TEACHER EFFECTIVENESS IN EFL CLASSES THROUGH SUPERVISION

A MAJOR PROJECT
Submitted to the Faculty of Letters
AND THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
OF BILKENT UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS OF ARTS IN
THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

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Project Title: TEACHER EFFECTIVENESS IN EFL CLASSES THROUGH SUPERVISION

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AUGUST, 1989
I certify that I have read this major project and that in my opinion it is fully adequate, in scope and in quality, as a major project for the degree of Masters of Arts.

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1. INTRODUCTION

In Turkey the growing insistence for more effective language teaching—especially in English—has paralleled the increasing demands of society for foreign language learning. Among the changes that have already been in process, one example is evaluation of teacher effectiveness; also the increasing attention on pre-service and in-service teacher training programs is a result of the developing profession. As teaching also changes, a permanent criterion for effective teaching cannot be established, but teaching efficiency is still related to development of objective techniques. Teacher effectiveness is of great importance from the point of limited time devoted to teaching especially in EFL situations. In all cases the needs of society have had great effect on the corpus of ideas in language teaching. Foreign language teaching requires teacher effectiveness which is in the hands of the teacher.

In language teaching the strengths and applications of an idea rest mainly on the teachers and on the skills and knowledge they have received from their training. The teachers' willingness and ability to apply new ideas and to go outside their routine are often determined by what they are expected to do. The expectations are usually determined by
the degree to which the administrators desire to control their teachers and how the teachers are expected to perform in classes. The determination may either lead to conservatism in language teaching or to direct authorities improving teaching through training or through supervisory processes. The improvement of teaching requires the specialization of the role of a language teacher. The individual teacher will consider if an idea to be accepted fits into the teacher's schema of teaching. The role of the teacher can help us determine the weaknesses in foreign language teaching. Effectiveness is often considered in terms of the teacher's dynamic personality. In this study the opinions and practice of experts on teacher effectiveness in EFL situations are discussed from the perspectives mainly of supervision.

One of the most common beliefs for determining effectiveness is measuring student learning, though it should be seen unfair to judge teachers according to what the learners do or fail to do. Learner differences, students' previous knowledge, facilities of the professional environment, and test types may also play important roles in leading to some misinterpretations when an instructor is considered as more effective than another.

Like in all fields of education, the ways of judging
the effectiveness and quality of teaching are of great
dimportance in the field of language teaching. The
quality of what language teachers do or fail to do can
be determined by themselves.

The aim of this research is to provide a basis for
professional judgement and decision making in evaluating
foreign language teaching. As the aim of supervision is
to improve teaching, the supervision-based teacher
development activities will supplement data about effective
teaching. The activities mentioned in this study are based
on the diagnosis of experts in the field of language teaching
including the strengths and the weaknesses of the activities.

The evaluators observe the process of teaching, examine
the materials directly or indirectly with or without exposure
to the instructor; whereas, the supervisor aims at diagnosing
the strengths and weaknesses of teaching in order to encourage
the instructor to improve teaching. Among other traits and
practices the way the target language is presented, the
teacher’s speaking, leading, questioning skills, attitude,
specific behaviors, achievement of intended goals, and
reinforcement while using a variety of activities are taken
into account in the process of supervision.

The main purpose of this study is to discuss teacher
effectiveness while referring to necessary adaptations to
the EFL situation in Turkey in order to improve teaching within a limited amount of instruction time.

For this research project a literature review has been conducted on the topics of effective teaching and supervision in foreign language teaching. Analysis of findings from the literature review and the generation of conclusions including the role of linguistics, psychology and pedagogy in language teaching have been conducted. The demand for effective teaching has been growing; therefore, relevant suggestions to improve language teaching are discussed as a result of the literature review. The library research was carried out in university libraries, The American Library, The British Council Library, and Bilkent University MA-TEFL Library in Ankara.

2-LITERATURE REVIEW

A- TEACHER EFFECTIVENESS

Teaching foreign languages has often been thought of as developing a set of performance skills in the learner. The aim is to enable learners to behave in such a way that they can participate to some degree by using the new language. Learners’ needs will influence the degree to
which they may wish to participate. The varying degrees of participation cause the need for different levels of skill in language performance implying some division of linguistic behavior into different sorts of skills (Corder, 1980).

A language teacher is involved in at least three disciplines. Linguistics is the first discipline as it provides information about language in general and about the target language being taught. Psychology describes how learning takes place; whereas, pedagogy, as the third discipline, blends the information from linguistics and psychology into a compatible method of presentation in the classroom. To facilitate the learning process the teacher establishes an atmosphere conducive to learning, using the right techniques and conveying an understanding of the second culture.

According to Lyons (1970) linguistic competency is important for the teacher to guide the learners through the language. Heatherington (1980) states that teaching techniques will vary from one teaching situation to another. Therefore, presentation corresponds with methodology to be effective; when combined with applied linguistics it can be more effective. If the teacher understands and makes use of the methods of scientific learning, the presentation of the language will be facilitated. Heatherington also states that
linguistics can bring about a profound change in the

teacher's own attitude toward language and its practice.

In addition to knowing practical and pedagogical techniques,
the teacher should know the levels of language production
from sound to form, from word to sentence, and the nature of
linguistic signs in theory and in practice. Robinett (1977)
considers linguistic knowledge as the hallmark of effective
language teaching. Kalivoda (1987) believes that language
is best learned when accompanied by extralinguistic support.
Kalivoda defines extralinguistic support as making meaning
clear through multi-sensory approaches that combine visual,
auditory and motor sense to aid learning and retention.
Richard-Amato (1988) defines "linguistic context" as both
verbal and gestural behavior; whereas, "extralinguistic
context" (non-linguistic context) refers to more subjective
aspects of language such as our perceptions of ideas, people,
events and relationships.

The linguistic differences between the two languages
(the native and the target language) play an important role
in describing the language adequately. According to Brown
(1980) the teacher should understand the system and
functioning of the target language and also the differences
between the two languages. In some teaching situations
teachers are concerned only with the structure of the
language. Krashen (1981) states that when teachers are interested only in the conscious rules of the language, a problem in teaching and learning arises. The teacher's job, as Krashen states, is to help learners acquire the comprehensible input they cannot get from the outside world and to help them develop to the point where they can improve without teachers, in informal environments. Providing comprehensible input is what Krashen considers as the primary responsibility of a language teacher.

Another important factor in a language class is the use of visual aids. A language teacher brings the culture of the target language into the class situation through the use of visual aids, real objects. Corder (1980) states that language teachers cannot do their jobs at all without visual help or without resorting to translation. Corder defines a visual aid as anything which can be seen while the language is being spoken. Everything anyone is seen to do, any movement they make, any action they perform such as laughing, working, misbehaving, attending, acting are all potential visual aids. When learners and teachers start speaking in the target language in class, the content of the talk is instantaneously converted into potential visual aids. Corder suggests that the proper use of any kind of visual aids will help learners to convey the meaning and it
must grow from an understanding of the relationship between the seen and the spoken.

Besides the visual sense, Celce-Murcia (1979) mentions the other important senses. According to her, the teacher should not forget to exploit the other senses—touch, taste, smell—where appropriate. In the example she gives on teaching adjective oppositions such as "rough/smooth," she emphasizes how efficiently they can be taught through the sense of touch. Celce-Murcia also suggests dividing teaching aids into two main categories: technical and non-technical. The technical aids involve machinery and/or require electricity; whereas, non-technical aids do not require machinery or electricity as they are simple and inexpensive for language teachers to acquire or make on their own. She defines realia as the limitless teaching aid to be effectively used in language classrooms. There are also some other alternatives to use realia such as asking the learners to make use of their own realia to involve the students more and also to give meaning to the learning activities.

According to Dobson (1987), besides being effective for stimulating conversation, the other important thing about realia is that it tends to make sessions memorable.
In foreign language classes, the more the learners are involved in real world use of language, the better they will use the language in communication and that will challenge the learners to speak the language while increasing enthusiasm. As teachers have a wide range of items to choose from, Freudenstein (1981) suggests that each language teacher should be familiar with the basic media of the profession. He defines what he means by being familiar with these media as knowing their functions and deciding in each teaching situation which of the functions can and should be carried out by the media.

Depending on the teaching conditions, available materials, and sources, it is up to the teachers' discretion to choose the most appropriate materials, realia, and technical devices to use in foreign language classes. The teacher is expected to know what the learners will be doing with the materials, and realia during every moment of a lesson. The teachers should essentially know what they should be doing themselves. Providing the material, asking the learners to make use of their own realia or using a technical device cannot be considered as being effective unless teaching is accompanied with an effective strategy which is relevant to the level of the learners and in line with the
Underwood (1987) focuses on another important aspect of teaching. She emphasizes the importance of knowing the students by name, knowing their backgrounds and interests, knowing their previous language learning experience and also their attitudes to the target language. She states that producing a secure atmosphere in a language class requires knowing the learners and their attitudes. Then, effectiveness depends on the skill and enthusiasm of the teacher which keeps the learners motivated.

Broughton (1980) suggests that teachers should take the class size into account while planning their lesson especially in large classes where they can ask the learners to be working in a number of independent groups instead of doing exactly the same piece of work at the same time. Adequate preparation before entering the class is necessary for group activities in large classes as the preparation should include a variety of activities. Robinett (1978) states that the teacher should try to find out what works and does not work in the class so that the teacher prepares the next lesson, considering the reasons and results of success and failure in teaching. It is beneficial to share the experience with others to give and gain profit.

After studying the interaction types in language
classes, Lier (1988) focuses on teacher controlled interaction in class. The teachers almost always control interaction in class so the types of interaction are limited to the teachers' choices. Lier states that control can be shared by teachers and learners so that the discourse becomes less asymmetrical and more jointly planned. As questions are an important tool of power and control, they may be classified in terms of their cognitive and interactional value. Brumfit (1980) suggests that the learners should be given chances to interact without being afraid of making mistakes. Teachers need to be aware of the significance of errors that show the teacher the kinds of problems the learners are facing or overcoming.

According to Rivers (1968) it is the teacher's objectives that determine the way the language lesson is organized. Planning is based on the teachers' clear aims through providing fluid transitions between activities while aiming at preparing the learners for what is coming next. According to Richard-Amato (1988) after an activity, the teacher should give the learners a chance to discuss the activity itself and what they learnt from it. The activities should be non-threatening and accentuating the positive.
Gower and Walters (1988) define good activities as the ones that require pair or group work according to the level of the class, group size and timing. For large classes, they suggest assigning a learner in a group the role of language monitor to avoid the learners' speaking in their native language. Later, an individual learner can be asked to summarize what has gone on before the teacher sets the relevant homework.

Moskowitz (1977) defines an outstanding EFL teacher as a teacher who is fluent in the use of the target language and enjoys teaching while conveying self-confidence and presenting material clearly. As Breen and Candlin (1988) state, different learners learn different things in different ways at different times. The teacher should be patiently aware that some learners will enter periods as if no progress is being made and learning is typified by silent reflection. Therefore, the activities should be compatible with their level of proficiency.

Richard-Amato (1988) believes that implementing effective activities does not necessarily mean forcing the learners to answer or contribute but providing opportunities for them to be heard as they need to see their own opinions respected. The mood of the class, an expected difficulty or simplicity of an activity may cause
a change in progress so the learners should not be kept for too long at one type of activity.

With proper planning, the introduction phase of a lesson can also provide learners with an opportunity to practice the structures learned previously. Using different techniques rather than fixed patterns will help the teacher in discussing the essential points of a lesson to encourage learners to participate. The smooth transitions between activities require effective and efficient ways in order to maximize continuity. By making good use of adequate and clear instructions the teacher increases the interest value of instruction (Levin and Long, 1981).

Doyle and Rutherford (1984) suggest that teachers get their effects by structuring tasks which are powerful organizers of learners' experiences in class and help learners accomplish the tasks while holding the learners accountable for work. Class events are of great importance; therefore, unintended effects on the quality of instruction should be avoided (Doyle and Rutherford, 1984).

In his article on instruction, Long (1983) emphasizes the various implications for the language teaching professionals. By giving the results of some relevant studies, he suggests that teachers consider whether types
of instruction make a difference. As a result of the type of the instruction the learners can be led to appropriate learning behaviors. The clearer the instruction is, the more involvement by students in class events and tasks is expected.

Richard-Amato (1988) believes that learning a foreign language requires all levels of motivation. In order to create, foster and maintain motivation, the teacher should decide on the relevant types of instruction. Assessing the teaching conditions in relation to the goals, the teacher selects effective strategies to be introduced through clear instructions. In EFL classes different methods are being carried out through the use of varying types of different materials. In all situations the aim is to make teaching and learning effective.

Ur (1982) defines effectiveness as the attainment of the maximum profit in terms of achieved learner performance for the minimum cost in terms of the teacher's and learner's time and effort. As language programs are limited to certain amounts of time, time and effort spent for the achievement should be used effectively. Ur also suggests that teachers should think and work out the common sense conclusions instead of relying completely on methods recommended by experts who know nothing about the teacher's specific
teaching conditions.

Levin and Long (1981) believe that effective classroom processes regard the individual student as a mirror and foster the creation of a climate offering a high degree of support and concern for individuality. They emphasize how teacher behaviors and attitudes serve as models for students. The teacher monitors students' learning, supervises individual students and groups, reinforces activities, and provides rewards. Levin and Long also state that teachers should improve their use of cues to ensure effective learning by their students. The way the teachers use cues can be adapted to both individual and group needs. The clearer cues are, the more appropriate activities are evoked.

A language teacher aims at bringing the learners to a point where they can use the target language for their own purposes and at teaching the language effectively in relation to the goals. The teacher's main concern is to help equip the students to use the language effectively as a result of effective teaching. Therefore, the teacher should consider the factors that produce effective teaching in order to be aware of how good they are at teaching. Modern language teaching aims at getting the students to use the target language. The more the
teacher talks, the less the students have chances to practice. Therefore, the teacher-centered class teachers should consider reducing the amount of their talk in class. Showing personal interest in the learners requires interest in their progress while providing them opportunities to participate.

B- EFL IN TURKEY

Since the demands of foreign language learning in Turkey require change, the necessities and needs should be determined through a kind of cost-benefit analysis including expectations and remedial activities. Relying on traditional teaching behaviors in general hinders modern language teaching techniques; however, the change in the needs of the learners requires a consideration of remedial systems. As there seems to be a controversy between the expectations and the applications, teachers should be provided with professional tools to teach effectively and be motivated to avoid routine teaching. The lack of consistency between preservice and inservice programs leads to the need for a systematic improvement program to improve teaching.
People concerned with language teaching in Turkey have suggested different alternative models and techniques to improve teaching English as a foreign language. Demirel (1987) considers micro-teaching as a useful tool in preservice and inservice programs although the process is not carried out in real learning situations. He also adds that criticism should be constructive to lead teachers to search for alternative classroom techniques.

According to Ekmekci (1983), teachers should do their best to provide the learners with the benefits of the language learning environment they are in. She states that sufficient language teaching is highly related to the relationship between teachers and administrators.

Teaching foreign languages in Turkey has been considered insufficient. Foreign languages have been one of the major discussion topics in the press. The authorities in the field of foreign language teaching discuss whether English medium education should be supported in Turkey (Cumhuriyet, July 24, 1989). The discussions lead to the basics of language teaching emphasizing the necessity of effective language teaching in Turkey.

According to Doltas (1989), foreign language teaching in Turkey has to be given much importance both in secondary and in university levels through different strategies since
the nation wishes to be modern in this era of communication (Cumhuriyet, July 19, 1989). Alptekin focuses on the reasons for insufficient foreign language teaching by defining them as the following:

1- Time planned for language teaching is not adequate
2- Large class size (Overcrowded classes)
3- Lack of teacher effectiveness both from the point of view of quality and quantity
4- Most of the instructional materials lack pedagogical qualities

Alptekin states that reform is needed in language teaching in Turkey; however, he adds that when the portion of the budget for education in the national budget is considered, comprehensive reform which is vital to foreign language teaching appears impossible (Cumhuriyet, July 24, 1989).

The general picture of language teaching in Turkey can be built up by focusing on the reasons of insufficiency of teaching conditions. Aksit (1983) believes that one of the reasons is that learners of foreign languages in Turkey do not know what the goals are and the second reason is the lack of resources/aids and training of qualified teachers. According to Aksit, the mentioned reasons seem to be the parts
of a chain and the parts of the chain influence each other.

Kocaman (1983) states that the problems in foreign language teaching in Turkey arise dependent on the following reasons:

a) not developing a clinical observation system, method and materials that are appropriate to the conditions in Turkey

b) lack of a system for training teachers who have adapted and accepted modern concepts in foreign language teaching.

As Kocaman states, a system appropriate to the teaching conditions in Turkey is needed to be carried out to improve teaching and to help teachers have opportunities to determine the problems and come up with alternative remedial activities. Since teachers not always inform the administrators about the problems they encounter in their classes, the relationship between teachers and administrators would also be better through a systematic program for improving teaching.

Teacher development activities mostly offer continuing personal education of the trainee. The most important difference between the general professional training as an educator and special training as a foreign language teacher is the command of the target language the teacher teaches. The teacher's command of the target language should be adequate for classroom purpose.
The techniques which are made use of in language classrooms and classroom activities are the other important matters that follow the command of the target language of the teacher in training.

C-SUPERVISION AND THE SUPERVISORY PROCESS

Goldhammer (1969) defines supervision by referring to the definition of supervision in The Dictionary of Education:

All efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching, and the evaluation of instruction

Goldhammer states that the supervisor's role involves administrative curricular and instructional activities as the mentioned activities are difficult to be separated (Goldhammer, 1969).

Fischler (1971) states that the first thing he was taught as a supervisor was not to do anything to increase the teacher's anxiety. The supervisor would select one or two items to be criticised in a supportive manner and keep an occasional record to be discussed after the observation

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stage. He suggests that modern equipment such as video cameras can be objective tools as the recording of the supervisors should be free of values while writing what they see or hear. The purpose while recording is to determine the strategies of the teacher, then, determining behavioral goals followed by determining which patterns might be advantageous for the teacher to achieve a desired objective. "No secret in the system" as Fischler says, since all information collected is shared with the teacher. The teacher looks at the records, analyzes, searches for the patterns, categorizes and considers alternative strategies to achieve the objectives. The teacher’s task is to look for alternate methods of achieving the same goal. The basic idea behind supervision is that every teacher has certain strengths to be accomplished by the supervisor’s alternate strategies to increase the quality of teaching. The other thing about the usefulness of this process, as Fischler states, is that the teacher can keep a permanent record from the data of class visits. The frequency of the visits lead teachers to judge their teaching in relation to the comparison of their records. Frequent visits also enable the supervisor to see if the teacher uses a variety of strategies throughout the course. Fischler also suggests that the teacher and the supervisor should work together to be jointly responsible for
the improvement of instruction while teachers are asked to compare their goals and their results (Fischler, 1971).

Stones (1984) states that the relationship between the teacher and the supervisor needs to be clarified while defining supervision as a set of procedures rather than a theory. According to him, learning a skill like teaching through imitation is probably unproductive and limits effectiveness. He beliefs that the pedagogical aspect of supervision is of importance as the supervisors should have a grasp of pedagogical theory to help teachers develop their own pedagogical expertise. The literature of supervision pays little attention to pedagogy; therefore, Stones suggests using principles from learning psychology for the pedagogical insight to be implemented in practical teaching (Stones, 1984).

Stones describes the function of the supervisory process by emphasizing the two-way process at work. According to him pedagogical studies give insight into supervision and supervision gives insight into pedagogy which are both crucial for advances in the quality of teaching.

Gower and Walters (1983) suggest four different methods for the supervisor. The first method involves writing down comments as the lesson goes on. The second one involves concentrating on certain areas during observation; whereas, the third one requires dividing the
page into two columns under the titles "good" and "needs improvement," then an overall comment is written at the bottom. The fourth method is carried out through a printed form probably with some headings.

Supervisors should concentrate on the central issues despite whatever method they use. Gower and Walters see feedback as the most essential part of the process in which the aim is to gently support and let the teachers consider that good techniques can also turn out to be poor ones if used inappropriately. A supervisor's task is not the same as an evaluator's or the critic's as the supervisor is in a way a developer of the teacher's teaching skills through first concentrating on positive aspects. Directing the teacher to look at "why" things have failed or succeeded follows the positive aspects. Gower and Walters also suggest that the supervisor should be aware of such teaching behaviors as accepting everything but changing nothing or defending but accepting nothing as there must be sufficient time to conduct feedback in privacy (Gower and Walters, 1983).

In order to improve teaching effectiveness, there may be several methods or systems. The supervision process both informs and improves teaching while requiring the teacher's participation in the system. Especially in
EFL situations in Turkey what is needed to improve instruction is a systematic program that is directed toward the support of professional growth. The activities related to professional growth can also anticipate the necessary changes. If teachers are convinced that their strengths and weaknesses or performances will be discussed objectively, they will also wish to be involved in the system willingly. If all diagnosis and suggestions including alternative ways are in the hands of an evaluator or an administrator, if the teachers are being judged without exposure, how can they be expected to be creative, productive or effective? Unless the teachers are involved in the system, either through judging their teaching or searching for alternative strategies, the evaluator's personal comments are taken into account even if the evaluator does not have enough time for a satisfactory evaluation.

In the process of supervision, a supervisor can be seen as a specialist whose main task is to help teachers diagnose their strengths and weaknesses, provide and organize activities related to teachers' needs. Foreign language teachers will probably accept advice depending on the purpose of the process to improve the way they teach. The important thing to be considered is the way "advice" is given. Should it be given in an informative
way or in a threatening way?

There can be several different roles suggested for the supervisor. The main roles of the supervisor can be listed as follows:

1- The supervisor provides teachers with necessary resources to assess their professional needs and supports their efforts to learn.

2- The supervisor has face to face conferences involving criticism. The effects of communication can lead to a better understanding of the purposes of the supervisory process.

3- The supervisor is required to be a constant decision-maker to instruct where and when necessary. The supervisor should also be objective and supportive while observing the instruction and having face to face conversations.

4- The supervisor selects important aspects of ongoing teaching without letting teachers have cause to complain.

5- The most important idea behind the process is the aim. Working together with the teacher to achieve the primary goal should be the supervisor's task for the development of the teachers.
3- CLINICAL SUPERVISION

According to Cogan (1973) clinical supervision is focused upon the improvement of the teacher's classroom interaction and can be considered as the rationale and practice designed to improve the teacher's classroom performance (Cogan, '1973). The reason why the word clinical was selected, according to Cogan, was to draw attention to the classroom observation, analysis of in-class events and behaviors. He defines a clinical supervisor as a supervisor who joins teachers in class, meets them in conferences, facilitates change in behavior, and shares decision making in contrast with the isolation of teachers' professional situations.

Doff (1988) suggests that the process should start with a training session. The teachers should be trained to be aware of the process and the expectations. According to him, lesson preparation should follow the training session.

According to Gebhard (1984) collaborative or clinical supervision is a model that requires the supervisor's working with the teacher, not directing actively but participating with the teacher. He states that one of the pitfalls of this model is that not all the teachers wish to be involved in the process that is
to be carried out with the supervisor (Gebhard, 1984).

As there are different roles suggested for the supervisor the task of discovering which supervisory behavior works well is left to the supervisor while giving the teacher a chance to willingly explore and use new behaviors in supervisory efforts.

Cogan (1973) believes that the clinical supervision process encourages teachers to join professional growth activities while stimulating staff development activities. The clinical supervisor should provide opportunities for teachers to visit other classes or bring in lecturers, speakers through the organization of staff study groups. He also suggests that the decision-making should be shared by the teacher and the supervisor through the professional relationship between them.

Fischler (1971) defines clinical supervision as a model that provides teachers with opportunities to analyze the quality and frequency of their interaction patterns. He is in favor of the idea that teachers should develop their own strategies and determine effective patterns to achieve particular objectives. The supervisor should not insist on any behavior pattern.

Flanders (Goldhammer, 1969) defines clinical supervision as "a special case of teaching in which at
least two persons are concerned with the improvement of teaching and at least one of the individuals is a teacher whose performance is to be studied."

As a common idea behind different definitions, clinical supervision can be defined as a systematic, goal-oriented process that requires the supervisor's knowledge about instruction and learning theory in order to bridge the real-ideal gap through a working relationship with the teacher.

Acheson and Gall (1980) believe that the supervisor's mind, emotions and actions should be working together to achieve the primary goal of the process of supervision. They also add that the primary goal of clinical supervision is the professional development of the pre-service and in-service teachers. Being supervised is a required part of teachers' training and professional work. Acheson and Gall define the clinical supervisory process by saying that clinical supervision is an interactive, democratic and teacher-centered style of supervision.

The definition of clinical supervision leads to the description of the clinical supervisor who has to be democratic, objective and supportive. The task of a supervisor should start with a training session to let teachers know the expectations of the process.
A- COMPARISON WITH OTHER MODELS OF SUPERVISION

Although there are different models of supervision, all models serve the same purpose of improving instruction. While Gebhard (1984) defines five models of supervision, he also mentions what problems may arise through each model. The first model Gebhard describes is the directive model through which at least three problems can arise. He states that definitions of "good teaching" differ so it may cause a negative attitude of the teacher who is responsible for what goes in class. The teachers may see themselves as inferior to the supervisor. In the second model, alternative supervision, the supervisor suggests a variety of alternatives to help the teacher. It works unless the supervisor insists on a particular method or any one of the alternatives. The third model Gebhard defines is collaborative supervision which has been discussed in terms of clinical supervision. The fourth one, non-directive model, requires the supervisor’s understanding of response as a recognized version of what the teacher has said. The last model, creative supervision, is considered as eclectic since the supervisor selects different strategies from different models to adapt to a particular situation. Creative supervision allows freedom in using the models, in other behaviors and in supervisory efforts.
As one model may be appropriate but limiting, the fifth model can serve the purpose as a combination of different models. Among the mentioned models, appropriate ones can be selected depending on specific purposes (Gebhard, 1984).

Flanders (Goldhammer, 1969: p.19) defines clinical supervision as a special case of teaching in which at least two persons are concerned with the improvement of teaching and at least one of the individuals is a teacher whose performance is to be studied. Although other models also serve the same purpose of improving teaching, the needs for effectiveness can be met through clinical supervisory efforts.

B- PHASES OF CLINICAL SUPERVISION

According to Cogan the eight phases of the clinical supervision process are as follows:

1- Establishing the teacher-supervisor relationship: The supervisor establishes the relationship with the teacher, helps the teacher to achieve a general understanding about the process and a perspective on its sequences while inducting the teacher into the new role and function in supervision.
2- Planning with the teacher: Together the supervisor and the teacher plan a lesson, as an instructional process oriented by objectives.

3- Planning the strategies of the observation: The supervisor plans the objectives, processes and arranges the physical and technical arrangements for the observation and the collection of data. The teacher joins in the planning of the observation and becomes familiar with the process.

4- Observing instruction: The supervisor observes class instruction, and records events.

5- Analyzing the teaching-learning processes: Following the observation, the teacher and the supervisor analyze the class events first separately, later together. Decisions are made with careful regard for the teacher's developing competences and needs.

6- Planning the strategy of the conference: The supervisor alone develops the plans, alternatives and strategies to conduct the conference with the teacher. It may also be carried out with the teacher if needs be.

7- The conference: The participants are the teacher and the supervisor; other participants may join depending on certain conditions. Comments on the observed lesson are made objectively and relevant suggestions are discussed.
with the teacher.

8- Renewed planning: The teacher and the supervisor
decide on kinds of change in the teacher's classroom behavior.

The cyclical nature of the supervisory process
requires stopping the analysis, discussion of the previous
lesson to begin planning the next lesson to determine the
changes the teacher will attempt to make in instruction
(Cogan, 1973).

Goldhammer, Anderson, and Krajewski (1969) define the
sequence of clinical supervision under the following five
headings:

1- Preobservation conference: Establishing an agreement
with the teacher including the objectives, activities, and
problems on which the teacher wants feedback.

2- Observation: After choosing a mode for data
collection, the supervisor observes the class activities
to look at things the teacher suggested without joining
the class activity.

3- Analysis and strategy: Analyzing the substantive
content to determine the significance by reference to the
teacher's goals, the supervisor selects portions of data
and arranges them in an order to determine the patterns.
The supervisor is to decide which issues to select
for the conference.
4- Supervisory conference: The supervisor seeks to respond to the teacher’s apparent morale and state of mind to offer reinforcement, to provide data, and to keep the conference discussion. The teacher is encouraged to come up with alternatives to improve future teaching.

5- Postconference analysis: The aim is to assess the teacher’s and the supervisor’s criteria and the apparent value of the conference which also includes the supervisor’s self evaluation in handling the phases of the cycle.

According to Stones (1984), the phases of supervision starts with the Preactive A which involves deciding objectives of counseling, ascertaining trainee teacher’s initial competency, and task analysis. The second phase, Interactive A, involves discussions with the teacher on the nature of teaching, encouraging the teacher to explore creative ways of implementing pedagogical principles in practice, giving cues to help the teacher in preparing the lesson, and encouraging the teacher in planning the lesson without giving inappropriate feedback.

The third phase, Preactive B, consists of deciding on objectives, depending on the basis of the observation of the teacher’s performance deciding the nature of the feedback necessary, and specifically identifying the strengths and weaknesses of the teaching through the
pedagogical schedules as guides. Phase 4, Interactive B, is about establishing a positive effective atmosphere to discuss the important features of the type of teaching the teacher has done, commenting approvingly on positive aspects of teaching, inviting the teacher to suggest changes the teacher would make if the lesson is repeated. The evaluation follows as the fifth phase. The teacher can be asked to teach another lesson with a similar objective and assess the extent to which improvement has taken place. The last phase is carried out through the attempt to assess achievement of affective goals by ascertaining whether the teacher would voluntarily wish to be counseled by the same supervisor again.

Keith and Gall (1980) believe that the importance of the supervisory process is that it has a significant impact on teachers' growth. According to them teachers should know the profession of teaching in order to make progress. Clinical supervision can lead to positive changes in teaching. The supervisor's assistance is needed to adjust the teacher's style to the learners' goals in the particular language classroom.

Like in many systematic programs, there can be unexpected problems in the supervisory process especially
if the teachers are not ready for a collaboration process. They may object to working out things with the supervisor's help or advice. Therefore, the first step in the process should be the training session for the teachers to let them know how they are expected to perform and what the supervisor's role would be to improve teaching. The other problem may appear if the teacher's and the supervisor's criteria for performance are not in line with each other.

One of the most important problems with the definition of clinical supervision is that there is little literature on supervision in the field of foreign language teaching. Although the process can be adapted to foreign language courses as long as the system serves the purpose of improving teaching, the particular conditions of the language teaching environment require necessary adaptations to the supervisory process.

In Turkey, what the foreign language teachers need is a systematic program that can improve instruction while focusing on some problems related to teaching and learning activities. Whether the supervisory process can be conducted in Turkey or not will depend on some other problems related to the education system that is being carried out at present.
As conventional approaches to the assessment of teaching effectively usually aim at evaluating rather than improving, the teachers in a process like evaluation are expected to imitate an expert or an experienced teacher instead of searching for different strategies appropriate for their students. Teaching does not necessarily mean imitating experienced teachers. All teachers should be given opportunities to experience the improvement and development activities in a supervisory process.

In Turkey, studies in the field of teaching English as a foreign language show the demand for better materials and teaching aids. Teachers in Turkey are mostly concerned with grammar teaching. The lack of consistency between the goal and the method often cause problems related to expectations. Methodology and effectiveness are also of great importance when the time devoted to instruction is considered. The learners in EFL classes are also concerned with acquiring knowledge of English which can be used as a tool in their various studies so that teaching aids or methods vary according to learners' needs. Specifying the purpose for which the target language is required, the teachers should clarify their aims in teaching the target language. The aim should not be only the high grades of the learners at the end of the course.
In EFL classes in Turkey, it is necessary for the teacher to know the learners' previous experiences in learning the target language to build up a picture of the class. The learners' attitudes are influenced by their previous experiences; so they may need to be persuaded to refrain from using their native language in the foreign language classroom. They may have been taught the target language through completely different methods or techniques. Knowing the learners helps the teacher in diagnosing their problems and their attitudes so that the teacher encourages them to have positive attitudes through using appropriate ways of enabling them to participate.

In foreign language classes, the more the learners are involved in real world use of language, the better they will use the language in communication and that will challenge the learners to speak the language while increasing enthusiasm.

Depending on the teaching conditions, available materials, and sources, it is up to the teacher's discretion to choose the most appropriate materials, realia, and technical devices to be sure of what the teacher expects the learners to be doing during every moment of a lesson. The teachers should essentially know what they should be doing themselves through the use of relevant realia accompanied with an effective strategy.
4-OBSERVATION

In order to help effective improvements in any teaching and learning situation observation is of great importance from the point of providing information about classroom events. Usually observations aim at changing the way the teacher teaches. Besides serving for the professional effectiveness, it also is useful for teacher training and self-improvement. Depending on the purpose of observation the collaboration of the teacher and the observer would help the teachers become more aware of their teaching pedagogy while being self-critical to evaluate themselves. The changing relationship between teacher training and research studies lead people concerned with teaching to systematic classroom observation.

A trainee-centered approach to teacher training can also be provided through a classroom observation process if the system is focused on the teacher's/trainee's feedback process rather than determining the weaknesses of the teacher in order to report. The observation process then becomes a tool in teacher training while serving the purpose of improving teaching in comparison with the effective characteristics of the language teachers.

Behavioral change in teachers lead them to self-evaluation which has completely different purposes when compared with the
of the entire interaction in its context. Sometimes, as he notes, it is necessary to listen to an utterance many times before it becomes intelligible. Right after the lesson the interpretation should take place as the observer's memory would still be fresh to match the expressions with the recording. Lier states that it is possible to include different sorts of information to transcript but the exact information such as eye contact or gestures can be added for specific purposes. In large classes assigning all utterances to the speakers is almost impossible, especially if the observer is not familiar with them; therefore, assigning utterances to the learners may not work well in large classes like the ones in Turkey.

Levin and Long consider class observation as the most prevalent supervision technique as it gives the observer the opportunity to record class events. The observer's task is to make an objective record of events which includes teacher-student interaction, student-student interaction, activities, effectiveness.

"Class observation needs to be valid not only as accurate records of classroom events but also as records that properly focused on aspects of classroom behavior that were known to be casually related to learner achievement" (Allwright, 1988). Allwright focuses on another aspect of
classroom observation by emphasizing the importance of validity of the observation and he states that objectivity needs to be directed only to the things that actually matter.

In conclusion, whatever the purpose is, the class observation should be based on objective records and a consideration of consistency between the intended goals and the method. The observer can be an evaluator, a supervisor, visiting teacher or a senior partner. During class observation the observer should be aware of the consistency between goals and application under any conditions. Observation should be aimed at selected classroom events, interaction and it provides teaching opportunities in a controlled and supported system. Mosback (1985) suggests asking the teachers whether their work is characterized by the following five adjectives: active, effective, involved, organized, useful. The peer teachers in the micro-teaching process can also come up with a checklist related to their own teaching conditions and their goals.

Levin and Long (1981) suggest a checklist for self-evaluation. Their checklist includes 45 statements related to effective teaching. At the end of a lesson or a teaching day the teachers can evaluate themselves by saying yes or no for each item. The teachers should read each statement and indicate whether it reflects their activities
or feelings in their classes the same day. Teachers are expected to get more "yes" responses to positive (+) statements and more "no" responses to negative (-) statements (Levin and Long, 1981).

The answers should be either yes or no.

In my class today:

+ 1- I let students know how well their learning is progressing.
+ 2- I let students know what they still have to learn to achieve mastery or correct their mistakes.
- 3- I did not state explicitly enough the mastery criteria students need to achieve.
+ 4- I referred students to alternative instructional materials to correct test items they missed.
+ 5- I formed group activities to encourage students to help each other master the materials taught.
- 6- I did not stress what the students accomplished; I mainly emphasized what they have not accomplished.
+ 7- I used different mastery criteria for different students in the class.
+ 8- I assigned additional homework assignments to students who have not reached the mastery criteria.
- 9- My reactions to students' responses were not satisfactory; I simply stated whether they responded correctly or
incorrectly.

+ 10- I repeated students' correct responses to ensure that each student heard.

+ 11- I explained again to the whole class the test items that most students did not answer correctly.

+ 12- I invited a few students for an afternoon session to explain their mistakes.

+ 13- I started the lesson by stating the specific objectives of the lesson.

+ 14- I wrote an outline of the lesson on the blackboard.

+ 15- I related the new ideas taught in class to earlier content.

- 16- The sequence of activities within the lesson seemed difficult to most students.

- 17- I encouraged students to practice exercises that stress mainly lower level of thinking.

* 18- Practice exercises were very similar to each other.

- 19- I did not provide sufficient verbal explanations to accompany demonstrations.

- 20- I did not use enough cues of different natures to adapt to the needs of different students.

+ 21- I watched carefully students' facial expressions to see if I needed to give further cues or explanations.

+ 22- I felt my use of cues was spontaneous.
- 23- I had difficulties using the audio-visual aids.
+ 24- I encouraged students to ask questions before I moved to a new topic.
+ 25- I gave a brief summary of the major ideas at the end of the lesson.
+ 28- At the end of the lesson, I restated the objectives of the lesson.
+ 27- Most of my questions were answered correctly by the students.
- 28- Most of the higher level questions were not answered correctly.
+ 29- I realized what kind of cues are helpful to weak students and which are helpful to better students.
+ 30- After I asked a particular student a question, I gave the child enough time to respond.
+ 31- I emphasized the importance of a topic (concept or skill) by explicitly stating its importance.
+ 32- Before I moved to teach a new concept (topic or skill) I indicated the transition to the students.
* 33- I called on students to respond in a particular order.
+ 34- Most of the students participated in the discussions.
+ 35- I prepared instructional and learning aids before the lesson began.
+ 38- I moved about in the classroom.
I changed the pattern of instruction used in previous lessons.

I reinforced verbally or otherwise the attention and participation of the class as a whole.

I was unable to use examples of a high level of interest for the students.

I realized that a few students were unable to participate actively; I asked them to come and talk to me after the lesson.

I wasted too much time on organizational issues.

I faced more discipline problems than usual—it seems to be due to a lack of clarity.

I used individual rewards or reinforcement (verbal or other kinds) for good and attentive behaviors.

I changed the seating arrangement of the students.

I asked a student to repeat responses or explanations given by another student.

* This may be a positive procedure in some instances, but not regularly.

The statements in the checklist describe a teacher's activities in the classroom regarding feedback procedures (statements 1-12), instructional cues (statements 13-32), and the facilitation of student involvement in learning.
(statement 33-45). Teachers can assess their own strengths and weaknesses in teaching through the checklist that can help teachers evaluate their instructional and management procedures. Levin and Long state that teachers may find they have not included all of the suggested instructional procedures in each lesson. The most desired and positive behaviors should occur over a period of time (Levin and Long, 1981).

Levin and Long also suggest using a student self-report checklist or questionnaire for analyzing instructional and learning materials. Conventional approaches to the assessment of teaching require an evaluator or an administrator whereas self-assessment activities can be carried out by the help of a peer teacher or sometimes by the teachers themselves. The problem with the conventional approaches is one's being superior to the other and the definitions of effectiveness can also differ. For the second group of activities such as peer teaching in EFL situations in Turkey the teachers' having classes at the same time may be a problem. Number of teaching staff and time may also cause problems.

A-DATA COLLECTION PROCEDURES

Whether a teacher is effective or not can be determined through some data collection processes. As there is no single concept of what a teacher should be doing to teach effectively,
the following procedures can be applied in most of the language learning and teaching situations:

1- Interviews
2- Testing of teachers
3- Peer review of teaching aids, materials
4- Documentary evidence
5- Class visitations-observations
6- Student ratings of instructors
7- Student achievement
8- Indirect evidence
9- Teacher's professional growth activities
10- Peer support activities
11- Teacher's self assessment
12- Questionnaires
13- Teacher record cards-fils
14- Audio-videotaping
15- Rating scales
B- VARIABLES THAT INFLUENCE TEACHER EFFECTIVENESS

Teacher effectiveness can be influenced by several factors among which the following ones are of great importance.

1- The goals and objectives of the program
2- The curriculum mandates
3- Inservice opportunities for teachers
4- Characteristics of learners, materials, media and the facilities
5- Time devoted to instruction
6- Class size (number of the students)
7- The organizational process
8- Collaboration of teachers
9- Teachers’ decision-making power
10- Working conditions and priorities
    (climate of the professional environment)

In a collaborative process of supervision the teachers and the supervisors have a positive relationship which leads them to work out things together to overcome the difficulties. Implementing a process like clinical supervision can also help teachers to come up with alternative suggestions to become effective in their classes.
As it was mentioned in "EFL in Turkey" section, teaching foreign languages in Turkey has been considered insufficient. If dissatisfaction has increased with the existing situation, new effective systems can be implemented. In general, relying on traditional teaching behaviors hinders modern language teaching methodologies and the change in the needs of the learners requires a consideration of remedial systems. As there seems to be a controversy between the expectations and the applications of teaching languages, teachers should be provided with professional tools to teach effectively and be motivated to avoid routine teaching. The lack of consistency between preservice and inservice programs leads to the need for a systematic improvement program in teaching foreign languages.

Staff development activities are also of great importance especially when they are carried out in foreign language classes. The other alternative can be peer teaching activities that provide clinical teaching experience. Self assessment activities should also be supported within a systematic program that can promote activities for teachers to become effective.

Teacher centers and advisors help teachers to have
wide repertories, to use a variety of methods, and to search for new ways of encountering and solving the problems in their classes.

A supervisory process can meet the need for effective teaching while serving the purposes of effectiveness. Implementing such a program may cost a great deal; however, it is worth trying to bridge the real-ideal gap especially if demands for effective language teaching have increased.

The system of education in Turkey may be a limiting factor to implement a supervisory process; however, the process can be applicable independently between and/or among schools if the system is small. Restrictions of money or administrative policies may also be limiting factors to conduct a supervisory process. What's more, the present situation highly requires trained staff to help teachers improve instruction.

The rationale for the collaborative relationship between supervisors and the teachers should be clearly determined. Clear explanation of the process, goals, purpose and roles of the participants should be made as teachers are not familiar with such a collaborative process. The teachers should be informed about the cooperation, its degree and necessity.

Possible problems related to the training of the staff
can be listed as follows:

1- Developing and organizing collateral staff
2- Determining supervisor behavior
3- Agreeing on performance criteria (definition of good teaching)
4- Determining the kind of relationship between the participants
5- Opportunities for providing ongoing feedback
6- Developing consistency from the point of view of both the informative and humanistic aspect
7- Training staff to use both task- and person-oriented activities in an integrated way

In a small system the supervisory process can be adopted to meet the needs of particular school teachers. For a start the supervisors may ask teachers to offer constructive help to each other or to make comments on each other's lesson plans. Organizing group discussions, seminars, workshops or working on particular areas in groups would help develop collaborative activities. Through the pooling of information teachers should be encouraged to participate in improvement and development activities.

Teachers not always inform the administrators about the problems they encounter in their classes. Through the
process of supervision the relationship between teachers and the administrators would also be better.

As Kocaman (1983) states, a system appropriate to our own conditions should be implemented. A supervisory process can be adopted to our own conditions. While the discussions about English medium education in Turkey are being made, new ways of improving foreign language teaching at present should be searched for while considering the controversies in the applications and the expectations of foreign language teaching.

In conclusion, teachers probably wish to be involved in the system that would lead them to be effective in their classes. Professionally prepared questionnaires would be of great help to assess the expectations of teachers while providing them with the purpose behind the process. Training of supervisors and implementing the process are likely to take a long time; however, each school can independently carry out the system through grouping or selecting teachers to behave as supervisors.

Another suggestion, before implementing the supervisory process, can be the alteration or the modification of the curriculum of teacher training programs which can also anticipate changes that are needed.
BIBLIOGRAPHY


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RESUME

I was born in Kayseri in 1959. After completing my secondary school education in T.E.D. Kayseri College, I attended Hacettepe University, Department of Linguistics. I graduated from Hacettepe University in 1982 and the same year I started working as a teacher of English at Erciyes University. While I was a student at the MA-TEFL program, I was awarded a grant to join a NATO tour sponsored by the USIS in 1989.