Nile Valley University
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The Effective Role Of English Language Supervisor At The Basic School Level

A Thesis Submitted in Partial Fulfillment of the Requirement for M.A. Degree in ELT.

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(اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ (٢)

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ

الْإِنسَانَ مَا لَمْ يَعْلَمْ (٥)) .

صدق الله العظيم

سورة العلق – الآيات (١–٥)

Dedication

This work is dedicated To..

- *my mother ..*
  - *Hawa Abakr Abdalkareem..*
    - *who did not cease encouraging me for success*

&

To....

- *The soul of my father ..*
  - *Mohamed Abdalla Hassan*
    - *may Allah be pleased with him*

Acknowledgments

Abstract

This research is intended to investigate the role of supervision of the English language at the basic school level in the Sudan. The researcher set out by stating the problem, where she noticed- as a basic school teacher for more than sixteen years- the absence of the English language supervisor at the basic school level. Then she set the objectives of the survey as well as defining its significance. The research is targeting the English language supervisor and teachers. It is intended to show the role of the English language supervisors in the process of teaching and learning and help to develop the performance of students generation in English language at the basic level. Then in chapter two the researcher evaluate the previous studies in the field of educational supervision.

Chapter three, deals with the population and sample, and how the researcher selected (50) English language teachers and (4) English language supervisors randomly. Also,in the gathering of data the researcher used the questionnaire. The researcher validated the questionnaire and distributed them among the subjects. In chapter four the researcher made the statistical calculations with thorough discussion of the data and tested the study hypotheses.

 In chapter five the researcher came out with the final results, some of them are: most of English language teachers hold negative attitudes toward the supervisors' role. Most of the respondents (teachers) say that the supervisor support them improve their teaching performance by providing them with different teaching skills and training.

The researcher recommends that:more efforts are needed for providing English language supervisors with sufficient training, so they can practice positive role.We have to increase the number of English language supervisors by providing them with access of materials and transport to enable them to do their job.

مستخلص الدراسة

يهدف هذا البحث الي استقصاء دور التوجيه التربوي في تطوير اللغة الانجليزية في مرحلة الأساس في السودان. بدأت الباحثة بتحديد المشكلة حيث لاحظت من خلال عملها كمعلمة للغة الانجليزية لاكثر من ستة عشر عاماً – غياب المشرف التربوي التام في مرحلة الاساس. ثم قامت الباحثة بتحديد اهداف البحث والاشخاص المعنيين به.

ويستهدف البحث مجتمع المشرفين والمعلمين وواضعي المناهج على السواء. ويهدف البحث الى ابراز دور الموجه التربوي في تطوير العملية التعليمية بصورة عامة والاهتمام باللغة الانجليزية بشكل خاص لمساعدة اجيال الدارسين الشباب من الجنسين لتطوير قدراتهم ومهاراتهم في هذه اللغة.

وفي الفصل الثاني غطت الباحثة الجانب النظري للبحث حيث قامت بالعديد من الفراءات في هذا المجال.

وفي الفصل الثالث اوضحت الباحثة طريقة واجراءات البحث وطريقة تحديد مجتمع الدراسة واختيار العينات. وقد قامت الباحثة باختيار (٥٠) معلماً ومعلمة يمثلون مجتمع البحث الكلي كما وقع الاختيار على أربعة من الموجهين يمثلون مجتمع الموجهين. كما قامت الباحثة باختبار صدق أدوات البحث حيث عرض على المحكمين لإبداء الرأي بالا صافة أو الحذف والتعديل ثم وزع استمارات البحث على إفراد العينة.

أما في الفصل الرابع فقد قامت الباحثة باجراء التحليل الاحصائي للمعلومات ثم مناقشة فروض الدراسة بتحليل تلك البيانات والخروج بنتائجها في الفصل الخامس حيث اتضح أن معظم عينات الدراسة (المعلمين) لديهم أراء سلبيه تجاه دور الموجه في تعزيز تدريس وتعليم اللغه الانجليزية. بينما ترى مجموعة من العينة (المعلمين) أن ألموجه قد ساعدهم في تطويرأدائهم المهني بما يقدمه من توجيهات في مهارات تدريس اللغة الانجليزية.

في الفصل الخامس قامت الباحثة بسرد لنتائج البحث مع إيراد بعض التوصيات والمقترحات لدراسات أخرى في نفس المحال. وقد أوصت الباحثة ببذل جهد إضافي للارتقاء بمستوى تدريب الموجه التربوي للقيام بأداء مهمته بسهولة. كما أوصت الباحثة بزيادة عداد المشرفين التربويين وذلك بتحسين اوضاعهم المهنيه.

Table of Contents

LIST OF TABLES

CHAPTER ONE

1.0 Introduction

As a basic level school teacher; with a long experience in teaching English at the primary level, the researcher came to notice the poor support that teachers receive from their supervisors. She also noticed the relationship between supervisors and teachers is not that positive, because it seems as a relation between superior and inferior and not cooperative. It also seems like the (early) relationship between "inspectors" and teachers in which the supervisor was only interested in detecting faults of the teachers, so as to give instructions but not advice and assessment. So teachers do not benefit from their supervisors' visits because the relationship between them lacks trust and human connections which can create the fruitful relationship that should always be, so as to create an attractive teaching and learning environment

The using of this term (inspection) developed into the term "supervision". The following definition can illustrate the difference between two terms, and how this change resulted in fruitful relationship between teachers and supervisors.

Supervision, means "looking from above". If you supervise someone or something you keep a general eye on their activities and usually help to direct them. With this simple definition we can touch the difference between the concept of (inspection) and (supervision). Supervision can create fruitful and cooperative relation between teachers and theirs supervisors; which help them to overcome their problems, and how to benefit from each others. This is what the

researcher aims to investigate through this thesis. ((//www. blurtit. com//)

1.1 Statement of the Problem

Educational Supervision is important because it facilitates the teaching and learning processes in the school environment. It is expected to help teachers by providing effective ideas to improve their teaching skills. However, this is lacking in our schools today where educational supervision is ineffective to support the teachers with teaching skills and teaching process. This can explain the regression in our students' achievement in English language, especially at the basic level as it regarded as the backbone of the learning process.

1.2 Questions of the Study

This study is expected to answer the following questions.

1. Is educational supervision effective in the basic levels school in Sudan?
2. Can supervision facilitate teachers with good teaching skills and a sufficient training?
3. Does the process of supervision positively affect curriculum development?
4. Do teachers at basic school hold negative attitudes toward the supervisor's role?
5. Are supervisors aware of their role in the developing of teaching and learning and improving the school environment?

1.3 Objectives of the Study

The study aims to achieve the following objectives.

1. To identify the effective role of English language supervisor at the basic level school.

2. Realize the role of supervision in facilitating teachers with good teaching skills and a sufficient training.

3. To examine the role of supervisor in curriculum designing, training and evaluation of teachers.

4. Realize the extent of satisfaction among supervisors and teachers by examining their different attitudes towards supervision.

5. To set out solution of how supervisors can be aware of their role in the developing of teaching and learning and improving the school environment.

1.4 Hypotheses

This study assumes the following.

1. Educational supervision is ineffective at the basic level school in Sudan.

2. Supervision can facilitate teachers with good teaching skills and sufficient training.

3. The process of supervision positively effects curriculum development.

4. Teachers at basic school hold negative attitudes toward the supervisor's role.

5. Supervisors are aware of their role in the developing of teaching and learning and improving the school environment.

1.5 Significance of the Study

This research will be great value to educational supervisors, as it provides them with new ideas to reinforce their roles in English language supervision at basic schools. It will also be of great use to teachers who will benefit directly from these ideas. The study will also suggest some points to help syllabus designers to improve the teaching and learning in the school.

1.6 Delimitations

This research is concerned with the role of supervision in the basic level .So the results may not be applicable school level. The population of the research is composed of the basic level school teachers and supervisors community in Khartoum State only.

1.7 Procedures:

The procedures, which are followed in order to achieve the aims and objectives of the study, are:

A) A theoretical framework, which includes:

a) A review of literature related to Educational Supervision; including important aspects which can reinforce the role of supervisors in providing learning process.

b) A descriptive analysis of teachers' (of English language at the basic level school) attitudes toward their supervisors, and supervisors' attitudes toward themselves.

b) A practical part, which includes:

a) A questionnaire: for teachers of English Language at the basic school level to give information about teachers' evaluation to their supervisors.

b) For supervisors to give information about supervisors' evaluation to themselves.

CHAPTER TWO
LITERATURE REVIEW

2.0 Historical Background:

The development of technical supervision in the Sudan

2.0.1. Phase 1 (1902-1923)

Technical (inspection) was subject to central control in the Ministry of Education. The main objective was to carry out assessment of teachers by targeting the teachers' faults and giving instructions as well as make teachers commit to one specific textbook. Teachers were also had to follow one specific teaching method. So this phase in supervision was void of any clear philosophical objective, as mentioned by (Hassan A/Rahaman Al-Hasan). The general trend was the autocratic superiority of authority and the main objective of the supervisor was to make sure of carrying out the official policy in the schools

2.0.2. Phase (2) (1934-1955)

This period witnessed a big change in the concept of technical supervision (inspection) when the Education Institute of Bahket Erruda was first established. The educators came with new concepts of supervision, where it was expected to replace the old concept of authoritative inspection to a more flexible democratic philosophy which established some more cooperation among teachers and supervisors. The institute set out some educational objectives despite the absence of the national educational objectives as they were the objectives of colonizers rather than the national ones at that time.

Those objectives could have been summarized as follows:

- Helping teachers by providing them with constructive criticism and demonstrating lessons.

- Providing teachers with renewable teaching knowledge and solving the teachers' problems by helping them to plan and revise their worked strategies on the light of this knowledge.

- Training of young people to take over from the old generation of supervisors and teachers.

During this period, the institute of Bakht Errudha was responsible for supervision in cooperation with education offices in the provinces. The role of the supervisor was no longer that horrible one. He was no longer hunting for faults with the teachers but his duty was to establish a friendly relationship with and towards teachers as a guide and advisor.

2.0.3. Phase (3) (1956-1969)

This phase witnessed a great expansion in both Ahalia and government schools in big cities. There were great numbers of graduates from Khartoum University as well as from Egyptian high schools, a thing that made them to rethink of organizing the process of supervision to cover this big numbers of teachers and help to promote their teaching skills. So a central department for supervision was established in the Ministry of Education. The supervision policy witnessed a democratic, diagnostic, cooperative and reformative spirit. It helped in the promotion of teachers' performance despite the few numbers of supervising visits to schools. They used to be in contact

via official circulars through which they were able to exchange great ideas and humanistic relation.

2.0.4 Phase (4) (1970 - ….)

This period started with the advent of the new Education ladder where radical changes took place in the basic educational policy. The most important of these changes was the decentralization represented in the local governments in which the numbers of provinces increased and especial administrative bodies were established in each government department, but they were affiliated to the central administration in the federal ministry of education. In 1973 a technical directorate was established in each province; under the direction of an experienced teacher, under the guidance of the governor's assistance and was given the title of senior supervisor of education. He was responsible for all supervisors who used to go out in regular visits. The senior supervisor would report to the central department of the Ministry of Education.

By the institutionalization of the local regional governments all the tasks were transferred from Bakhet Errudha institute to be under the responsibility of the regional governments. Supervision was then to be the reasonability of the senior supervisor who reported directly to the director of education in the region. Supervision in the basic level and intermediate school was under the responsibility of the regional director and then the minister of education. During this period the number of supervisors increased but with the same concept of educational practices be under the responsibility of the regional governments. Supervision was then to be the reasonability of the senior supervisor who reported directly to the director of education in the region. Supervision in the basic level and intermediate school was

under the responsibility of the regional director and then the minister of education.. During this period the number of supervisors increased but with the same concept of educational practices. (Administration of Technical Orientation: (Assessment of the technical supervision Centre of Educational Documentation :(1978:2)) (in Abo Edrees (2000:134-136))

2.1 Supervision

The word "supervision" comes from two parts 'super' meaning above, and 'vision' meaning sight or seeing hence overseeing. The word supervision used for a person may be in an office or factory who manages responsibility over other staff. (//books, google.com//) Supervision is defined as

> (...something aware of teaching more than the learning. It means the act of watching over the work or tasks of another who lack full knowledge of concept at hand. Supervision doesn't mean control of another   but guidance in a professional work or personal context

(//www. encyclopedia, the free dictionary.com//).

It is also defined by (Colder head, 1989, p. 43) as

> (...a widely used term in current discussion a bout what the nature of the professional training. May be seen as consulting with a more seasoned practitioner in the field in order to draw on their wisdom and expertise) (Gilbert and Evans 2000: 1).

Supervision is one of the technical dimensions of teaching that aim at the improvement of Education validity (Gold hummer\et\ al\ 1983AD) (In Umbakoul (2005:16).

It is defined also by (Suleiman ALhogail 1992 AD) as

> (... an educational guidance that traces**,** improvement and evaluates all what is related to the educational process like plans, syllabuses, teachers, and books aids….etc. Moreover it defined in the studies of (Arabian Educational Office of Gulf Countries 1985 AD) as an activity by which we trace, improve, evaluate and whatsoever done to gain the ideal educational objectives.)
> (In Umbakoul (2005:16)

The above definitions guide us to the general definition that Supervision is an educational work seeking for the improvement in the whole aspects of educational. This process includes teachers, pupils, plans, syllabuses, schools, society, techniques, methods, and training…..etc.

2.2 Models of Supervision

Models and theories represent principles that help us to understand what happens in practice in general way.

2.2. a. Apprenticeship model

It suggested that teachers learn how to practice through their own direct work and by observing experienced practitioners. It assumes that the teacher learns by doing; that the evaluation standards are a reflection of their field educator's practice and that the experiences available with competent field educators in functional agencies provide the means of achieving the field work's desired goals.

This approach remains a suitable starting point in field work, particularly for teacher who learn from observation or doing.

2.2. b. Growth model

This model, based on psychological theories of human development, places heavy emphasis on supervision support function, and on reviewing and understanding interactions between teacher and supervisor. Supervision sessions focus on the teacher's attitudes,

feeling and responses toward those with whom they work, with the intention of helping them to evidence of personal growth. This model is very individualized and is not based on an open negotiation of learning agendas.

2.2. c. Role system model

This model represents the introduction of more sociological theory in to understanding of supervision it gives explicit recognition to the imbalance of power between field educator and teacher responsible for attempting to ensure that the most appropriate type of learning \teaching occurs. It emphasizes the negotiation of role expectations in a context of unequal relationship. In contrast to the two preceding models, it focuses on the interaction between teacher and field educator, but provides little guidance on the content to be covered or in which the learning occurs.

2.2. d. The academic and articulated model

These models are concerned with the interrelationship between academic and field teaching and learning. They reflect greater use of learning theories in reaction to the earlier 'learning by doing models'. The assumptions a bout learning in the academic model are that

competent practice depends on prior intellectual understanding (deductive learning), while both class and field learning are viewed as equally important in the articulated model. Thus the articulated model appears more flexible, but it requires considerable commitment by department and field to develop and maintain the planning structures necessary for its full implementation.

2.2. e. The loop model

Bogo and Vayda (1989) development the loop model from Klb s (1976) four-stage models of learning. It focuses specifically on the teacher learning rather than being presented as a model of teaching. Learning is understood as the integration of theory and practice, and difficulties in achieving to omitting one or more phases. The model use four phases to describe away of making learning from practice explicit.

Retrieval (description) of sections of practice by student;

Reflection on choices mode, on the effectiveness of work done and the knowledge, value and attitudinal assumptions mode;

Linkage of these observations to relevant theoretical literature; and

Making decisions about future response.

This process is repeated, giving the model its name. Naming the stages of facilitating learning in this way can be helpful

in providing both teachers and field educators with the map to help them interpret what has happened in practice and learning terms**.**

2.2. f. Competency – based models

These models relate not just to field work, but to the entire training. They underpin current regulation governing professional training in countries. Emphasis is placed on learning outcomes rather than processes. Teaching and learning are defined in performance terms (Shardlow and Doel 1996. 41-2) ((In Umbakoul (2005:21)

2.2. g. The structured learning models

Shardlow and Doel (1996) developed this model in response to the challenges facing the training programs it attempts to integrate a rang of learning approaches, a content to be learnt and ways of evaluating that learning. The core of this model is development of a practice curriculum based on principles describing how people learn. The planned curriculum includes objectives, content, methods that can be used to teach and learn about professional practice, and principle to guide the assessment of teacher performance. The approach specifies the way teachers are to be taught, irrespective of the agency tasks (In Umbakoul (2005:17-22).

2.3 Styles of Supervision

The style which is used depending on the type of teachers whom have been supervised. However, it's helpful to show a suitable style which can be used frequently, and to understand the ways in which style both helps or impedes abilities to be an effective leader.

2.3.1. Authoritarian supervision

It is based on the belief that teachers require continuous attention, because they are often undependable or basically -

immature, because people will attempt to work as little as possible unless someone monitors them carefully, and because teachers can not be trusted to fulfill their tasks. The supervisor must check on them frequently. The supervisor is ultimately responsible for teacher's performance. Consequently, it requires close observation's responsibilities.

2.3.2. Laissez fair supervision

In this type teachers enjoying with freedom to utilize their talents and skills in accomplishing job responsibility. This philosophy of practice is often articulate as 'Hire good people and get out of their way. As a result, teachers' view

supervision as an a demission to failure; that is as something to submit to when they encounter a situation they are unable to handle in their own.

2.3.3. Companionable supervision

It is based principally on a friendship. Here supervisors

desire to be liked and create harmonious relationship between teachers; they concentrate on being buddies with the staff. They supervise and avoid confronting teacher a bout poor job performance or mistake in judgment as long as possible.

2.3.4. Synergistic supervision

Based on a cooperative effort between supervisor and teachers that allow to effect of the joint effort to be greater than the sum of their individual contribution. Supervisor in

this approach has a dual focus, achievement of the organizations goals, and supports the staff in the achievement of their personal and professional development goals. This approach to supervision emphasizes the identification of potential problems early; the supervisor and teacher then supervision dedicated to assisting all teachers to reinforce the knowledge and skills, which can lead for development.

The sufficient supervisor who has high abilities to select the appropriate style where educational situation required that, because his field is full of. a various situation, and individual differences in its members. (//spac. ucdavis. edu/forms// leadership tips)

2.4. Supervision Features.

According to (Mohamed Tafesh 1998A.D) and Mohamed Alnafandi 1976) supervision features are.

1. Supervision is a leadership job, and the supervisor is leading several of members (teachers, pupils, members of ministry of education, society …etc). So the supervisors must have a high ability to effect other positively. The response of other must come through the co-operative effort, conviction, and the acceptance for his character.

2. Supervisor is a mean of gaining all the objective of educational and it depends up on the skills of the supervisor. Those skills should be used in a democratic framework. Supervisees should always be convinced in all discussions and to be encouraged to share discussion and recommendation.

3. Supervision is a technical specialized work that needs a continuous development for the supervisor, the teacher, and the pupil. The supervisor is responsible for that development.

4. The supervision is an educational leader who affects the whole educational process either positively or negatively. (In Umbakoul (2005: 24).

2.5 Supervision as a Communication Process.

According to the college of Occupational (1993) supervision is connecting links supervisor and student. The process enables the student to explore and increase knowledge of professional practice and to develop and apply occupational therapy skills and knowledge. A number of researchers (Christie et al. 1985; Emery, 1984; Michael, (1976) note that, the supervisory relationship thrives on good communication and interpersonal skills. A good relationship has communication as its heart because it enables students to feel comfortable a bout discussing strength, limitations and needs clearly and honestly with fieldwork educator. Open discussion allows a fieldwork educator an accurate assessment of the level of development at which the student is functioning. Good communications is valued by student (Alsop, 1991) and seen as a trait in those they call 'good' fieldwork educators. (Michael 1976). It entails a willingness to communicate as well as demanding clarity in its process and content. Regularity of communication, especially in feedback is required. Communication is thus an essential medium through which knowledge and skills are firstly established and subsequently develop.

2.6 Supervision as Educational Process.

According to Shepherd (1957) supervision is essential an educational process which aims to help the student to use, in a professionally disciplined manner, his or her natural ability to relate to clients. In supervision the supervisee begins to understand theoretical concepts and principles and learnt how they can be used in practice. Supervision is an educational process which relies on effective relationships and open communication between student and fieldwork educator.

2.7 Supervision as a Facilitation of learning Process.

Facilitating or enabling students learning is responsibility of fieldwork educator but inevitably this can't be done without students' cooperation. Students have to participate with activity in the process if any development of their therapeutic competence is to take place. In facilitating students learning the fieldwork educator will expect them to come to the supervision session well prepared and in a position to discuss recent event, and experiences. Reflecting on these event and experiences will be student's responsibility. Students will be encouraged to think through selected experiences, reviewing them in their mind, so that students learn from what happened. The fieldwork educator may prompt them guide the discussion and probe their knowledge and understanding, but essentially they must do the work.

Students in the fieldwork setting are somewhat dependent on the perception and capacity of their field work educator to act as a facilitator of their learning. The facilitation process is successful student's fieldwork educator is able to change the degree of structure needed to guide their learning. There is a balance to be found

between controlling their activity and allowing them some freedom to act independently in the fieldwork setting.(Auldeen Alsop and Susan Ryan. (1991) p:3). (//books. google. com//)

2.8 Supervision's Qualities.

Supervision can be defined as one s ability to get others to willingly follow. Educational field needs supervisions at every level. So supervisors must have the following character traits.

1. Integrity: the integration of outward actions and inner values. A person of integrity is the same on outside and on the inside. Such she or he never veers from the inner values, even when it might be expeditious to do so. Supervisors must have the trust of teachers and therefore must display integrity.

2. Dedication: means spending whatever time or energy is necessary to accomplish the task at hand. A supervisor inspires dedication by example, doing whatever it takes to complete the next step toward the vision.

3. Magnanimity: means giving credit where is due. A magnanimous supervisor ensures possible throughout the company.

4. Supervisors with humility: recognize that they are no better or worse than others member of the staff. A humble supervisor is not self- affection but rather tries to elevate everyone. Supervisors also understand that their status does not make them a god.

5. Openness: means being able to listen new ideas, even if they do not conform to the usually way of thinking. Good supervisors are able to suspend judgment while listening to others ideas, as well as accept new way of doing things that someone else thought of. Openness

builds mutual respect and trust between supervisors and teachers, and it also keeps the staff well supplied with the new ideas that can farther its vision.

6. Creativity: is the ability to think differently, to get outside the box that constrains solutions. Creativity gives supervisors the ability to see things that the others have not seen and thus lead teachers in new directions.

7. Fairness: means dealing with others consistently and justly. Supervisors must check all fact and hear everyone out before passing judgment. When teachers feel they that are being treated fairly, they reward a supervisor with loyalty and dedication.

8. Assertiveness: a supervisor must be assertive to get the desired results. Along with assertiveness comes the responsibility to clearly understand what teachers expect from their supervisors.

9. Genuineness: the supervisor must have the ability to meet others with honesty without pretence.

10. Capacity for growth: the best supervisors are still deeply engaged in their own learning and development.

11. Courage: to challenge and take risks in sharing teachers their own doubts and fears.

12. Respect: for the uniqueness of each individual teacher's personal journey and recognition of what they bring in to this new relationship from their prior experience.

13. Personal expertise: the ability to act as a role model and mentor with in the practice environment.

14. A sense of humor: The ability to recognize that the fun and joy can be an important part of working in human services, even though the context may be deeply serious and challenging. Humor is a form of power that provides some control over the work environment. . And simply put, humor fasters good camaraderie. (//www. hrworld. com// 2009)

2.9 Supervision's Competences.

For a successful supervision, supervisors must have the following competences which play a basic role for developing learning process.

2.9.1. The Democratic leadership competence.

The supervisor here must give a sufficient freedom for the teachers to work, to involve him in the discussions and of the recommendation conveniently.

2.9.2. The Humanitarian competence.

It is the ability of creating a friendly relationship with the teacher through respecting his feelings and ideas praising his positive achievement. It is the assistance to solve his personal problems and educational ones, encouraging him freely.

2.9.3. The Competence of evaluating pupil's needs.

It is ability to analyzing the problems facing the pupils and to find some suitable ways to overcome them.

2.9.4. The Vocational improvement competence.

It is the ability to improving the teacher's performance and academic standards through the training programs

helping him to reach the information resources

(websites, books, cassette, CDs…etc.) easily.

2.9.5. The Syllabus competence.

It is very obvious that the syllabus in the educational process is as important as the teacher and the pupil. So the supervisor should be capable of participation in its construction, testing, analysis and evaluation, in order to discover its problems and solve them.

2.9.6. Education competence.

It is the skills of mastering the educational process. The supervisor should have the ability of directing the teacher to prepare his lesson, to write his objectives, to implement his lessons through the correct methods to use audio and visual aids, to use technology of education including online learning. The supervisor should have the skill of distributing the syllabus according to the available time explaining the ways of evaluation (orally, written or through continuous evaluation).The supervisor should be aware of the different methods of controlling the various classes. The supervisor as a model should always be ready to demonstrate model lesson especially for the new teachers or those who are to some extend weak.

2.9.7. The Competence of the school-society's relationship.

As the school is a part of the society, doing hard to achieve its objectives the supervisor should have the skill of playing the role of the link. Explaining all the programs of the school to the society (pupil's parents in particular) as an example, will no doubt encourage them to be involved in solving the problems. The teacher should feel

This important role in building that society. Because he is really building its future members (the pupils)

2.9.8. The Evaluation competence.

As the educational process is very complicated and integrated; There is always a real need to know it's extend goes, through the evaluation which aims at improving the process. The teacher efforts should be evaluated through a fare educational criterion which can be measured. Concentration should be focused on the positive achievement of the teacher first and humanitarian attitudes are always required. Recommendations are better to be convinced than to be instructed.

2.9.9. The Communicative competence.

The educational communication depends upon their validity. The best communication is that one which depends upon the rising and descending channels that allowed information to go easily from the supervisor to the teacher and vise versa consequently the interaction and the required exchange of ideas about the various aspects of the educational questions exists. . (In Umbakoul (2005:36-38).

2.10 Supervision's Educational Functions

Supervision works in all direction in the educational field. It has so many functions that reflect its value. Those functions are the real reasons of the process' success. If any of those functions fail consequently failure in the educational system must be expected.

Many functions that the language supervisor performs are generic all school personnel, such as promoting high expectations for

students and staff supporting a positive caring climate for learning, purposeful environment: communicating with parents and community.

2.10. a. The Strategic planning

It is a technique of a perfect planning for (E. L. T) those plans is usually prepared for various durations of time. All the plans are implemented by supervisors.

2.10. b. Education planning

It is the technique of preparing the best programs and the suitable activities associated with them, the choice of the competent teachers to implement those programs and choosing good criterion to evaluation. The educational planning includes also the divisions of the whole work in to parts to be done according to the time allowed a semester a month a week or a day.

2.10. c. Preparing teachers

Committees of selecting (E.L.T) teachers are always consisting of supervisors. Teachers are prepared in away that enable them to respond and participate positively in the activities of improvement. They often get use of the available recourses of information that help them to update their standard easily.(Roadaa Abd Alrazig 1980 AD)(In Umbakoul (2005: 38-40).

2.10. d. Curriculum designs an implementation.

- Provides leadership in the ongoing design and implementation of variety of foreign/second language programs and courses that meets the needs of all students as well as the critical language needs of the community state and nation.

- Provides leadership in selecting course goals, objectives, and teaching assessment activities that foster success for students with differing learning styles, abilities and interests.

- Provides leadership in the continuous development distribution and implementation of curriculum guides for each language.

- Promotes instructional strategies that lead to real language proficiency in culturally authentic situation.

- Systematically and continuously monitors instructional process to ensure that language class activities are related to desired program outcomes.

- Work with staff to ensure that curriculum accountability and revision are continuous and responsive to students needs.

- Gather and compiles assessment and other data for use in program improvement.

- Make suggestion for updating language programs to include the latest technology, such as multimedia and telecommunications.

- Promotes collaboration with other departments to integrate language study with other curricula.

- Confers with parents, teachers, students, and/or administrators to interpret assessment data, instructional procedures and student progress.

- Facilitates articulation between levels.

2.10. e. Staff Recruitment and development

- Provides professional development instruction improvement activities based on current research, trends in foreign/second language teaching and district needs.

- Assists in improving the foreign/second language instructional program through classroom visitation and teachers conferences.

- Works with school personnel to assist individual teacher who need help in methodology, classroom management, and in locating and obtaining instructional materials.

- Provides and communicates opportunities for professional growth.

- Conducts performance assessment of teachers as requested.

- Participates as appropriate in teacher recruitment, hiring, placement and intervention.

2.10. f. Teaching materials and equipment.

- Supervisees the district-wide selection of foreign /second textbooks and ancillary materials for each course.

- Research and recommended appropriate materials, supplies, and technology pertinent to each language program.

- Budgets for and purchases materials and equipment.

- Disseminates instructional resources to support teaching staff in accomplishing instructional goals.

- Analyzes facility and equipment needs such as audio, video and computer equipment for optimum teaching and learning and make appropriate recommendations for implementation and integration in to the language course.

- Develops. with instructional staff, criteria for choosing teaching materials and equipment, analyzes bids and recommends selection for purchase.

2.10. g. District-wide activities

- Provides leadership in developing and carrying out district- wide foreign/second language curricular and extracurricular activities for students.

Information and advocacy.

- Communicates regularly with district personnel a bout local and state requirements concerning foreign/second language education as well as providing updates on national issues and legislation affecting language programs.

- Serve as a liaison among language teachers, campus administrators, the central office, and the community.

- Articulates the language program goals and objectives to parents and community leaders and solicits their support in realizing program goals and activities.

2.10. h. Collaborate with other curriculum areas and developments.

❖ Works with colleagues in other departments on interdisciplinary projects, curriculum and staff development.

❖ Assists with programs, such as at risk and health program that provides services to language minority students.

❖ Collaborates with teachers to promote instructional consistency and shared direction.

From the above we can describe the supervisor's job. It has five components for supervisor's responsibilities: what is taught, what is taught with, how is taught, how it is enriched, and how it is explain to other. If any of those components is fail consequently failure in the educational system must be expected. (//www.ncssfl.org//)

2.11 The Techniques of English language Supervisor.

The essential supervisor's work in educational field is to trace the whole process. So as to discover the strengths and weaknesses to evaluate the implementation of his planning, what must be reinforce, change, or add. It also helps to know the needs of teachers and students. This is usually done through many techniques as the classroom visit, supervisory conferences, clinical supervision, educational circulars, guided reading, exchange visits, model lessons, education forums and the education visit etc.

2.11.1. The Classroom visit.

It is a fieldwork where supervisor can implement his plans' objectives. So it regards a very important technique, because it gives the supervisor a good chance to see how thing are going on in front of him. So he can easily evaluate the teacher's efforts, discover his need, discover the pupil's needs, the distinguished teachers, plan for supervisor's programs, and evaluate the parts of the syllabus which has been implemented and those which has not. There are three kinds of such visits. A sudden visit, a prepared visit and a visit which is a reply for an invitation from the headmaster of the school or the teacher himself.

The supervisor must know the contents of the lesson in advance through reading the teacher's preparation and better to participate in the preparation if it is a model lesson. The supervisor must trace carefully all the integrated component of the period like the introduction, various stages, aids and the evaluation.

2.11.2. The Supervisory conference.

Avery important step after classroom visit is a meeting between supervisor and teacher. In which they discuss the lesson attend in the classroom. The supervisor appears the positive achievement of teacher. The humanitarian's skills of the supervisor should be activated. Convection of the teacher is very important as a grantee for his good implementation for the supervisor's recommendations. The developing of relationship between teacher and supervisor depends on the supervisor's way of discussion which can create a fruitful relationship between them.

2.11.3. Clinical supervision.

Clinical supervision provides a new perspective and a different attitude for confronting supervisory responsibilities. Supervisors become facilitators, that is, they provide teachers with objective data a bout their professional behavior. Then it is the teacher's role to evaluate his own professional behavior and to discover strengths and weaknesses. The supervisor and teacher can then work through a collaborative process to improve professional behavior. The ultimate goal of clinical supervision is to develop effective, self-skills and continue to grow professionally. The use of the observation techniques by a supervisor provides objective tools for self-analysis and continued professional growth.

This style is developed by Gold Hallar and Kgan form Harver University in the early seventy century it is usually implemented through the following steps.

- Pre-conference.

- Classroom observation.

- Data analysis.

- Post conference.

- Final criticism.

In spite of the length of the clinical supervision technique and its complication, still it is a distinguished kind of supervision which is commonly used.

2.11.4. The Educational circular.

It is a scientific or a vocational massage prepared by the supervisor according to the needs of the supervisee. That circular has to be distributed to prevail specific ideas or vocational recommendations. It is also considered as a means of documentations that enrich the experiences of the sector in the future. The resources of the information are the supervisor experiences or other available resources as in the ministry of education, the recommendations from the scientific meetings and the notes from the supervisor visits, etc.

2.11.5. The Guide reading.

It is a technical or vocational essay selected by the supervisor according to the supervisee needs from different resources like books, web cites, real situations etc. It either adds extra information or refreshes the supervisee pervious one. Although the guiding reading is similar to the educational circular, it differ in its establishment as the educational circular is usually written by supervisor himself where as the guiding reading is a selected material copied from a resource. This guided reading is for: giving various information resources for

teachers, encouraging the teacher to develop reading as a habit, extra concentration and reinforcement for the teacher's abilities, and covering all the educational aspects.

2.11.6. Exchanged visits.

It is a program organized by the supervisor to achieve specific objectives. In this program the teachers exchange visits. The visit implemented through visiting a classroom or seeing a new project, activity or experiment. These visits are for:

- Exchanging the experiences between teachers.
- Deliberation between teachers to solve the educational problems.
- To unify the standards of teacher's performance through unifying the different points of views and the criterion by which they justify things.
- Encourage the supervisee to develop the skills of thinking.
- Improving the supervisee's performance by imitation and competition.
- Satisfying the natural needs of the distinguished teachers for appreciation.

The exchange visits should be followed by a feed back session in which teachers usually exchange ideas and experiences and a special from should be filled for feather feed back and evaluation.

2.11.7. A Model lesson.

It is a model practical lesson which presented by the supervisor or teacher to convey a new idea or to show a certain method of teaching. It generally aims to:

- To give practical models for the theories taught.
- It gives a chance to the supervisor to check if his ideas can practically be implemented.
- It gives a chance to supervisor to discuss, exchange ideas and consequently enrich his experiences.

2.11.8. The Educational forum.

It is a discussion of academic debate held by a number of educationist and other a bout specific educational case. They exchange the ideas to reach certain points about the subject. The issues discussed can extend to the regional and international levels; still they can be limited to find the solutions for the local society's problems including the school. Although the forum discussions are usually lively and rich, they are not as useful as other techniques of supervision because they are generally in the form of lectures and theories.

2.11.9. Education workshop.

It a technique that contains both theoretical and applied aspects. It usually done by a cooperative meeting between a small group of supervisees for a day or more to achieve some information and applied skills, finding solution for some problems or establishing a particular project or an experiment. It mainly held for:

- Cooperative planning that ensures the supervisees support and their participation in the implementation of those plans.
- It supplied new attitudes of cooperative work.
- It gives practical styles to apply the development of vocational program of the educationist.

The workshop has often main four components.

- The objectives.
- The materials.
- The agenda.
- The activities.

2.11.10. Evaluation visits.

Evaluating the teacher's performance is one of the supervisor's priorities. It is usually implemented through several visits. A form is used, containing certain points to be checked, marks are to be given as a measurable mean of evaluation. The headmaster and the supervisor share this task as said by (Mohammad Khairy 1985) (in Umbakoul. (2005:40-46)

> (…the teacher's high qualities are not the only indication for this success. The real positive outcome of the teacher depends upon achieving his objectives effectively). (Mohammed Gumber 1991 AD in Umbakoul. (2005:46).

A competency-based system emphasizes the importance of an explicit learning contract (previously know plan) between teacher and the supervisor. There are a number of clearly recognized steps that must be followed, including a specific plan that states.

- The learning standards and objectives;
- The learning activities;
- Assessment criteria for each standard and activity.
- Theory and knowledge base to practice competently in each agency setting;
- Policy practice principle and values guiding agency practice;

- Type of evidence required for assessment of standards;
- Criteria for assessment evidence.
- Time of visits.

These steps are onerous but necessary tasks in field education. Provides often do not recognize this despite teachers spending nearly half their professional education and training in fieldwork. (in Umbakoul. (2005:46).

2.12. Supervision and Training.

Some basic to know about training

2.12.1. Variety of reasons for training.

Teacher job training can be initiated for variety of reasons for a teacher or group of teachers, e. g.

1. When performance appraisal indicates performance improvement is needed.
2. To 'benchmark' the status of improvement so far in a performance improvement effort.
3. As apart of an overall professional development program.
4. As apart of succession planning to help teacher to be eligible for planned change in role in the organization.
5. To 'pilot' or test, the operation of a new performance management system.
6. To train about a specific topic.

2.12.2. Vary basic types of training

When you planning for your teachers, it helps to understand some basic about training, let us look at some type of training:

a) Self-direct learning:

It is when the learner decides what s/he will learn and how.

b) Other direct learning:

It is where other people decide what the learner will learn and how.

c) Informal training:

It is on predetermined form. Examples are reading books to learn about a subject, talking to friends about the subject, attending a presentation, act.

d) Formal training:

It has a predetermined form. The form usually includes specification of learning results, learning objectives, and activities that will achieve the results and how training will evaluated. Example might be college courses, workshops, seminars, etc. Note that formal training has a form; it doesn't necessarily mean that formal training is better than the other forms.

e) Informal means of training:

This is probably the most common type of training and includes, for example, the job training, coaching from supervisors, using manual and procedures, advice from peers, etc.

f) Coaching:

Probably the most common form of informal training is job coaching

1) The supervisor, or some other expert at the subject matter or skills, tell the teacher how to do something,
2) The teacher tries.
3) The supervisor watches then gives feedback.
4) The teacher tries until s/he gets it right.

The above approach work best in task or job that include straightforward procedure or routines.

2.12.3. In- service Training.

One of the English language supervisors' responsibility is to train teachers while they are caring their job, especially who are new or those who are weak in the language or methodology. The only available kind of training in such as a case is the in- service training.

2.12.4. Common pitfalls in teacher training.

1. New teachers and supervisors often underestimate the value of training.
2. Or, they perceive it as occurring only in classroom.
3. Or, they assume that because teachers have attended a course or workshop or seminar, then s/he must have learned what they needed to know.
4. Or, they believe that good training can only occur from highly trained professional.

2.12.5. Learn how to plan to your training.

Supervisors and teachers can accomplish highly effective training by following certain guidelines.

Determining your goals in training,

1- Are there any time lines that you should consider in your plane?
2- Are you pursuing training and development in order to address a performance gap?
3- Or, is your plan to address a growth gap?
4- Or, is your plan to address an opportunity gap?
5- Gets feedback from others.

6- Should you conduct a self- assessment?

7- Is a list of competencies, job description or job analysis available to help you identify your training and development goals?

8- Begin thinking about how much money you will need to fund your plan.

9- Write down your training goals.

2.12.6. Identifying your learning objectives and activities.

1) What new areas of knowledge or skills are needed to reach the training goals? Each of these new areas is a learning objective. Write down the learning objectives.

2) In what sequence should the learning objectives be attained?

    a. Carefully consider -- when you have achieved all of your learning objectives, will you indeed have achieved all of your overall training goals.

    b. What are the best learning activities (methods) for you to achieve your learning objectives? Do your learning activities include your ongoing reflections about your learning?

    c. What observable results, or evidence of learning, will you produce from your learning activities that can be reviewed for verification of learning?

    d. Who will verify that each of your learning objectives was reached?

3) Now that you know what activities that will be conducted, think again about any costs that will be needed, e.g. materials, facilities, etc.

4) How will you handle any ongoing time and stress management issues while implementing your plan?

2.12.7. Developing any materials you may need.

1- Consider if you needed or obtain, or start:

    a. Enrolling in courses.

    b. Buying books.

    c. Scheduling time with experts.

    d. Getting a mentor.

    e. Scheduling time with your supervisor, etc.

2.12.8. Planning implementation of your training plan.

1. During in your training, how will you be sure that you understand the new information and materials?

2. Will your learning be engaging and enjoyable?

3. Are you sure that you will receive the necessary ongoing feedback, coaching mentoring, etc, during your training and development activities?

4. Where will you get necessary administrative support and materials?

2.12.9. Planning evaluation of your training plan experiences.

1- Who is charge of implementation and tracking your overall plan?

2- Consider having a local training expert review the plan.

3- Are approaches to evaluation included in all phases of your plan?

For example, are your methods being protested before being applied? Do you understand the methods as they are being applied? Are regularly providing feedback about how well you understand the materials? Are there any plans for follow- up evaluation, including assessing your results several months after you completed your plan? (//www.managementhelp.org//).

2.13 Problems of technical orientation in the Sudan.

These problems include the following:

2.13.1 Problems within the supervisor:

- Lack of transportation
- Shortage of working force
- Selection of supervisor based on non- academic and non professional bases
- Frequent movement of supervisor from one place to another.
- Lack of training

2.13.2 Problems within teachers:

- Shortage of teaching force in some schools and inflation in others.
- Frequent teachers transferring from one place to another.
- Weakness of teacher academic and professional qualification and lack of regular trainings.
- Over-crowded classroom in urban schools.
- Assigning of teacher to carry out some non-academic tasks.

2.13.3 Problems within the school environment:

- Poor construction
- Lack of education aids and textbooks
- Remoteness of schools and lack of public and private means of transport for both teacher and learners.

In a nutshell the economic conditions have great effect on the basses of the selection of the supervisors and the over-estimation of experience rather than academic and professional qualifications. The shortage of teachers' training also has negative effect on technical supervision. So, this will need more studies and investigations so as to

enable the supervisor to play his role in activating and promoting the whole educational process. (Assessment of the technical supervision Centre of Educational Documentation :(1978:2)) (in Abo Edrees (2000:136-137))

2.13.4 Problems within the technical Orientation:

Abdalghanin Al noori mentioned many of these problems:

- Unclearness in general far and near of education objectives and the inability to transfer these objectives into behavioral measurable objectives.
- Non-updating of these objectives to match with the community practical needs.
- Use of different techniques of supervision which would put the supervisee in perplexity.
- administrative orientation overwhelming technical academic orientation
- Focusing on the promotion of teachers' skills and neglecting other social and economical aspects.
- Lack of supervisions skills and varieties.
- Superiority vs Inferiority of supervisor/teacher relation.
- Negative attitudes of teachers towards supervisor. (Abdulaghani Alnoori, (1991: 457-468)) ((in Abo Edrees (2000:136-137))

2.14 Previous Studies:

The researcher faced difficulty in finding related previous studies and that is due to the fact that the topic - according to the researcher's knowledge and search- has not been touched before, the following studies may be relevant.

1) Tijani Mohamed Umbakoul: (2008) (M.A) in (The Attitudes of E.L. Teachers toward Supervisors in Saudi Arabia and Sudan), Faculty of Education. Omdurman Islamic University.

The main objective in this study is to investigate the effective role of English language supervisor in facilitating and improving teaching performance through a comparative study between Sudan and Saudi Arabia. The population of this study is a group composed of teachers and supervisors from Sudan and others from Saudi Arabia. The researcher uses the questionnaire as a suitable instrument to collect data. He comes out with the following findings:

- Teachers and supervisors in Saudi Arabia hold positive attitudes towards Educational Supervision.
- Teachers and supervisors in Sudan don't hold positive attitudes towards Educational Supervision.
- According to teachers responses, supervisors are said to have effective role in the teachers academic development in Saudi Arabia whereas this action moderately happens in Sudan
- In spite of the low percentage comparing with other result, supervisors are also said to have an effective role in improving the teachers performance in Saudi Arabia whereas, this action is also moderately happens in Sudan.
- Supervisors have effective role in training teachers in Saudi Arabia whereas this part of supervision is moderately implemented in Sudan or sometimes missing.
- Supervision is an essential technique that improves the whole educational process in school English Language Teaching in particular.

2) Adel Mohamed Dafaulla Abo Edrees: (2000) (M.A) in (The Role of Educational supervision in school Level), Faculty of Education, Omdurman Islamic University

This study aims to identify the educational supervisors' performance through their attitudes with teachers. The population of this study is composed of (174) teachers from the basic level, and (64) supervisors as a sample from the same level. The researcher adopts the questionnaire as a suitable instrument to collect data. He comes out with the following findings:

- The attitudes of the educational supervisors toward their task came in different rates and with the least rate required from the teachers' attitudes.
- The educational supervisors' attitudes were high toward their role.
- There are no differences among supervisors' attitudes about their role.
- There are no differences in teaches' attitudes toward supervisors' role.
- There is no correlation between teachers' qualification and attitudes toward supervisor role.

3) Mohamed Tahir Balow: (1985) (M.A) in (Educational Supervision in the Academic Secondary School Level in Sudan), unpublished, Faculty of Education, Khartoum University.

The primary purpose of this study was to investigate educational supervision in academic secondary school level in Sudan through the awareness of educational supervisions' responsibilities and aims, and how they achieved their task. The population of this study

was composed of academic secondary school supervisors, headmasters and directors of department in Khartoum province. The researcher used the questionnaire and interview as suitable instruments to collect the data. He came out with the following findings:

- The supervisors, the headmasters and the directors of department of academic secondary school level understand the objectives of educational supervision clearly with a high rate.

- Educational supervisors and headmasters in academic secondary school believed that they achieved their half the task or work with maximum rate whereas the other part with midst rate.

- There is no significant statistical differences between the educational supervisors' and the headmasters' attitudes toward their task.

- The result of teachers' attitudes and evaluation toward supervisors' task practice were midst or dissatisfactory.

- There were statistical differences between teachers' attitude and supervisors' attitudes toward to achievement of educational supervisors to their task.

Comment

The researcher confesses that, these studies are not directly relevant to her stud but all of them aim to introduce technical supervision in the Sudan either in secondary schools or basic school. The agreements of these studies with researchers' study are:

- There is low standard in technical supervision practice in the educational field needs. So the educational supervision needs to e activated and improved.

- Teachers' have negative attitudes toward supervisors' practice.

- While the researchers' study has some disagreement with those previous but the researcher admits that   she has benefited from these researches. It helped her in identify the nature of the problem of the study, in the questionnaire design and how to form and systemize a theoretical framework.

CHAPTER THREE
METHODOLOGY

3.1. Introduction

This research is concerned with the effective role of English language supervisor at the basic level school.

In this part the researcher is dealing with the procedures and the processes of data collecting as well as validating the research tools.

3.2 Description of the Research Methodology:

There are many research methods at the reach of researchers, such as the descriptive and analytical approach, which is going to be applied in this research to help in describing the situation, then discussing and analyzing the collected data.

3.3. Description of the Population:

The population of the research is the group of English language teachers and supervisors at the basic level school in Jabel Awlia Locality who were represent the community Khartoum state.

3.4 The Sample:

The selection of the sample was randomly done from among the total group of English language teachers and English language supervisors in Jabel Awlia Locality who were about (120) teachers and (4) supervisors. The researcher targeted a percentage of (60%) of the group who represented the community of Khartoum state

3.5 Research Instrument:

Questionnaire: (see the appendices (2) and (3))

The researcher adopted the questionnaire as a suitable instrument through which she could collect the appropriate data for this study, by English language teachers and English language supervisors at the basic level school. Questionnaire (A) was composed of (4) sections; each section intended to test one of the hypotheses of the research. Under each section, there were a number of statements, which would reflect the attitudes and opinions of the English language teachers. Questionnaire (B) was composed (1) sections; which intended to test one of the hypotheses of the research. Under this section, there were a number of statements, which would reflect the attitudes of the English language supervisors. The researcher used a simple scale where the respondents could choose (agree, disagree and no opinion) as an option. Questionnaire (A) was written and presented in Arabic language while questionnaire (B) was written presented in English language.

3 .6 Validity and Reliability:

Validity:

The questionnaire was shown to (4) university specialist in the field of education and English language teaching. See (the appendix (2)) which shows a list of referees consulted by the researcher on the face validity of the questionnaire. They gave their opinions on the content validity of questionnaire and they approved the current form of the questionnaire.

Reliability:

In order to check the reliability of the questionnaire the researcher used the test-retest method.

The value of alpha coefficient rang between = (0-100).

If it distributes 100 times it will give the same result out of 100.

3.7 Procedure of data collection:

Questionnaire (A) was written and distributed to English language teachers while the questionnaire (B) was written and distributed to English language to supervisors in Jable Awlia locality, to represent Khartoum state basic level school. The researcher handed over (60) copies of the questionnaire and she was able to re-collect (54) copies from which (6) copies were invalid.

3.8 Data Analyses technique.

The data collected and then the analyses were carried out through computer by using the descriptive statistical analysis method. Chapter four is about the discussion and interpretations of the data.

B/ Verbal Reporting: (see the appendix (5))

In this section, the researcher studied formal sheet of evaluation designed by the ministry of education. The researcher adopted the verbal reporting technique. The sheet was distributed to some English language teachers in different school, and the result formed some official opinions for what they said.

CHAPTER FOUR

Introduction: In this chapter the researcher is dealing with the analysis of data collected through questionnaire from population:

A/ (1) 50 teachers from basic level school.

   (2) 4 supervisors from basic level school.

B/ Result of verbal reporting

A/The Statistical analysis of Questionnaire (1)

Section (1) - table (4/1)

1. A supervisor can facilitate teachers with good teaching skills.

a) A supervisor helps in improving teachers' performance.

Responses	Frequency	Percentage
Agree	33	66.00%
Disagree	12	24.00%
No opinion	5	10.00%
Total	**50**	**100.00%**
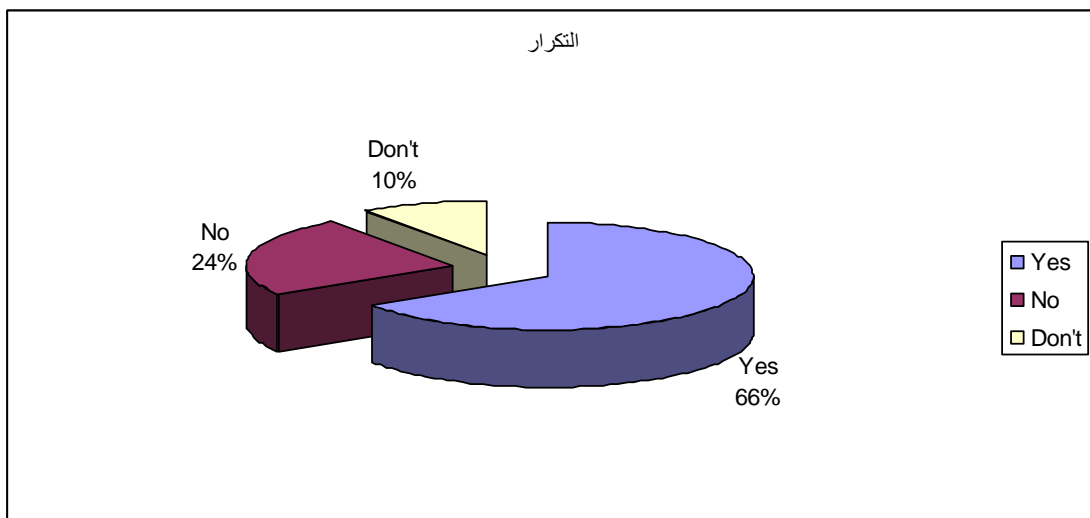
This data concerns results on item that a supervisor helps in improving teachers' performance. It shows that (66%) agree and (24%) disagree while (10%) had no opinion. That means most of supervisors help the improvement of teachers' performance. But from the researchers' experience she noticed that some of them focus on the weaknesses of teachers or only criticize without mentioning their merits when they evaluate teachers' performance, after the lesson which they attend. They only try to apply their own method in which they believe. This makes teacher's mistrust in them.

Section (1) - table (4/2)

b) A supervisor participates in solving teachers' problems.

Responses	Frequency	Percentage
Agree	37	74.00%
Disagree	10	20.00%
No opinion	3	6.00%
Total	**50**	**100.00%**
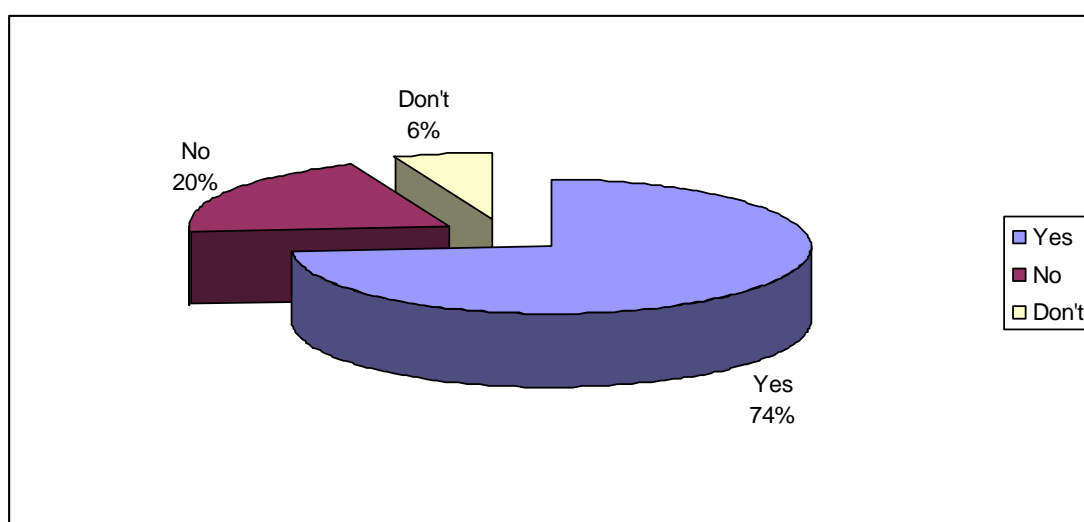
This data concern results on item a supervisor participates in solving teachers' problems. It shows that (74%) agree and (20%) disagree while (6%) had no opinion. This indicates that most of them do so, but from the researchers' experience she notices that some of them don't trace their teachers' problems because they have limited number of visits. So they may advice teachers without giving special visits for training or remedial work

Section (1) - table (4/3)

c) A supervisor varies his style of supervision

Responses	Frequency	Percentage
Agree	28	56.00%
Disagree	15	30.00%
No opinion	7	14.00%
Total	**50**	**100.00%**
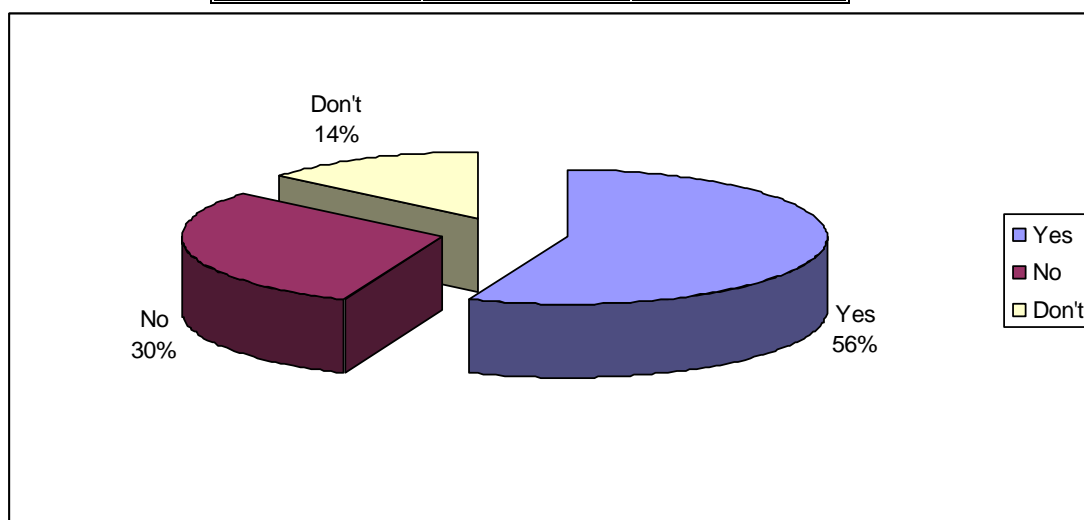
This data concerns results on item a supervisor varies his style in supervision. It shows that (56%) agree and (30%) disagree while (14%) with no opinion. This is not an expected result; although most of supervisors have long experiences which help them to use different styles in training and supervision with their teachers; but the researcher noticed from her own experience during sixteen years in teaching English, some of the supervisor have limited methods. Sometimes teachers know the supervisors' method of teaching which s/he uses during many years, but they do not have help from their seniors. So teachers carry on in their work with little development. They always try to satisfy their supervisors with the already known things which they want.

Section (1) - table (4/4)

d) A supervisor reinforces teachers' good characteristic.

Responses	Frequency	Percentage
Agree	33	66.00%
Disagree	10	20.00%
No opinion	7	14.00%
Total	**50**	**100.00%**
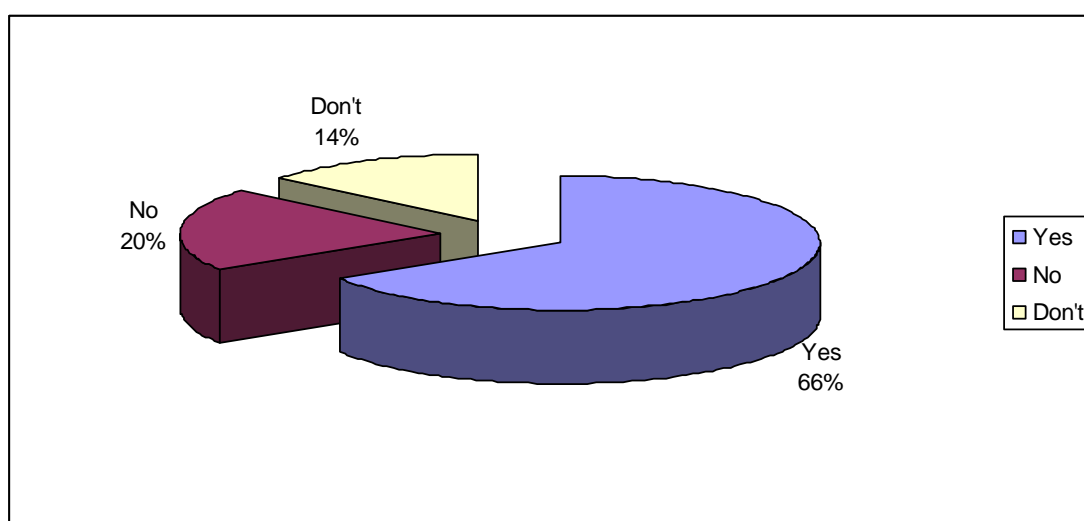
This table shows the result of data which concerns that supervisor reinforces teachers' good characteristic. It shows (66%) agree and (20%) disagree while (14) with no opinion. This indicates that most of supervisors do so, but from the researchers' experience she notices that some of them focus on the weaknesses of teachers or only criticize without mentioning their merits when they evaluate teachers' performance, after the lesson which they attend. They only try to apply their own style

Section (1) - table (4/5)

e) A supervisor cares for teachers' weak aspects.

Responses	Frequency	Percentage
Agree	30	60.00%
Disagree	14	28.00%
No opinion	6	12.00%
Total	**50**	**100.00%**
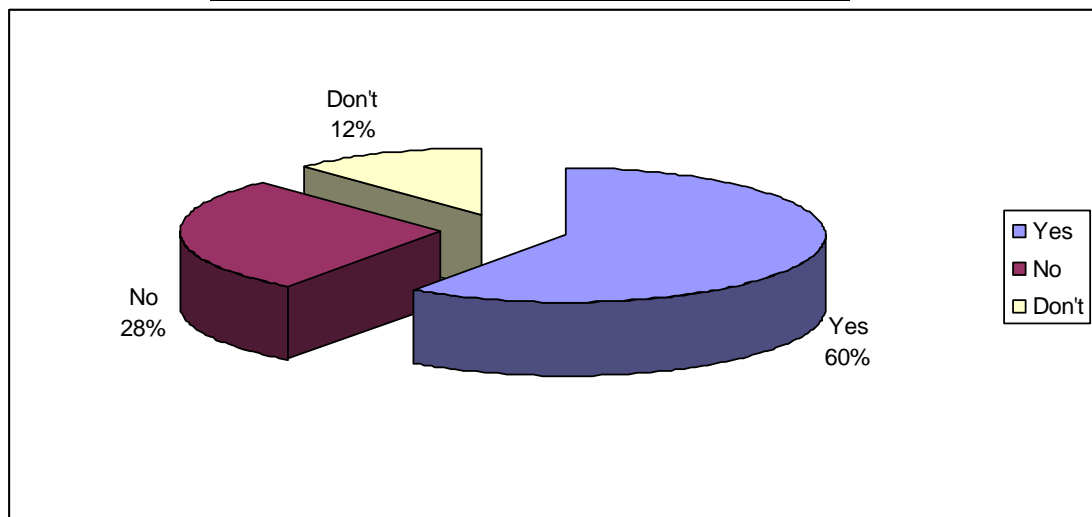
This data concerns result on item: a supervisor cares for teachers' weak aspects. It shows (60%) agreed and (28%) disagree while (12%) with no opinion. That is mean most of them care for teachers' weak side but from the researchers' experience she notices that some of supervisors may care with weak aspects during their visit but without any prepared planning for tracing or treating these aspects.

Section (1) - table (4/6)

2. A supervisor cans provide teachers with sufficient training.

a) A supervisor helps teachers choose suitable educational styles.

Responses	Frequency	Percentage
Agree	40	80.00%
Disagree	9	18.00%
No opinion	1	2.00%
Total	**50**	**100.00%**
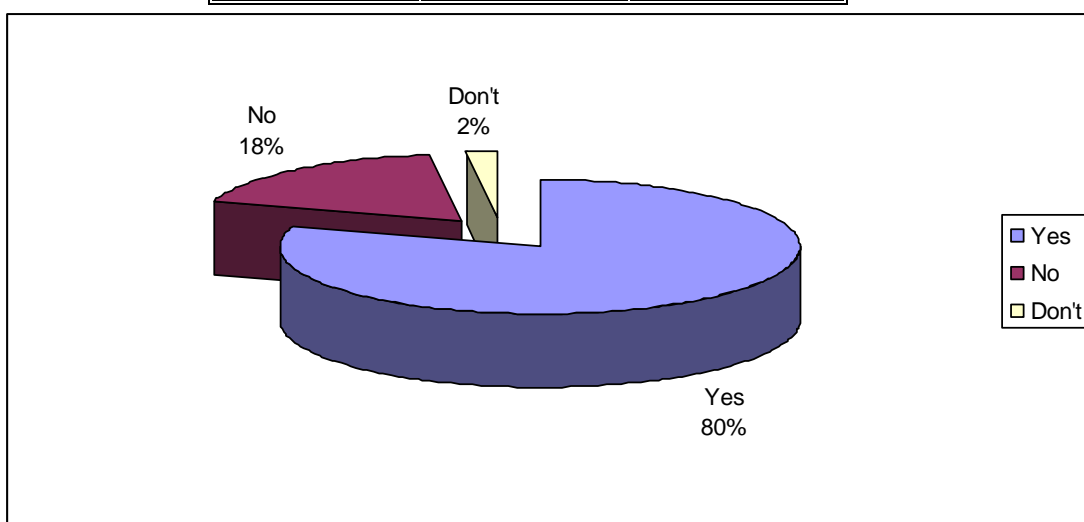
This data concerns results on item a supervisor helps teachers choose suitable educational styles. It shows that (80%) agree and (18%) disagree while (2%) were no opinion but most of supervisors help teachers choose suitable educational styles, but from the researchers' experience she notices that some of supervisors may advise teachers with out training which can improve their experiences.

Section (1) - table (4/7)

b) A supervisor discusses how to evaluate styles with teachers.

Responses	Frequency	Percentage
Agree	40	80.00%
Disagree	5	10.00%
No opinion	5	10.00%
Total	**50**	**100.00%**
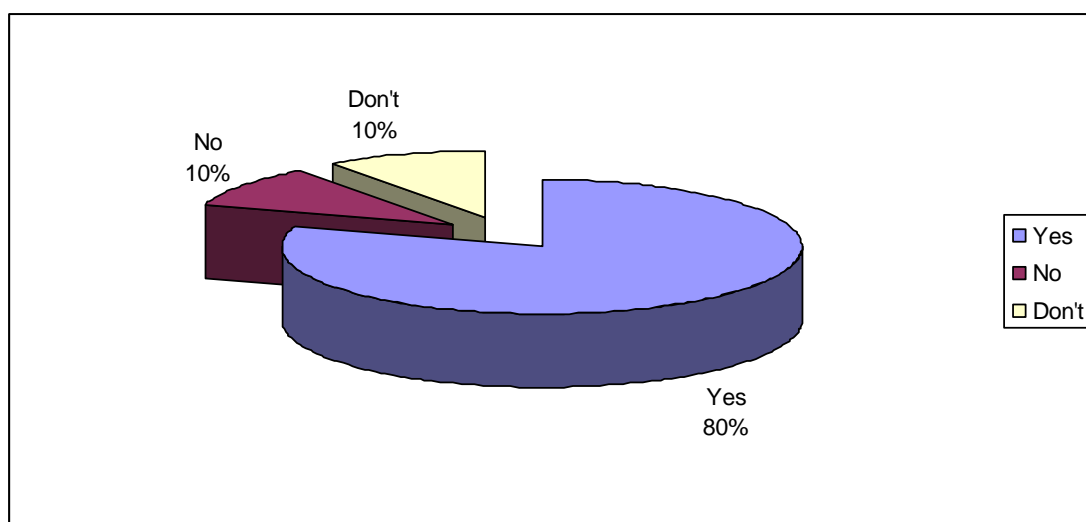
This data concerns results on item a supervisor discusses how to evaluate styles with teachers. It shows that (80%) agree and (10%) disagree while (10%) were with no opinion. This mean most of them do so, but from the researchers' experience she notices that most of supervisors do not care of this aspect either in school visits or in workshop.

Section (1) - table (4/8)

c) A supervisor takes care of new teachers.

Responses	Frequency	Percentage
Agree	24	48.00%
Disagree	15	30.00%
No opinion	11	22.00%
Total	**50**	**100.00%**
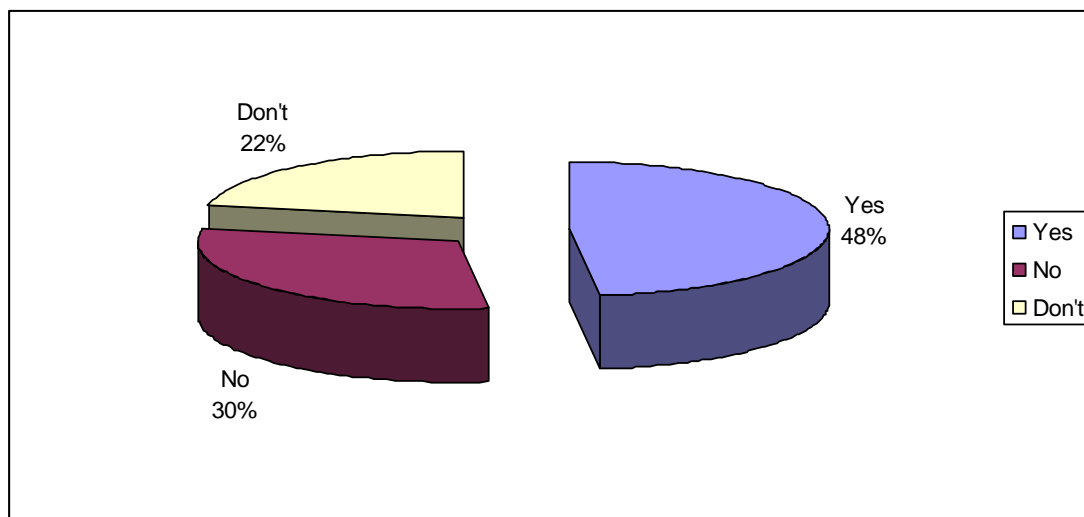
This data concerns results on item a supervisor takes care of new teachers. It shows that (48%) agree and (30%) disagree while (22%) were with no opinion. This is an expected result. From the researchers' experience she notices that, supervisors programs may lack specific plans or programs in watching teachers applying what they received from trainers. Teachers start their work after a short period of training and receive supervisory services similar to that of mature teachers.

Section (1) - table (4/9)

d) A supervisor identifies teachers with updated information in the subject.

Responses	Frequency	Percentage
Agree	27	54.00%
Disagree	8	16.00%
No opinion	15	30.00%
Total	**50**	**100.00%**
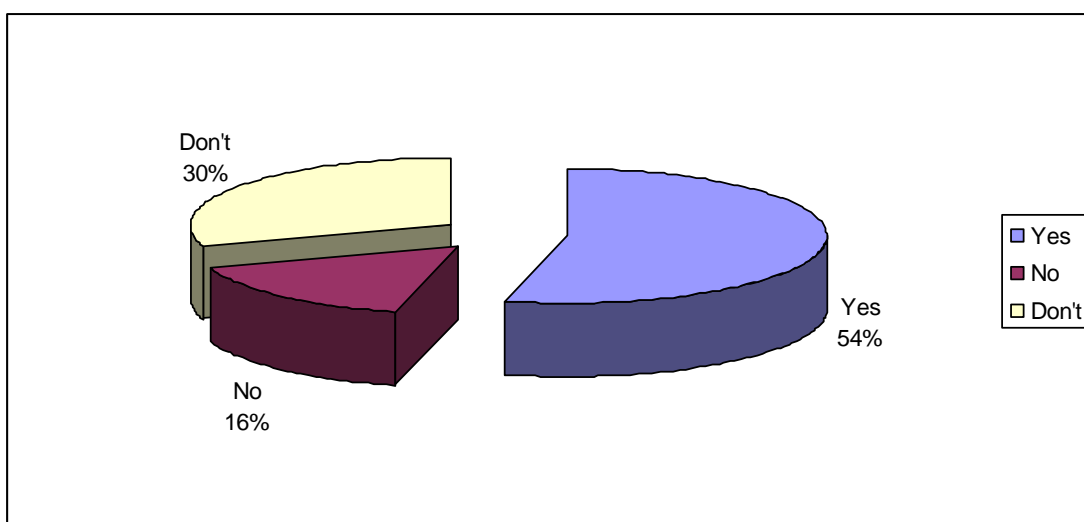
This data concerns results on item a supervisor identifies teachers with updated information in the subject. It shows that (54%) agree and (16%) disagree while (30%) were with no opinion. This illustrates that the information which teachers receive from supervisors are not satisfactory, this is due to the limited knowledge of supervisors themselves.

Section (1) - table (4/10)

e) A supervisor provides teachers with sufficient information in their specialization.

Responses	Frequency	Percentage
Agree	33	66.00%
Disagree	12	24.00%
No opinion	5	10.00%
Total	**50**	**100.00%**
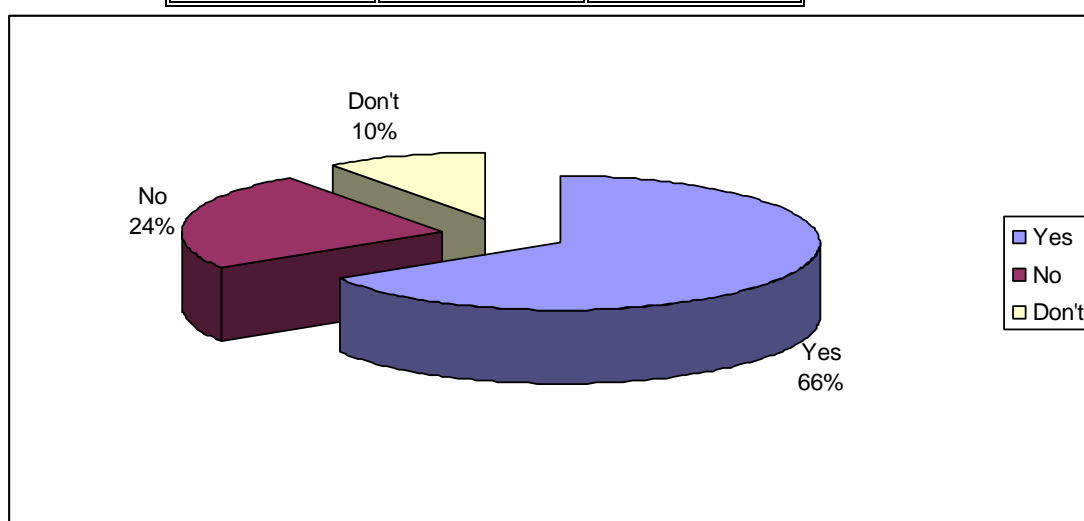
This data concerns results on item a supervisor provides teachers with sufficient information in their specialization. It shows that (66%) agree and (24%) disagree while (10%) held no opinion. Some supervisors supply their teachers with enough information in their specialization, but from the researchers' experiences she notices that most of teachers lack information in their specialization because they receive limited advice from supervisors. This is due also to the limited of supervisors' knowledge, visits and training periods.

Section (1) - table (4/11)

3. The process of supervision positively effects curriculum development.

a) A supervisor gives chance to teachers to participate in studying the syllabus.

Responses	Frequency	Percentage
Agree	42	84.00%
Disagree	3	6.00%
No opinion	5	10.00%
Total	**50**	**100.00%**
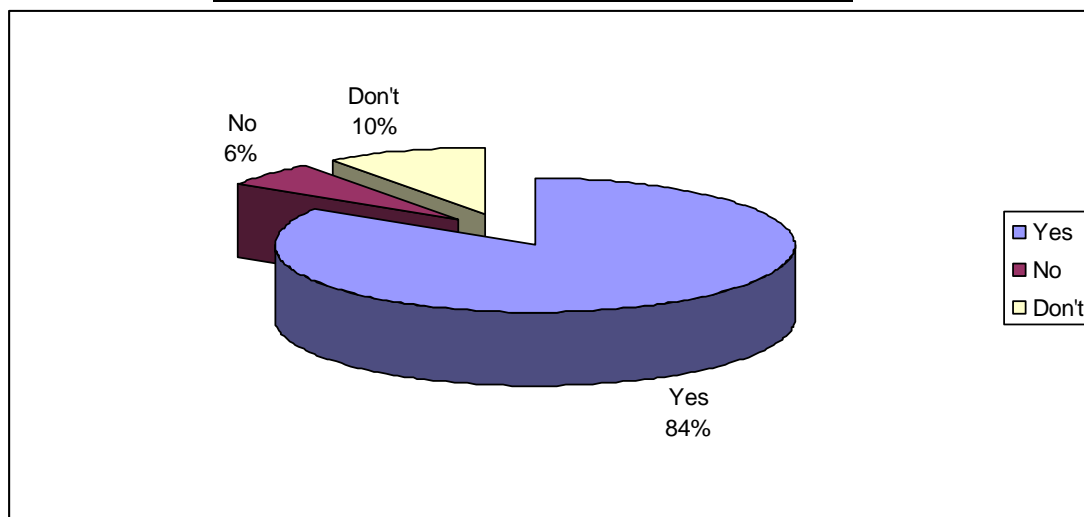
This data concerns results on item a supervisor gives chances to teachers to participate in studying the syllabus. It shows that (84%) agree and (6%) disagree while (10%) held no opinion. This is indicates that most of supervisors make teachers involved in studying syllabus, but from the researchers' experience she notices that the participation of supervisors sometimes may present in workshop which are designed to discusses specific or limited issues: for e.g. typists' errors, new method…etc. These participations do not satisfy teachers' needs especially new teachers.

Section (1) - table (4/12)

b) A supervisor suggests suitable aids for different subjects.

Responses	Frequency	Percentage
Agree	44	88.00%
Disagree	5	10.00%
No opinion	1	2.00%
Total	**50**	**100.00%**
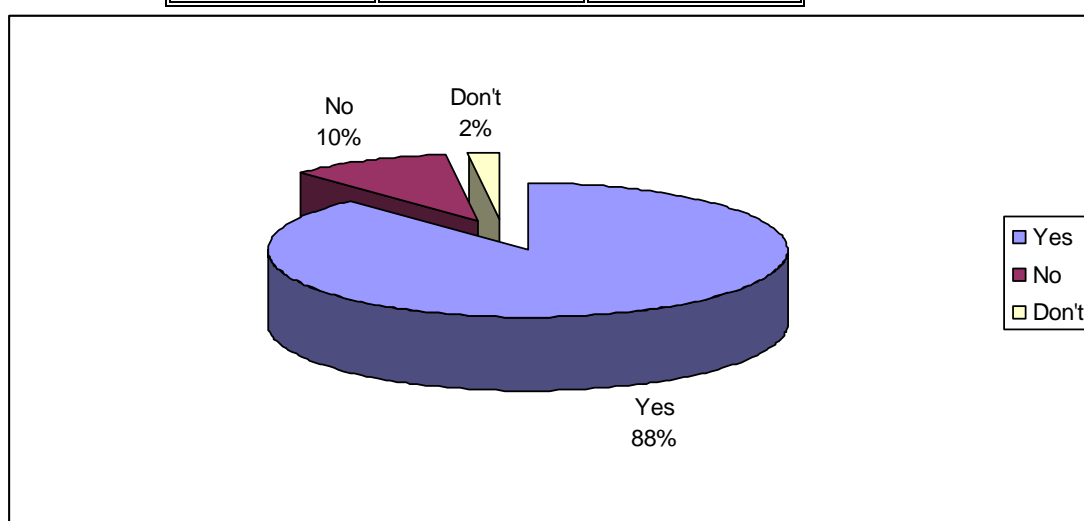
This data concerns results on item a supervisor suggests suitable educational aids for different subjects. It shows that (88%) agree and (10%) disagree while (2%) were no opinion. It can be pointed that the majority of subjects agree that supervisors suggest suitable aids for different subjects, but from the researchers' experience she notices that most supervisors may advise teachers to renew and vary their aids without providing them with enough training or supervising for applying of such advice.

Section (1) - table (4/13)

c) A supervisor helps teachers choose suitable teaching method.

Responses	Frequency	Percentage
Agree	40	80.00%
Disagree	9	18.00%
No opinion	1	2.00%
Total	**50**	**100.00%**
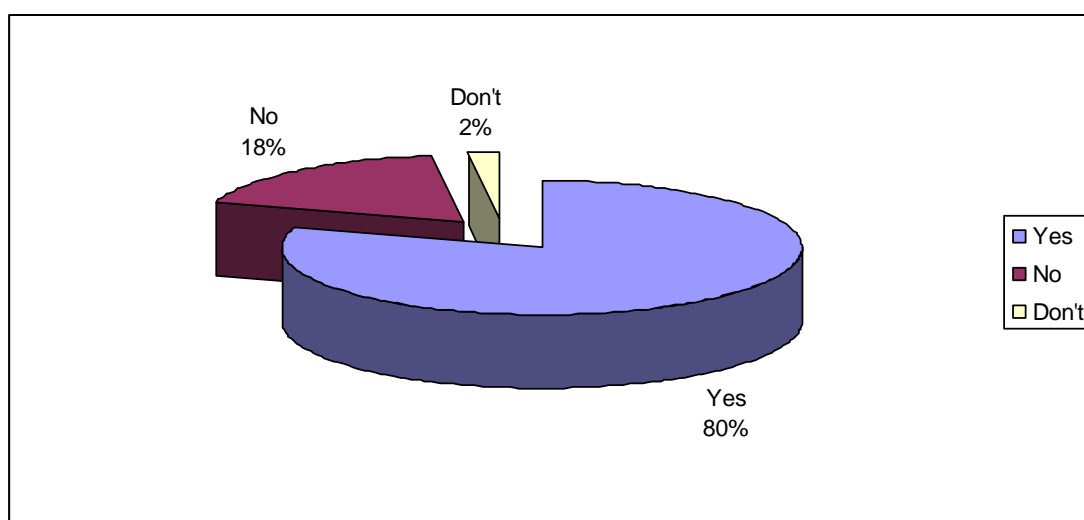
This data concerns results on item a supervisor helps teachers choose suitable teaching method. It shows that (80%) agree and (18%) disagree while (2%) were no opinion. this indicates the majority of subjects agree that supervisors help teachers choose suitable teaching method, but from the researchers' experience she notices some of them prefer their own method and try to force teacher to apply it.

Section (1) - table (4/14)

d) A supervisor specifies for teachers the general aims.

Responses	Frequency	Percentage
Agree	35	70.00%
Disagree	13	26.00%
No opinion	2	4.00%
Total	**50**	**100.00%**
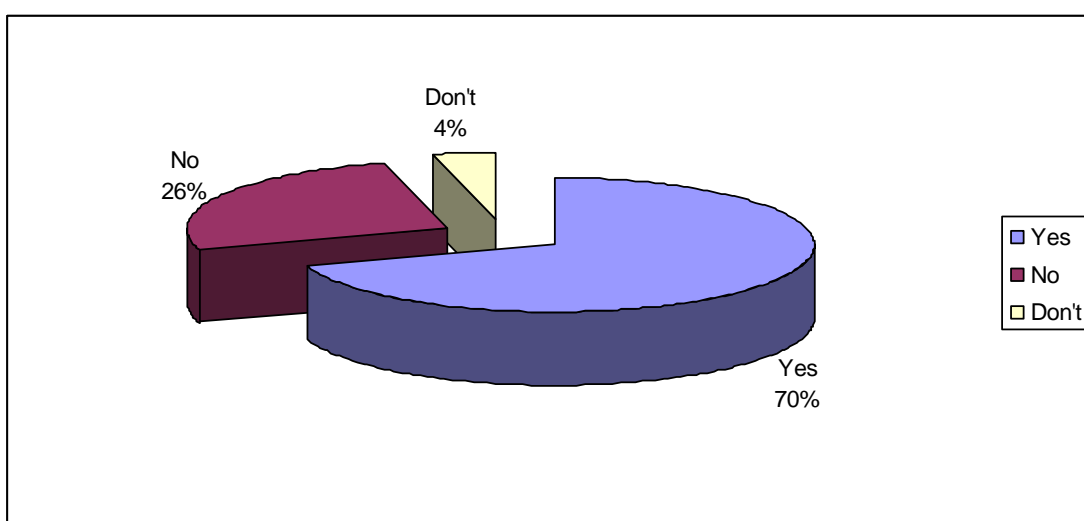
This data concerns results on item a supervisor specifies for teachers the general aims. It shows that (70%) agree and (26%) disagree while (4%) were with no opinion. this means that most of supervisors specify the general aims, but from the researchers' experience she notices some of them may present specific and general aims during their limited visits, of course, they will not cover all subject or satisfy teachers' needs.

Section (1) - table (4/15)

e) A supervisor encourages teachers to attend educational courses.

Responses	Frequency	Percentage
Agree	26	52.00%
Disagree	15	30.00%
No opinion	9	18.00%
Total	**50**	**100.00%**
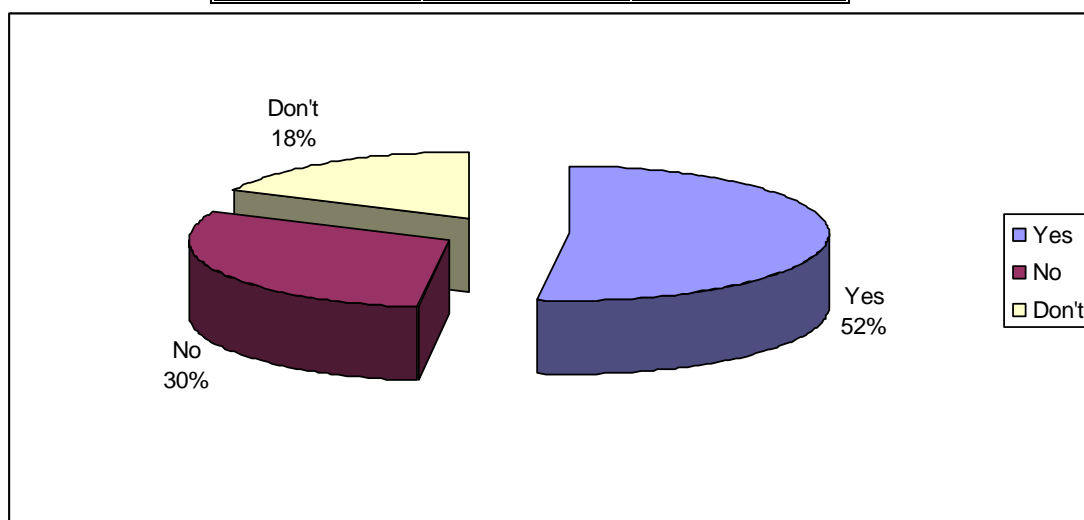
This data concerns results on item a supervisor encourages teachers to attend educational courses. It shows that (52%) agree and (30%) disagree while (18%) were with no opinion. This illustrates that some of them encourage teachers to attend educational courses, but from the researchers' experience she notices some of supervisors do not encourage or introduce teachers with these educational courses especially in -service courses. Add to that the educational courses themselves are limited.

Section (1) - table (4/16)

4. Teachers at the basic school level hold negative attitudes toward the supervisors' role.

a) A supervisor looks for teachers' errors.

Responses	Frequency	Percentage
Agree	25	50.00%
Disagree	22	44.00%
No opinion	3	6.00%
Total	**50**	**100.00%**

This data concerns results on item a supervisor looks for teachers' errors. It shows that (44%) agree and (50%) disagree while (6%) held no opinion. This indicates that some of supervisors investigate teachers' errors, as the researchers' notices from her experience supervisors take these errors as due to their supervision process, so teachers do not benefit from their advice.

Section (1) - table (4/17)

b) A supervisor strengthens his humanitarian relations with teachers.

Responses	Frequency	Percentage
Agree	33	66.00%
Disagree	10	20.00%
No opinion	7	14.00%
Total	**50**	**100.00%**
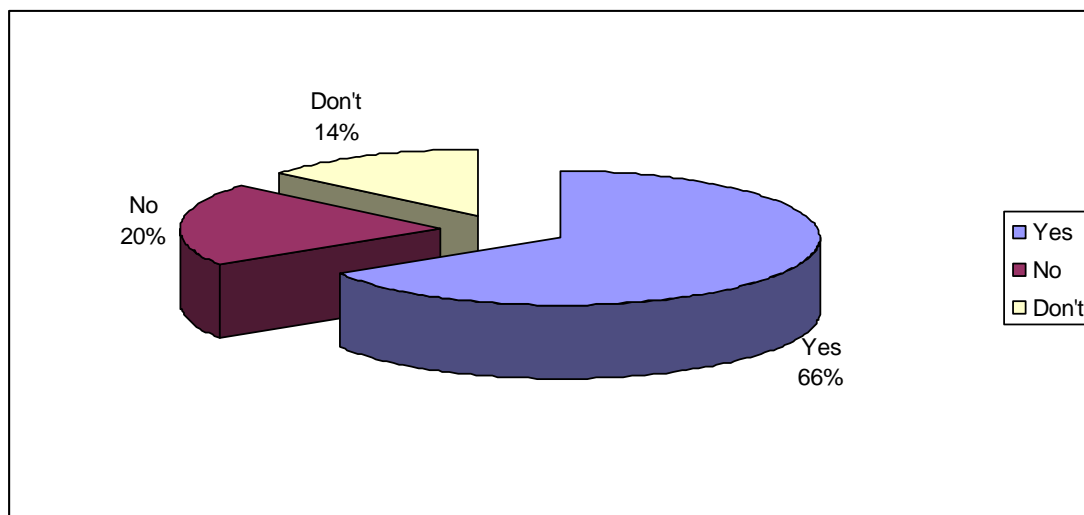
This data concerns results on item a supervisor strengthens his humanitarian relations with teachers. It shows that (66%) agree and (20%) disagree while (14%) were with no opinion. this indicates that some of supervisor do so, but from the researchers' experience she notices that the relationship between some supervisors and teachers is not positive, because it seems as a relation between superior and inferior and not cooperative.

Section (1) - table (4/18)

c) A supervisor argues patiently with the teachers

Responses	Frequency	Percentage
Agree	33	66.00%
Disagree	12	24.00%
No opinion	5	10.00%
Total	**50**	**100.00%**
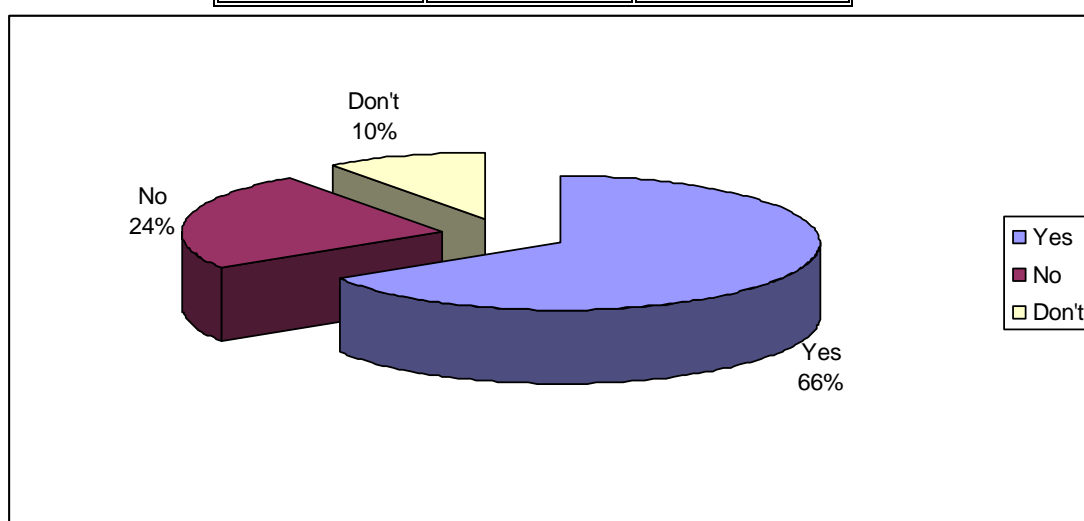
This data concerns results on item a supervisor argues patiently with the teachers. It shows that (66%) agree and (24%) disagree while (10%) were with no opinion. this can be pointed that most of them argue patiently with teachers, but from the researchers' experience she notices some of supervisors do not accept dialogues and discussions patiently. Teachers apply what they receive from supervisors with little or no space for discussions.

Section (1) - table (4/19)

d) A supervisor shows teachers his evaluated forms

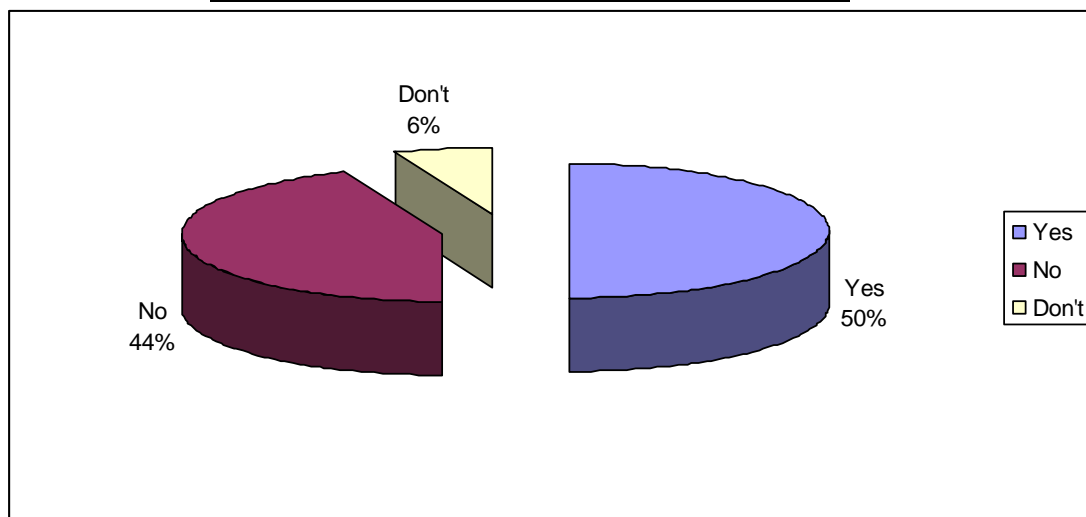| Responses	Frequency	Percentage
Agree	18	36.00%
Disagree	15	30.00%
No opinion	17	34.00%
Total	**50**	**100.00%**
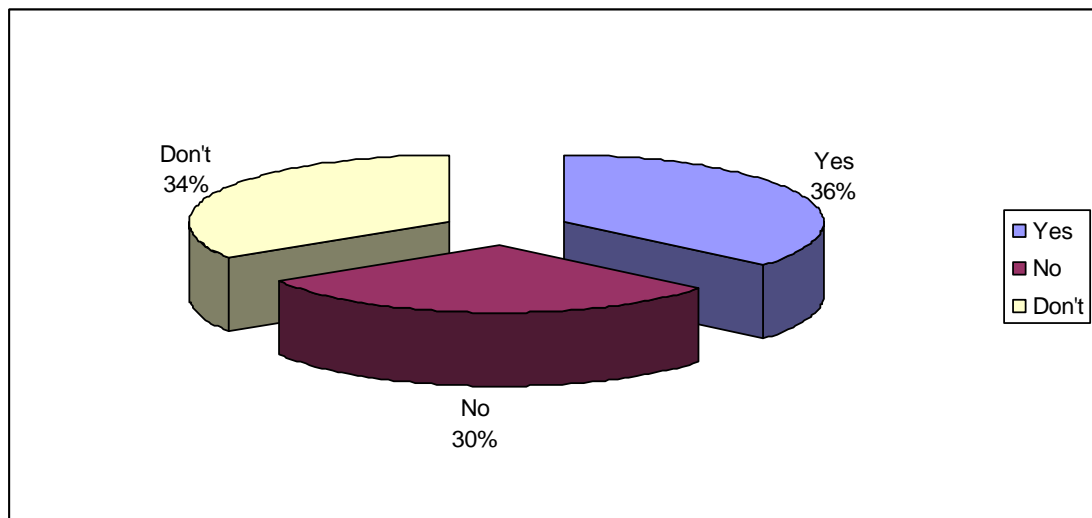
This data concerns results on item a supervisor shows teachers' evaluation forms. It shows that (36%) agree and (30%) disagree while (34%) were holding no opinion. This is expected result because most of supervisors do not show teachers the evaluation forms.

Section (1) - table (4/20)

e) A supervisor accepts criticism.

Responses	Frequency	Percentage
Agree	20	40.00%
Disagree	20	40.00%
No opinion	10	20.00%
Total	**50**	**100.00%**
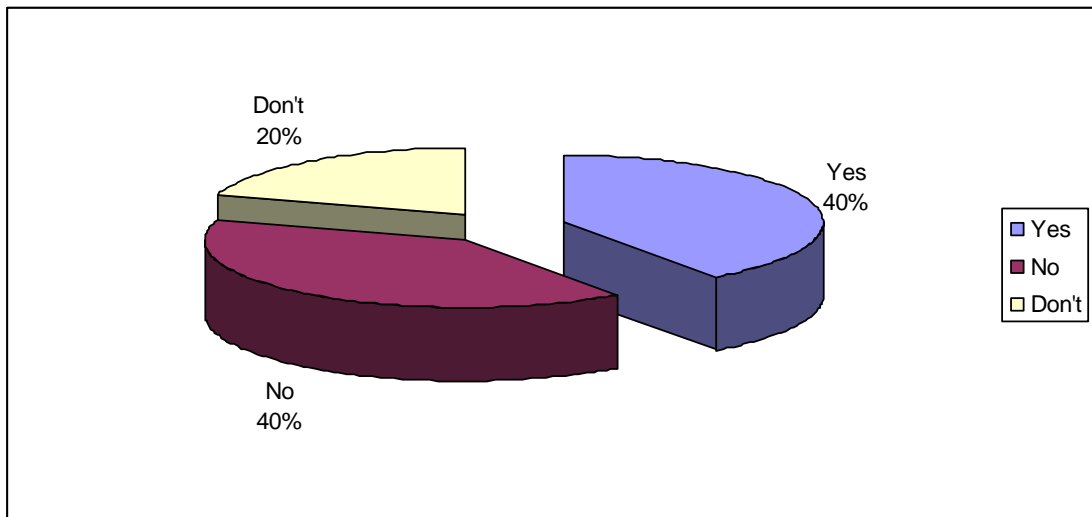
This data concerns results on item the supervisor accepts criticism. It shows that (40%) agree and (40%) disagree while (20%) were with no opinion. This is an expected result because most of supervisors do not accept criticism from teachers if there is any negative attitude from teacher toward supervisors' style or instruction.

3.6.2 Questionnaire form (2)

5. Supervisors are aware of their role in the developing of teaching and learning and improving the school environment.

1. A supervisor can facilitate teachers with good teaching skills.

1) I work to improve teachers' evaluating skills

Responses	Frequency	Percentage
Agree	4	100.00%
Disagree	0	0.00%
No opinion	0	0.00%
Total	**4**	**100.00%**
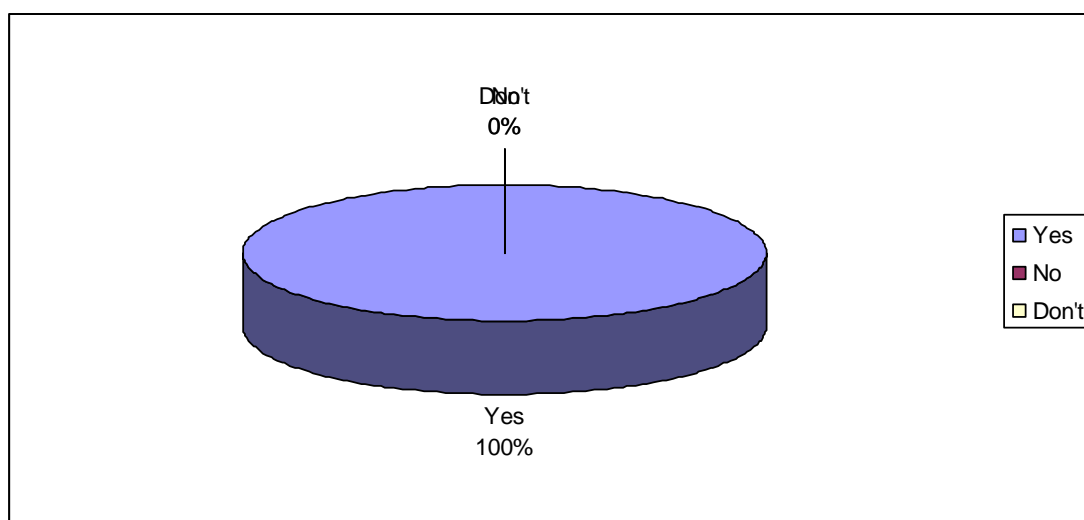
This data concerns results on item the supervisor works to improve teachers' evaluating skills. It shows that (100%) agree and (0.00%) disagree while (0.00%) were holding no opinion

Section (2) - table (4/22)

2) I encourage teachers to update their information.

Responses	Frequency	Percentage
Agree	4	100.00%
Disagree	0	0.00%
No opinion	0	0.00%
Total	**4**	**100.00%**
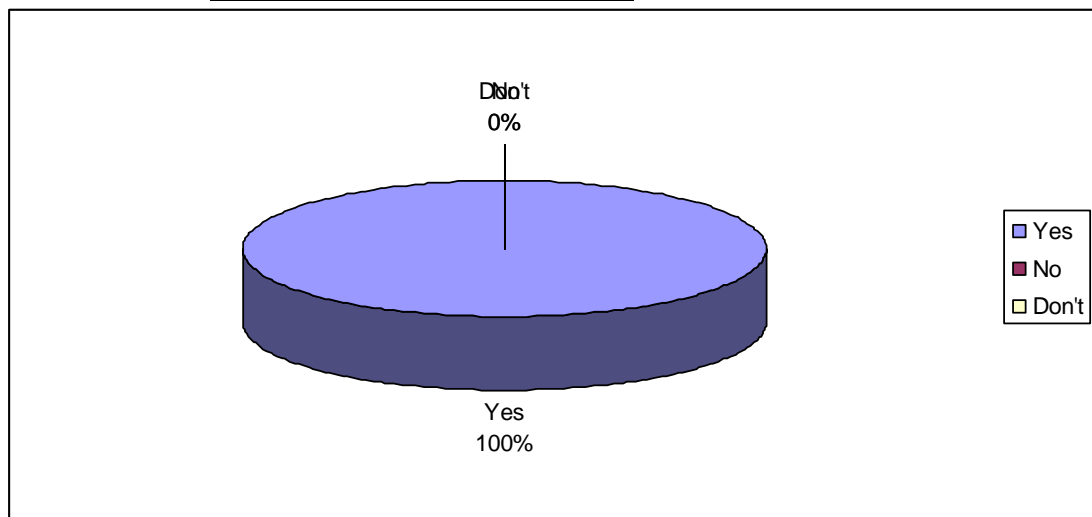
This data concerns results on item the supervisor encourages teachers to update their information. It shows that (100%) agree and (0.00%) disagree while (0.00%) were with no opinion.

Section (2) - table (4/23)

3) I get use of excellent teachers to help others.

Responses	Frequency	Percentage
Agree	3	75.00%
Disagree	1	25.00%
No opinion	0	0.00%
Total	**4**	**100.00%**

This data concerns results on item a supervisor gets use of excellent teachers to help others It shows that (75%) agree and (25%) disagree while (0.00%) were holding no opinion.

Section (2) - table (4/24)

4) I care about the humanitarians with teachers.

Responses	Frequency	Percentage
Agree	4	100.00%
Disagree	0	0.00%
No opinion	0	0.00%
Total	**4**	**100.00%**
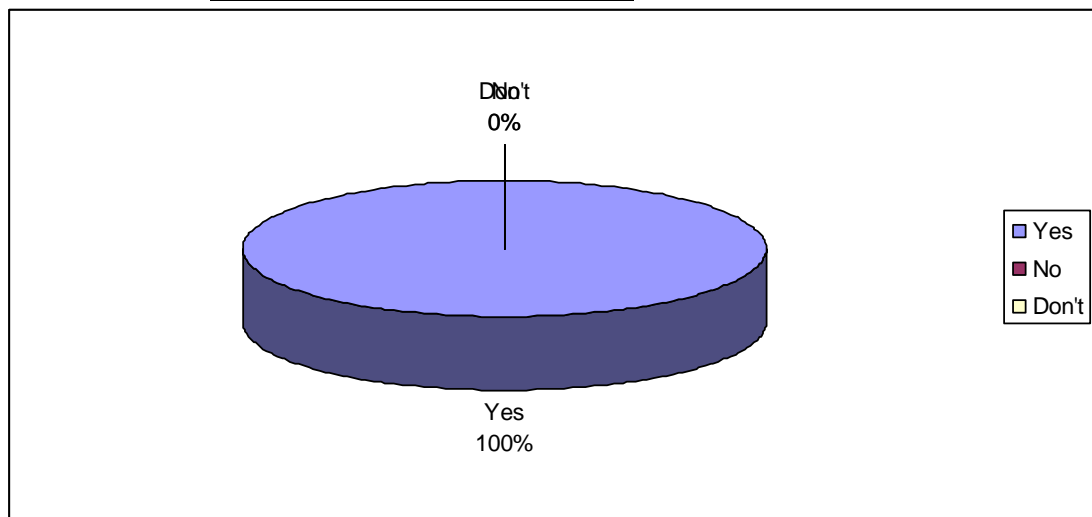
This data concerns results on item the supervisor cares about his humanitarians with teachers. It shows that (100%) agree and (0.00%) disagree while (0.00%) were with no opinion. no opinion

Section (2) - table (4/25)

5) I accept criticism from others patiently.

Responses	Frequency	Percentage
Agree	4	100.00%
Disagree	0	0.00%
No opinion	0	0.00%
Total	**4**	**100.00%**
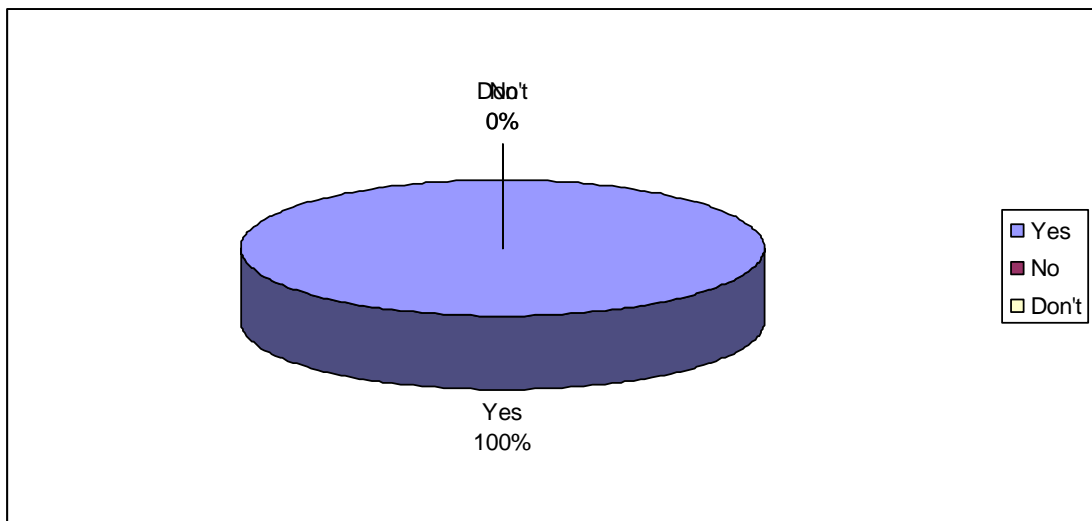
This data concerns results on item the supervisor accepts criticism from others patiently. It shows that (100%) agree and (0.00%) disagree while (0.00%) with no opinion.

Section (2) - table (4/26)

2. Supervisors can provide teachers with sufficient training.

6) I train new teachers.

Responses	Frequency	Percentage
Agree	3	75.00%
Disagree	1	25.00%
No opinion	0	0.00%
Total	**4**	**100.00%**
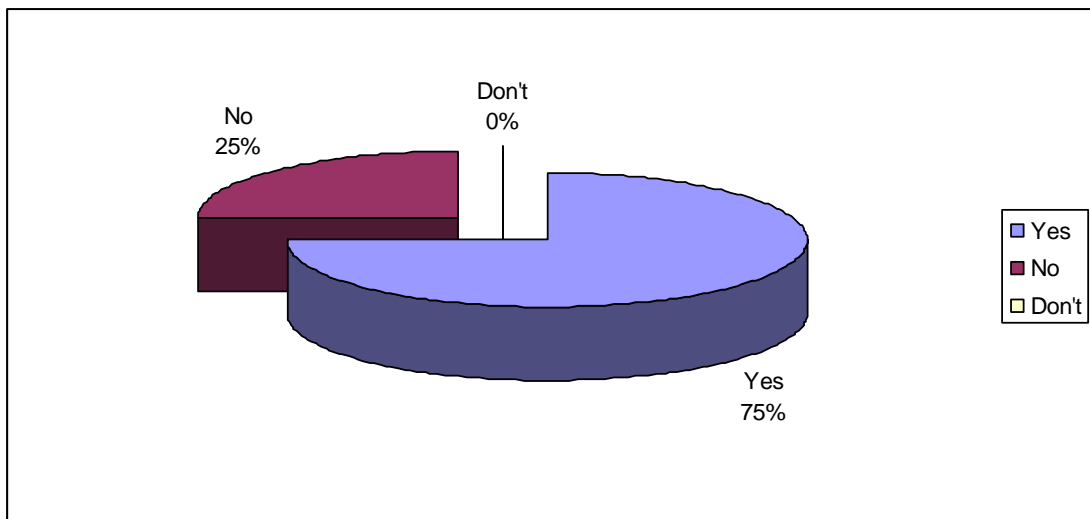
This data concerns results on item the supervisor trains new teachers. It shows that (75%) agree and (25%) disagree while (0.00%) were with no opinion.

Section (2) - table (4/27)

7) I help teachers in using aids.

Responses	Frequency	Percentage
Agree	4	100.00%
Disagree	0	0.00%
No opinion	0	0.00%
Total	**4**	**100.00%**

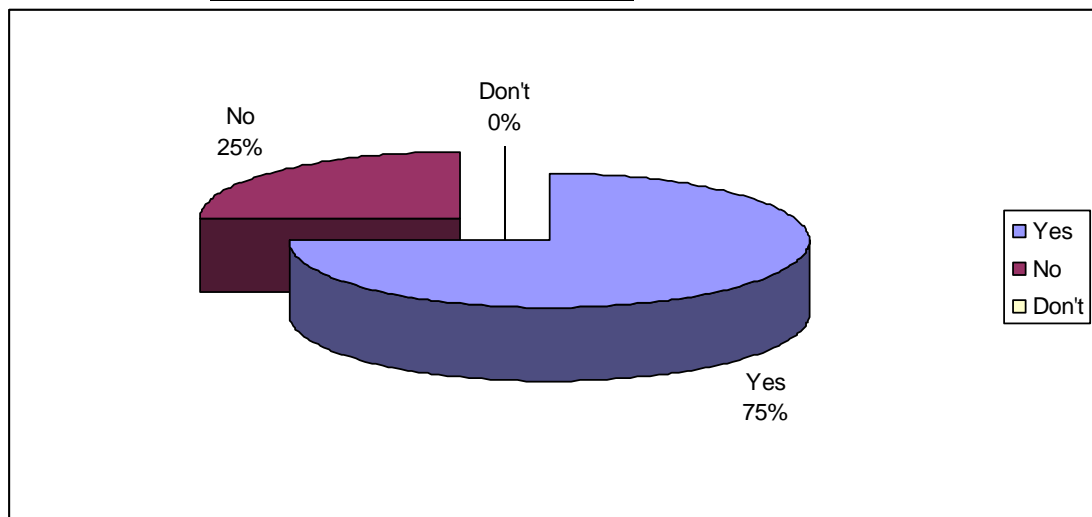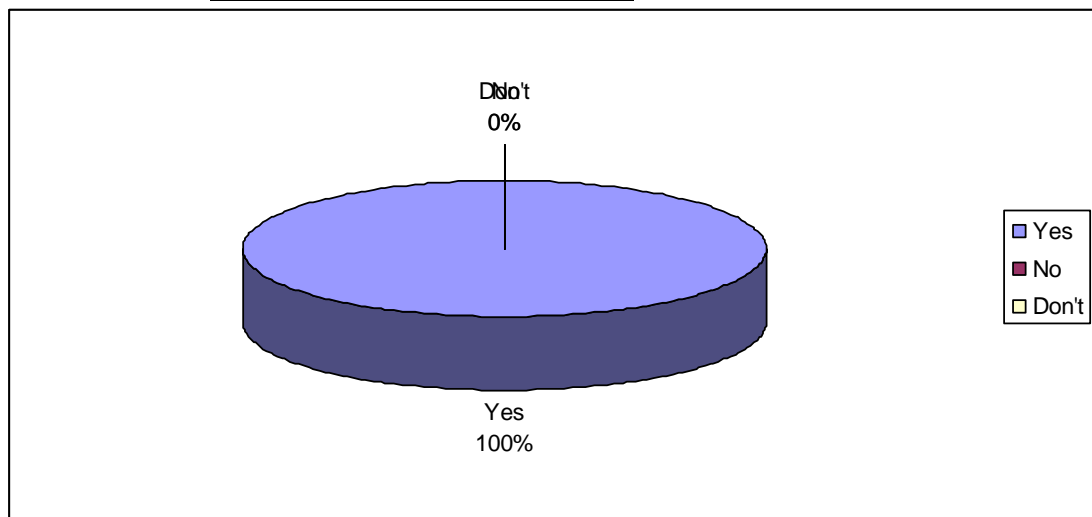This data concerns results on item the supervisor helps teachers in using aids. It shows that (100%) agree and (0.00%) disagree while (0.00%) had no opinion.

Section (2) - table (4/28)

8) I help teachers to prepare remedial programs for weak pupils.

Responses	Frequency	Percentage
Agree	3	75.00%
Disagree	1	25.00%
No opinion	0	0.00%
Total	**4**	**100.00%**
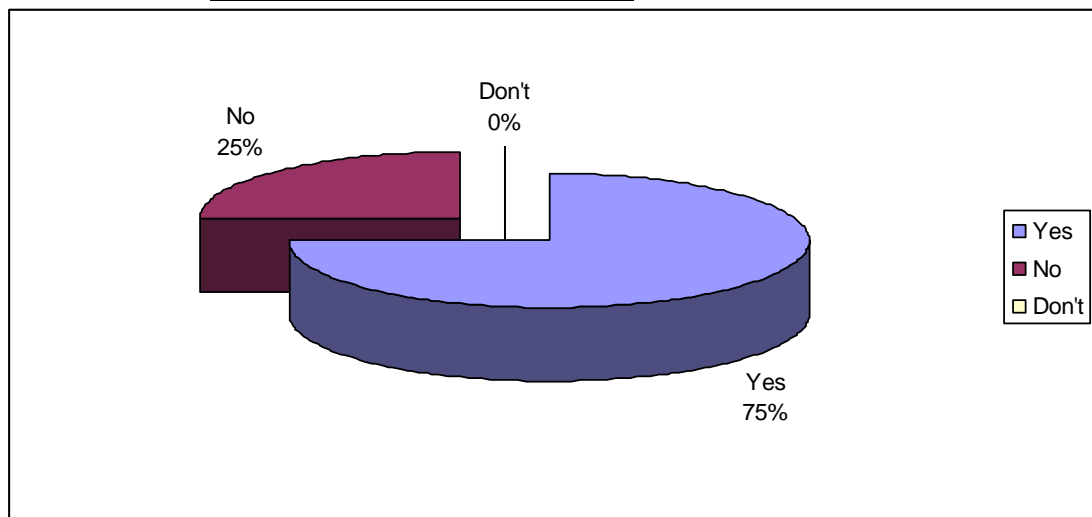
This data concerns results on item a supervisor helps teachers to prepare remedial programs for weak pupils. It shows that (75%) agree and (25%) disagree while (0.00%) had no opinion.

Section (2) - table (4/29)

3. The process of supervision positively effects curriculum development.

9) I participate in assessing the curricula

Responses	Frequency	Percentage
Agree	4	100.00%
Disagree	0	0.00%
No opinion	0	0.00%
Total	**4**	**100.00%**
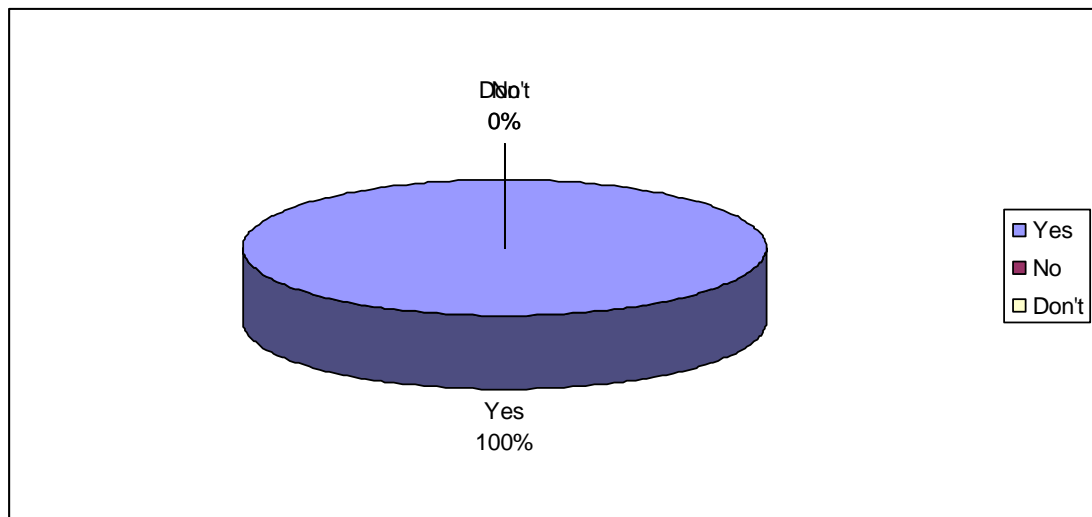
This data concerns results on item the supervisor participates in assessing the curricula. It shows that (100%) agree and (0.00%) disagree while (0.00%) had not sure.

Section (2) - table (4/30)

10) I study results of examinations.

Responses	Frequency	Percentage
Agree	3	75.00%
Disagree	0	0.00%
No opinion	1	25.00%
Total	**4**	**100.00%**
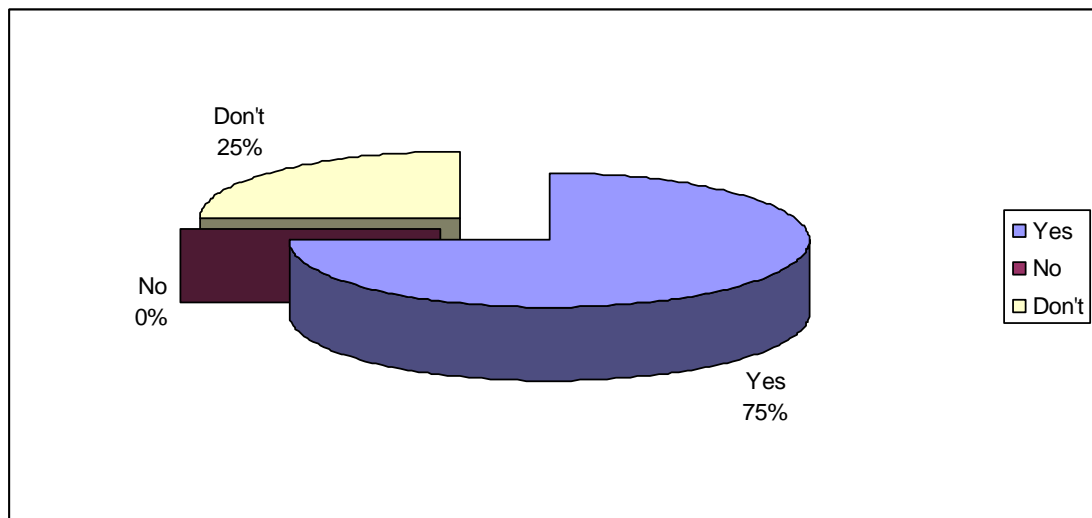
This data concerns results on item a supervisor studies results of examinations. It shows that (75%) agree and (0.00%) disagree while (25%) were holding no opinion.

Analysis and Comments

The subjects' have timid answers since they are afraid that the responses may influence their supervisors (in spite of the researchers' explanation to them about the aim behind this questionnaire). Add to that they lack experiences in dealing with questionnaire; this refer to the community of teachers in Jabel Awlia locality is very limited and the number of researchers are limited too.

The result of supervisors' attitudes toward themselves shows that, as they believe, they practice their supervisory tasks in the highest standard, and there are no statistical differences in attitudes.

B/Result of the verbal reporting

The result of some official opinions that they have said: this sheet is not applicable to evaluate English language aspects because it designed to evaluate Arabic language subjects. A according to their point of view they notice that the form may share with English language evaluated objectives in somewhere but most of items do not suitable to evaluate English language aspects (grammar, pronunciation, using of mother tongue,…etc). For e.g.: the item - teachers most use formal Arabic language-. It also lacks to many essential aspect through which we can evaluate English language teachers. They also indicate that this sheet is better to be written in English language instead of Arabic language.

CHAPTER FIVE

Conclusion

This study looks in the effective role of supervision in English language at the basic school level in Jable Awlia locality, representing the community of Khartoum state. The study focuses mainly on the technical role of educational supervisors generally, and English language supervisors' role in specific and teachers in the school who are concerned with the supervision process. The main reason for choosing such a topic was the practical needs for such a research. The English language supervision was and still has ineffective role to provide English language teachers with teaching skills at the basic school level, which directly influences teachers' performance and indirectly students' achievement standard in English language at the basic level. Therefore, the researcher intended to investigate the important technical aspects of English educational supervision which supports supervisors with effective knowledge that is expected to provide teachers with the new ideas to reinforce their performance in English language teaching at the basic school level. This research dealt with the analysis and evaluation of English language teachers' attitudes toward their supervisors, and supervisors' attitudes toward themselves in order to determine the barriers which complicate the role of English language supervisor (some of these barriers was mentioned in chapter two). The researcher came out with following findings:

1) Most of the respondents (teachers) say that the supervisor support them improve their teaching performance by providing them with different teaching skills and training.

2) Although a high percentage of the teachers agree that supervision positively affect curriculum development The researcher thinks that it is a null hypothesis statement.

3) Most of English language teachers hold negative attitude toward the supervisors' role.

4) The English language supervisors' attitudes toward their role in the developing of teaching and learning and improving the school environment was high.

Recommendations

The researcher would like to recommend the following:

1- More efforts are needed for providing English language supervisors with sufficient training periods and abilities so they can practice permanent role.

2- Revision of the technical supervision of English language programs by evaluating and analyzing them continuously is a priority.

3- Availability of suitable chance for English language teachers' training is a must

4- We have to increase the number of English language supervisors by providing them with distinguished job position.

5- There must be coordination between faculties of education in putting programs or courses by English language experts in order to introduce English language supervisors and teachers with new theories and opinions in the technique of educational supervision field continuously.

6- There must be suitable chances for English language supervisors' participation in designing and evaluating curricula development.

7- We have to increase the number of English language supervisors' visits, and provide them with good skills of for remedial programs.

8- Review the rules and basics through which we can select supervisors.

9- Availability of basic facilities which can support supervisors to achieve their task.

10- Design applicable form to evaluate English language teachers. The form must compose of suitable items which can evaluate all English language components.

11- More attention for new teachers she is paid.

Suggestions:

- Training courses are needed for qualifying personnel in the field of language supervision.

- Further researches rare to be carried for secondary school supervision to complete its work.

- Similar studies are to be carried out in other language disciplines.

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Appendices

Appendix (1):

List of consultants

No	Name	Academic position	Address
1	Dr. Mohammed Al Boosary	Coordinator of high studies	U.OF.K.
2	Dr. Ahmed Gumaa Siddiek	Assistant professor of Applied linguistics	Al-zaiem Al-Azhari University
3	Dr. Mohamed Al Gadi	Librarian and lecturer of English Faculty of Education	Al-zaiem Al-Azhari University
4	Dr. Mohamed Hamid Ahmed.	Lecturer of English Faculty of Education	Al-zaiem Al-Azhari University

Appendix (2):

Teachers' attitudes toward their supervisors

No	Statement	Agree	Disagree	No opinion
1	A supervisor helps in improving teachers' performance.			
2	A supervisor participates in solving teachers' problems.			
3	A supervisor varies his style of supervision.			
4	A supervisor reinforces teachers' good characteristic.			
5	A supervisor cares for teachers' weak aspects.			
6	A supervisor helps teachers choose suitable educational style.			
7	A supervisor discusses how to evaluate style with teachers.			
8	A supervisor takes care of new teachers.			
9	A supervisor identifies teachers with update information.			
10	A supervisor provides teachers with sufficient information in their specialization.			
11	A supervisor gives chance to participate in studying the syllabus.			
12	A supervisor suggests suitable aids for subject.			
13	A supervisor helps teachers choose suitable methods.			
14	A supervisor specifies for teachers the general aims.			
15	A supervisor encourages teachers to attend the educational courses.			

16	A supervisor looks for teachers errors.			
17	A supervisor strengthens his educational relations with teachers.			
18	A supervisor argues patiently with the teachers.			
19	A supervisor shows the teachers his evaluation form.			
20	A supervisor accepts criticism.			

Appendix (3):

إستبانة تقويم المعلم للمشرف التربوي

لا ادري	لا	نعم	العباره	الرقم
			يساعد في تنمية المهارات الأدائيه للمعلمين	1
			يساهم في المشكلات التي تواجه المعلم.	2
			ينوع في الأساليب الإشرافية والتدريب للمعلمين.	3
			يعزز جوانب جوانب القوة لدي المعلمين.	4
			يعالج نواحي القصور لدي المعلم.	5
			يساعد المعلم في اختيار الطريقه التدريسية المناسبه.	6
			يناقش المعلمين في أساليب التقويم.	7
			يهتم بالمعلمين الجدد.	8
			يطلع المعلمين في كل ما يستجد في موادهم.	9
			يزود المعلمين بمعلومات وافرة في مجال تخصصهم.	10
			يشرك المعلمين في دراسة المناهج الدراسية.	11
			يوجه بأختيار الوسيلة التعليمية المناسبة للموضوع.	12
			يساعد المعلم في أختيار اساليب التقويم المناسب.	13
			يطلع المعلم علي الأهداف الخاصة والعامة للمادة.	14
			يشجع المعلمين في علي حضور اللقاءات التربوية المناسبة.	15
			يتصيد أخطاء المعلمين.	16
			يوثق للروابط الأخوية بينه وبين المعلمين.	17
			يتقبل الحوار والمناقشة بصدر رحب.	18
			لا يطلع المعلمين علي بطاقة الأداء الوظيفي.	19
			يتقبل النقد البناء والهادف.	20

Appendix (4):

Supervisors' Self-assessment

No	Statement	Agree	Disagree	No opinion
1	I work to improve teacher's evaluating skills.			
2	I encourage teachers to update their information.			
3	I get use of excellent teachers to help improve others.			
4	I care about the humanitarians with teachers.			
5	I accept criticism from others patiently.			
6	I train new teachers.			
7	I help teachers in using aids.			
8	I help teachers to prepare remedial programs for weak pupils.			
9	I participate in assessing the curricula.			
10	I study the results of examination.			

Appendix (5):

بسم الله الرحمن الرحيم

ولاية الخرطوم .وزارة التربية والتعليم

الإدارة العامة للتعليم الأساسي ــ القسم الفني

التاريخ: / /

بطاقة توجيه المعلم وتقويمه

أولا: معلومات شخصية

اسم المعلم رباعيا.....................تاريخ الميلاد ....الجنسية...........

الحالة الاجتماعية.....................الدرجة الوظيفية ....

تاريخ التعيين ....المؤهل ....وتاريخه.........

المواد التي يدرسها ....الصفوف التي يدرسها ....

عدد الحصص ....المادة التي وجه فيها ....

الزيارة.................تاريخها.......................................

راي المعلم في محتوي وتصميم

المقرر ....

ظروف المؤثرة علي...

....

ثانيا:الصفات الشخصية:

الدرجة المعطاة	الحد الاعلي لدرجات التقويم	العنصر	م
	٣	السلوك العام (القدرة الحسنة)	١
	٢	تقدير المسئولية	٢
	٢	حسن المظهر	٣
	٢	المواظبة	٤
	٢	تقليل التوجيهات	٥
	٢	التحضير ومتابعة من المدير	٦
	٢	حسن التصرف	٧
	٢	المشاركة فى النشاط المدرسى والاداء المميز	٨
	٢	المشاركة فى تنمية المجتمع واصحاح البيئة	٩

ثالثا: العلاقات مع:

الدرجة المعطاة	الحد الأعلى لدرجات التقويم	العنصر	م
	٢	الرؤساء	١
	٢	الزملاء	٢
	٢	التلاميذ و أولياء الامور	٣
	٢٥	مجموع الصفات الشخصية والعلاقات	٤

رابعاً : يملأ بواسطة المشرف التربوى (الموجه الفنى)

(أ)اللقاء القبلي بالمعلم ((التوجيه الوقائي)

م	العنصر	الحد الأعلى لدرجات التقويم	الدرجة المعطاة
١	التحضير ومواكبته للخطة	٤	
٢	وضوح الاهداف السلوكية وترابطها	٤	
٣	وضوح الصياغة السلوكية للاهداف	٤	
٤	الوسائل التعليمية الملائمة للدرس	٤	
٥	كراسات التلاميذ (العمل الكتابي)	٤	

(ب) الادة الوظيفى (التوجية التشاركى)

م	العنصر	احد الأعلى لدرجات التقويم	الدرجة المعطاة
١	الالتزام باستخدام اللغة الفصى	٤	
٢	الاهتمام با لنمو المعرفى	٤	
٣	التمكن من المادة العلمية والقدرة على تحقيق الاهداف	٤	
٤	الاهتمام بلتقويم المستمر ومراعاة الفروق الفردية	٤	
٥	استدعاء الخبرة السابقة	٤	
٦	الحرص على تنظيم النشاط وتقبيله	٤	
٧	الإلمام بالأسس التربوية فى إعداد الدروس وتطبيقها	٤	
٨	استخدام الطرائق الحديثة	٤	
٩	المهارة فى عرض الدروس وادارة الصف	٤	

(ج) التوجية التقويمى:

الدرجة المعطاة	الحد الاعلى لدرجات التقويم	العنصر	م
	٤	الاهتمام بالتقيم بنهاية كل نشاط ووحدة دراسية	١
	٤	توظيف اسئلة التقويم لصياغة الملخص ومشاركة التلاميذ	٢
	٤	كتابة الملخص فى الكراسات بعدقراءة من المعلم والتلاميذ	٣
	٤	متابعة العمل الكتابى للتلاميذ وتصحيحه داخل الفصل	٤
	٣	تكوين مجموعات لمعالجة إتقان واستيعاب الخبرات السابقة	٥
	٧٥	مجموع درجات الموجه	٦
	١٠٠	المجموع الكلى للدرجات	٧

ملحوظات:

- كتابة شواهد تؤيد التقويم...
....
....

- التوجيهات والتوصيات العامة لتطوير قدرات المعلم :................................
....
....
....

اسم مدير/ المدرسة ....   التوقيع...........   التاريخ...............

اسم الموجة: ....   التوقيع...........   التاريخ...............