



شبكة المعلومات الجامعية

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ





شبكة المعلومات الجامعية



شبكة المعلومات الجامعية

التوثيق الالكتروني والميكرو فيلم

جامعة عين شمس

التوثيق الالكتروني والميكروفيلم



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بالرسالة صفحات

لم ترد بالأصل

B l. c. -

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Faculty of Education
Curriculum Department

**AN INVESTIGATION INTO THE EFFECTIVENESS
OF CLINICAL SUPERVISION FOR DEVELOPING
EFL PREP TEACHERS' TEACHING SKILLS
IN THE NEW VALLEY**

**A THESIS
SUBMITTED FOR THE MA DEGREE IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

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ABSTRACT

This study is basically an investigation into the effectiveness of clinical supervision in developing EFL teachers teaching skills in the Egyptian context. It seeks to find answers to these questions :

1. How can a programme for training supervisors in clinical supervision be designed?

This question subsumes two other sub-questions :

- a. What are the phases of clinical supervision which can be implemented for the development of EFL teachers' teaching skills ?
- b. What are the teaching skills necessary for an EFL teacher ?
2. To what extent can the clinical supervisory programme adopted develop EFL teachers' teaching skills ?

The designed clinical supervisory model, this study adopts, comprises three stages or steps : the planning conference, classroom observation and data collecting, and the feedback conference. The pre-post treatment observation checklists were used to collect data.

The research procedure steps can be summarized into the following :

- 1) A questionnaire was addressed to the subjects of the study to investigate their needs. The same questionnaire with the fifteen-item list was also addressed to the subjects' EFL supervisors to assess teachers' needs.
- 2) A supervisees "pre-programme supervisory practices" questionnaire was delivered to get supervisees views concerning the status quo of supervisory practices.
- 3) A series of workshops was held for EFL supervisors to identify the clinical supervision techniques they need to develop and use so as to help improve EFL teachers' teaching skills.
- 4) To study the effectiveness of the clinical supervisory programme for developing EFL teachers' teaching skills, pre-post means of scores, gained through the observation checklists, were calculated and tabulated. A t-test was applied to calculate level of significance of the seven teaching skills investigated.

- 5) A post programme questionnaire was addressed to the subjects of the study to investigate the supervisory practices and/or behaviours of supervisors during the programme.

The main findings of this study are :

1. The seven teaching skills chosen out of fifteen were perceived as needs by relatively high percentage of the subjects of the study.
2. Comparison of the pre-post programme results of the supervisory practices reveals uncomfortable and authoritarian supervisors' behaviours before the programme. On the other hand, the subjects liked the democratic and interactive behaviours of supervisors during the programme.
3. Statistical analysis for the pre- and post means of scores reveals significant differences. The subjects have improved their teaching skills. The results of this study show that the subjects of the study have improved six out of the seven teaching skills investigated : Preparation and lesson planning, classroom management, presentation of new language items, teaching reading, eliciting and questioning, and correcting errors. The skill of organising an implementing communicative activities proved to be non-significant in this study.
4. A structured post-programme interview was addressed to the subjects to find out the reasons behind the non-significant results in the "Communicative activities skills ". The results of this interview show that these reasons are related to intermingled factors such as institution restrictions, teachers' repertoire of activities and their professional false conceptions.

SUMMARY

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The layout of the research report :

This research report falls into five chapters and an appendix.

Chapter I : The Problem :

The first chapter introduces background information of dimensions of research problem, the procedure and instrumentation for conducting research and significance of the study.

Chapter II : Review of Literature and Related Studies :

In this chapter an attempt was made to identify the different issues which could be taken into consideration in designing a clinical supervisory programme

for the purpose of this study, the topic of the next chapter. First, the essential characteristics of clinical supervision and the different models of clinical supervision are reviewed. These include : the aim of clinical supervision, communication in clinical supervision, features of clinical supervision, dialogues and interaction processes, coaching as a device for developing teaching skills, counselling in clinical supervision, and clinical supervision in ELT. Second, a critical review of related studies on clinical supervision was undertaken. Finally, the analysis of teaching skills in EFL is discussed. The rationale and criteria of EFL teaching skills selection that the researcher took into account were related to the current theory of language learning and teaching, requirements of the currently used textbooks and teachers own perceptions of their needs.

The seven teaching skills chosen for use in the clinical supervisory programme for the purpose of this study were :

1. Preparation and lesson planning
2. Classroom management
3. Presentation of new language items
4. Teaching reading
5. Eliciting and questioning
6. Correcting errors
7. Communicative activities

It is believed that these three points constitute the main input to the proposed programme.

Chapter III : Method and Procedures :

In this chapter the researcher describes how the programme is designed. First, designing the instrument used in the programme is dealt with. This comprises designing the questionnaires for identifying teachers' needs and the observation system used by the supervisors. Second, the workshops attended by supervisors are described.

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Chapter IV : Data Analysis

To study the effectiveness of the clinical supervisory programme for developing EFL teachers' teaching skills, the pre/post treatments of supervisory practices were analysed and the pre and post means of scores of the teaching skills of the group were calculated and tabulated. Every teacher was observed six times : three 45-minute teaching periods in pre-experiment observation and other three periods in post-treatment observation. Teachers' performance was evaluated in the seven EFL teaching skills through an observation checklist for each skill. A mark out of seven was given for performing each subskill that the main skill comprises. To reveal significant difference or otherwise in post means of scores the t-test was used.

Chapter V : Discussion and Recommendations :

The fifth and last chapter concludes the research report providing

interpretation and discussion of research data, thereby displaying the findings of the study, recommendations and suggestions for further TEFL research, mainly, in inservice teacher training and supervision.

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