve (Olivia & Pawlas 2004). For better or worse, teachers are the centerpiece of a successful quality education so much cherished in the contemporary society.

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[2] The term of "in-service training" refers to teachers who are already employed, as opposed to those who are completing their professional preparation. A further distinction is that the first two years of in-service employment are often referred to as the induction years, whereas teachers who have been working longer are thought of as "experienced".
Bailey, K.-M. 2006: 267

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