



Iranian EFL Teacher's Perception towards Supervision for the Professional Development and Supervisory Relationship: Focus on The Academic Center for Education, Culture and Research (ACECR) in Isfahan

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ABSTRACT

The purpose of this study was to find about the perception of Iranian EFL teachers towards the effect of educational supervision on their professional development and also their attitude towards their supervisors in supervisory relationships. The total statistical population of the study was 210 EFL teachers from The Academic Center for Education, Culture and Research (ACECR) in Isfahan, from which a sample of 136 participants was selected via statistical formulae. For collecting data, the Educational Supervision and Professional Development of Teachers Questionnaire by Hismanoglu and Hismanoglu (2010) as well as the Supervisory Relationship Questionnaire by Palomo and et al (2010) were used. To analyze the data, descriptive inferential statistics were used. The results revealed that the perception of language teachers about the effect of educational supervision on their professional development exceeded the average level in terms of teachers' experience, educational leadership and humane relations, the curriculum and teaching methods/ techniques, students, teaching materials and activities, classroom management, and assessment. Likewise, as for the supervisory relationship, language teachers indicated a positive perception towards factors including safe base, structure, commitment, reflective education, role model, and formative feedback.

Keywords: Iranian EFL Teacher, Supervision, Professional Development, Supervisory Relationship

1. INTRODUCTION

Supervision is a powerful tool for monitoring and assessing teachers and it continues during teachers' profession. Supervision is an essential process for an effective organization. Proper evaluation of teachers should ensure adequate instruction, quality of teaching, and improvement of instruction (Nolan & Hoover, 2004). Teachers cannot ignore professional growth as it raises the educational standards, which revolves around the issue of providing equal and sufficient opportunities for everybody (Hargreaves and Fullan, 1992), so the teachers need to continually equip themselves with the knowledge and skills to improve efficient opportunities for their students. Moreover, the nature of teaching demands that the teachers engage in career-long professional development (Day, 1999) as teaching expertise does mature over the span of a career (Tom, 1997).

While the main rationale behind supervision is that teachers need moral, technical and educational support (Kayaoglu, 2012), for many teacher's supervision causes unpleasant feelings and even a feeling of indignation at the disturbing condition (Kayaoglu, 2007). In other words, "most teachers react defensively and hostilely towards supervision even though it is a standard part to most programs" (Stoller, 1996, p. 2). This could be due to the traditional methods of supervision. Thus, for supervision to be helpful and constructive, the first thing which needs to be done is helping teachers perceive it in a positive manner.

Supervision in the Iranian EFL context seems to be a one dimensional practice that needs improvements in both theoretical foundation and classroom practice. In some institutes and English Language Centers seem that there is no observation system and the teachers (especially novice teachers) are faced with many problems in classes while they have passed TTC. In some other institutes where supervision is part of the policy of the institute, it is restricted to a paperwork job rather than a tool for teaching. Some other institutes have based their supervision practice on traditional