

## عنوان مقاله:

Iranian Language School Managers' Attitudes towards EFL Teacher Supervision

## محل انتشار:

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## نویسندگان:

Shiva Azizpour - Department of English Language, Urmia University, Urmia, Iran

Javad Gholami - Department of English Language, Urmia University, Urmia, Iran

## خلاصه مقاله:

Almost all language schools in Iran enforce teacher supervision with the purpose of promoting good teaching practices and higher standards of quality education. Despite its widespread practice, the body of research on language teacher supervision in Iranian EFL setting is scant. The present qualitative study explored language school managers' attitudes toward EFL teacher supervision in Iranian language schools. Based on a researcher-developed protocol, semi-structured interviews were conducted with seven language school managers from Tehran and Karaj, Iran, whose managing experiences ranged from 5 to 18 years, with the purpose of identifying their attitudes, experiences, and challenges regarding supervision. The interviews drew upon emergent methodology to categorize the interviewees' value-laden comments into five major attitudinal themes of becoming a supervisor, the requirements and responsibilities of a teacher-supervisor, evaluating a supervisor's performance, challenges regarding teacher supervision, and supporting supervisors. The findings revealed that there are not any transparent criteria and rubrics for language school managers to draw upon to select teacher-supervisors, and supervisors are mostly selected based on their teaching potentials, experience, and merits. Moreover, the findings demonstrated that apart from observing classes and providing feedback, too many other responsibilities are assigned to supervisors in Iranian language schools. To improve the ongoing supervisory practices, the interviewees suggested the need for the development of transparent criteria and rubrics for supervisor selection.

## کلمات کلیدی:

Language teacher supervision, language school managers, EFL teachers, teacher-supervisors

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