

عنوان مقاله:

Classroom Supervision and Professionalism: Matches and Mismatches in the Perceptions of Novice and Experienced Teachers

محل انتشار:

تحقیقات کاربردی در زبان انگلیسی، دوره 11، شماره 3 (سال: 1401)

تعداد صفحات اصل مقاله: 36

نویسندگان:

Masoomeh Estaji - Associate Professor of Applied Linguistics, Department of English Language and Literature, Faculty of Persian Literature and Foreign Languages, Allameh Tabataba'i University, Tehran, Iran

Farhad Ghiasvand - PhD Candidate, Department of English Language and Literature, Faculty of Persian Literature and Foreign Languages, Allameh Tabataba'i University, Tehran, Iran

خلاصه مقاله:

As an inseparable part of teachers' education career, practicum supervision can function as a double-edged sword that can generate pedagogical improvement or even make the worse worst in the class depending on the time and manner of its implementation. Given its significance and crucial role in EFL contexts, supervision has captured the attention of some scholars in this line of research. However, few studies (if any) have focused on EFL teachers' beliefs about instructional supervision and its role in pedagogical development considering their experience level. To fill this lacuna, the current study examined the perceptions of 100 Iranian EFL teachers with different experience levels toward various supervisory practices and their contribution to teacher pedagogical growth using an Instructional Supervision Questionnaire (Kayaoglu, ۲۰۱۲). Furthermore, a semi-structured interview was carried out with ۱۰ EFL teachers taken from the same sample. The results of analyses indicated that both novice and experienced teachers had a negative view concerning the existing supervision system in Iran. Additionally, no significant difference was found between the novice and experienced EFL teachers' beliefs about classroom supervision ($p > .05$). The qualitative findings also revealed that both novice and experienced EFL teachers considered supervision as bureaucracy, fault-seeking, confidence-minimizing, and with little to no instructional worth. They also had similar beliefs as per the characteristics of an effective supervisory act. Moreover, supervision was perceived useful only when teachers were novice instructors, but ineffective as they became experienced

کلمات کلیدی:

Experienced Teachers, Novice Teachers, Professional Growth, Supervision, Teacher Perception

لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/1445853>

