

Cambridge University Press

978-0-521-83868-9 - Language Teacher Supervision: A Case-Based Approach

Kathleen M. Bailey

Frontmatter

[More information](#)

Language Teacher Supervision: A Case-Based Approach

Cambridge University Press

978-0-521-83868-9 - Language Teacher Supervision: A Case-Based Approach

Kathleen M. Bailey

Frontmatter

[More information](#)

CAMBRIDGE LANGUAGE TEACHING LIBRARY

A series covering central issues in language teaching and learning, by authors who have expert knowledge in their field.

In this series:

Affect in Language Learning edited by Jane Arnold

Approaches and Methods in Language Teaching second edition by Jack C. Richards and Theodore S. Rodgers

Beyond Training by Jack C. Richards

Classroom Decision-Making edited by Michael Breen and Andrew Littlejohn

Collaborative Action Research for English Language Teachers by Anne Burns

Collaborative Language Learning and Teaching edited by David Nunan

Communicative Language Teaching by William Littlewood

Developing Reading Skills by Françoise Grellet

Developments in English for Specific Purposes by Tony Dudley-Evans and Maggie Jo St John

Discourse Analysis for Language Teachers by Michael McCarthy

Discourse and Language Education by Evelyn Hatch

The Dynamics of the Language Classroom by Ian Tudor

English for Academic Purposes by R. R. Jordan

English for Specific Purposes by Tom Hutchinson and Alan Waters

Establishing Self-Access by David Gardner and Lindsay Miller

Foreign and Second Language Learning by William Littlewood

Group Dynamics in the Language Classroom by Zoltán Dörnyei and Tim Murphey

Language Learning in Distance Education by Cynthia White

Language Learning in Intercultural Perspective edited by Michael Byram and Michael Fleming

The Language Teaching Matrix by Jack C. Richards

Language Test Construction and Evaluation by J. Charles Alderson, Caroline Clapham and Dianne Wall

Learner-Centredness as Language Education by Ian Tudor

Managing Curricular Innovation by Numa Markee

Materials Development in Language Teaching edited by Brian Tomlinson

Motivational Strategies in the Language Classroom by Zoltán Dörnyei

Psychology for Language Teachers by Marion Williams and Robert L. Burden

Research Methods in Language Learning by David Nunan

Rules, Patterns and Words: Grammar and Lexis in English Language Teaching by Dave Willis

Second Language Teacher Education edited by Jack C. Richards and David Nunan

Society and the Language Classroom edited by Hywel Coleman

Teaching Languages to Young Learners by Lynne Cameron

Teacher Learning in Language Teaching edited by Donald Freeman and Jack C. Richards

Testing for Language Teachers second edition by Arthur Hughes

Understanding Research in Second Language Learning by James Dean Brown

Using Surveys in Language Programs by James Dean Brown

Vocabulary: Description, Acquisition and Pedagogy edited by Norbert Schmitt and Michael McCarthy

Vocabulary, Semantics and Language Education by Evelyn Hatch and Cheryl Brown

Voices from the Language Classroom edited by Kathleen M. Bailey and David Nunan

Cambridge University Press

978-0-521-83868-9 - Language Teacher Supervision: A Case-Based Approach

Kathleen M. Bailey

Frontmatter

[More information](#)

Language Teacher Supervision

A Case-Based Approach

Kathleen M. Bailey

Graduate School of Languages and Educational Linguistics
Monterey Institute of International Studies



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press

978-0-521-83868-9 - Language Teacher Supervision: A Case-Based Approach

Kathleen M. Bailey

Frontmatter

[More information](#)

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press

32 Avenue of the Americas, New York, NY 10013-2473, USA

www.cambridge.org

Information on this title: www.cambridge.org/9780521838689

© Cambridge University Press 2006

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2006

Printed in the United States of America

A catalog record for this publication is available from the British Library.

Library of Congress Cataloging in Publication Data

Bailey, Kathleen M.

Language teacher supervision : a case-based approach / Kathleen M. Bailey.

p. cm. – (Cambridge language teaching library)

Includes bibliographical references and index.

ISBN-13: 978-0-521-83868-9

ISBN-10: 0-521-83868-1

ISBN-13: 978-0-521-54745-1 (pbk.)

ISBN-10: 0-521-54745-8 (pbk.)

1. Language teachers – Training of. 2. Observation (educational method)

I. Title. II. Series.

P53.85.B35 2006

418.0071'1 – dc22

2006043858

ISBN-13 978 0 521 83868 9 hardback

ISBN-10 0 521 83868 1 hardback

ISBN-13 978 0 521 54745 1 paperback

ISBN-10 0 521 54745 8 paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party Internet Web sites referred to in this publication and does not guarantee that any content on such Web sites is, or will remain, accurate or appropriate.

Cambridge University Press

978-0-521-83868-9 - Language Teacher Supervision: A Case-Based Approach

Kathleen M. Bailey

Frontmatter

[More information](#)

To
Richard K. McMillan
(1951–2001)

First brother.
First friend.
First person I ever thought I supervised.

Contents

Preface xiii
Acknowledgments xv

Chapter 1 Doing supervision: Roles and skills 1
 Case for analysis: Your new job as a language teacher supervisor 2
 Supervision as a profession 2
 What is language teacher supervision? 4
 Supervisors’ varied roles in professional contexts 6
 Roles of teacher supervisors in general education 8
 Supervisory roles in language education contexts 13
 Supervisory skills 17
 The case approach to teaching and learning 22
 Concluding comments 27

Chapter 2 Awareness and attitude 34
 Case for analysis: A question of varieties 34
 Awareness and language teacher supervision 35
 Attitudes, language teaching, and language teacher supervision 40
 Sociocultural theory and language teacher supervision 42
 Working with teachers’ knowledge and skills 44
 Attitudes, awareness, and teachers’ journals 47
 Promoting awareness and development 49
 Concluding comments 50

Chapter 3 Autonomy and authority 54
 Case for analysis: The “teacher’s pet” issue 54
 Autonomy in second language learning and teaching contexts 55
 Autonomy, supervision, and power 60
 Autonomy and self-regulated action 63
 Autonomy in decision making and action taking 68
 Authority 73
 Concluding comments 77

Contents

Chapter 4 Issues in observing language teachers 81
Case for analysis: Getting through the door 81
To observe or not to observe: That is the first question 82
To collect data or not to collect data: That is the second question 86
Key concepts in data collection 92
Concluding comments 95

Chapter 5 Manual data collection procedures 99
Case for analysis: Wrong place on the audiotape 99
Generating field notes as classroom data 100
Using observation instruments 112
Concluding comments 118

Chapter 6 Electronic data collection procedures 122
Case for analysis: Working with a transcript 122
Using audiotapes to collect observational data 123
Using videotapes to collect observational data 124
Advantages and disadvantages of electronic data collection 127
Using transcripts 129
Triangulation in data collection 131
Technological developments in supervision 132
Concluding comments 135

Chapter 7 The post-observation conference 140
Case for analysis: Classroom control issues 140
The role of feedback in language teacher supervision 141
Factors affecting supervisory discourse 148
Macroanalyses of the post-observation conference 150
Supervisors' nonverbal behavior during post-observation conferences 156
Concluding comments 157

Chapter 8 Mitigation and the microanalysis of supervisory discourse 160
Case for analysis: A tricky post-observation conference 160
Face-threatening acts in the feedback conference 164
Mitigation in supervisory discourse 166
Syntactic mitigation devices 171
Semantic mitigation devices 174
Indirect mitigation devices 177
Concluding comments 179

Contents

Chapter 9 Purposes, participants, and principles in language teacher evaluation 182
Case for analysis: Summative evaluation of two teachers 182
Purposes of teacher evaluation 184
Sources of input: Participants in the language teacher evaluation process 185
Principles for language teacher evaluation 192
Portfolio assessment 194
Problems in language teacher evaluation 198
Concluding comments 202

Chapter 10 Criteria for language teacher evaluation 206
Case for analysis: Letter of recommendation 207
Evaluative criteria 208
Problems in defining effective teaching 213
Factors influencing teacher effectiveness 217
Allocated time and engaged time 219
Concluding comments 222

Chapter 11 Supervising preservice language teachers 225
Case for analysis: The practicum student 225
The prevalence of research on preservice teacher supervision 226
Situational leadership and language teacher supervision 227
Participants in the supervision of student teachers 233
Problems in giving feedback to preservice teachers 242
Concluding comments 247

Chapter 12 Supervising teaching assistants 251
Case for analysis: Rater reliability 251
The work of teaching assistants 252
The central dilemma in supervising teaching assistants 253
International teaching assistants 257
Coordination and quality control 258
Strategies for supervising teaching assistants 260
Concluding comments 262

Chapter 13 Supervising in-service language teachers 267
Case for analysis: The curriculum issue 267
Teacher decision making and language teacher supervision 269

Contents

	The induction years	276
	Attitudinal factors in the supervision of language teachers	277
	Research on supervision in in-service contexts	284
	Concluding comments	289
Chapter 14	Supervising non-native-speaking teachers	293
	Case for analysis: Working with less-than-proficient language teachers	293
	Nativeness in the broader context	294
	Issues in working with non-native teachers	297
	Strategies for supporting non-native-speaking language teachers	298
	Defining language proficiency standards for teachers	300
	Language teachers' perceptions	306
	Concluding comments	310
Chapter 15	Professionalism, paradigm shifts, and language teacher supervision	314
	Case for analysis: Exploring our options	315
	Teacher professionalism and language teacher supervision	318
	Reflective teaching and language teacher supervision	325
	Alternatives to supervision	332
	Supervision in service to teaching and learning	340
	Concluding comments	341
References		345
Author index		373
Subject index		379

Cambridge University Press

978-0-521-83868-9 - Language Teacher Supervision: A Case-Based Approach

Kathleen M. Bailey

Frontmatter

[More information](#)

Preface

This book is about language teacher supervision – a profession that many teachers enter almost by accident. Teachers can be promoted into supervisory positions for many reasons: they are excellent teachers, they have experience, they have “people skills,” they are seen as loyal to the administration, they have seniority, and so on. Seldom are teachers made supervisors because they have had specific professional preparation for the role.

Sometimes teacher supervision feels like a tug-of-war, a power struggle between the supervisor and the supervisee. At other times, supervision can be a very rewarding profession, full of teamwork. As I look back upon my own career, it appears that I have been working between the tug-of-war and the teamwork for more than 30 years.

This book is a combination literature review and casebook. It is not a memoir, although some of my experiences are woven into it. My first supervisory job was in Korea in the summer of 1973. I was hired to teach and coordinate a remedial reading component of an education program for American soldiers. The only requirement for teaching in this program was a bachelor's degree in any field. With my teaching credential and limited experience, I was seen as one of the best-prepared reading teachers in the region, so I was asked to be a supervising teacher for the program. A motley assortment of people taught these remedial reading classes, most with no preparation and all with no support except the textbooks and whatever advice I could give them. Some teachers were book-bound, droning on and on, telling the students to turn to the next page, complete the exercise, raise their hands when they were done. When I gave these teachers feedback, some complained about my lack of skills or training as a supervisor, just as I complained about their lack of skills or training as reading teachers.

In August 1976, I completed my master's degree at UCLA. My thesis was a small experiment about observation systems in language teacher education. Then, one month after I finished my degree, I was hired as the coordinator of the ESL program at UCLA. I found myself observing teachers (many who were more experienced than I), giving them feedback, and writing evaluations. Anxiety permeated my days, but gradually I developed a modicum of professionalism as a supervisor, although it was a slow and painful process.

Cambridge University Press

978-0-521-83868-9 - Language Teacher Supervision: A Case-Based Approach

Kathleen M. Bailey

Frontmatter

[More information](#)*Preface*

I completed my doctoral coursework and started teaching in the new master's degree program in TESOL at the Monterey Institute of International Studies in September 1981. In five years, the department grew to a full-time faculty of five, plus some adjunct professors. I became department chair and was expected to observe and evaluate professors whose skills and knowledge bases were different from mine. Thanks to their professionalism and cooperative spirit, there were no supervisory crises.

In September 1988, I became the director of the intensive English program at the Monterey Institute. For two years, during times of declining enrollment and tight budgets, I tried to keep the program alive. Watching the ESL teachers work with the students, I was constantly reminded of how many creative ways there are to accomplish instructional goals. The classroom observations and evaluations directly affected decisions as to which teachers would receive contracts during the next session, so it was very important for me to do a good job.

At the Monterey Institute, we began offering a Certificate in Language Program Administration in September 1993. For this program, a 30-hour seminar I had been teaching on language teacher education and supervision was split into two courses. At that point, I realized that about 70 percent of the former course had been on teacher education and only about 30 percent addressed teacher supervision. So I started reading, combing the literature for information about language teacher supervision. Such literature was very limited, and I turned to the work on supervision in business and industry as well as in general education. For six years, I taught the supervision course from a compilation of photocopied articles and not-quite-appropriate textbooks that were borrowed from other disciplines. A sense of coherence in language teacher supervision continued to elude me.

In September 1999, in an attempt to impose some order on the chaos, I began to write a manuscript on language teacher supervision. This book – a combination literature review and casebook – is the result. The cases came easily, born of experiences (mine, my colleagues', my MA students'). However, reviewing the literature was a daunting task because the books and articles about supervision come from such diverse fields. The literature includes research and opinion pieces from general education, psychotherapy, foreign language education, business and industry, and social work.

Now that the manuscript is done, a real, bound book, I hope you will enjoy and benefit from the results of this work. Perhaps for you, gaining knowledge about supervision and developing skills as a professional language teacher supervisor will be more purposeful and straightforward than the largely haphazard endeavor it has been for me and many others like me.

Cambridge University Press

978-0-521-83868-9 - Language Teacher Supervision: A Case-Based Approach

Kathleen M. Bailey

Frontmatter

[More information](#)

Acknowledgments

This book on language teacher supervision was written with the support of many helpful individuals. I am very grateful to all of them for their input and encouragement.

My colleagues at the Monterey Institute of International Studies contributed both explicitly and implicitly to the volume's production. In particular I want to thank the teachers in the TESOL-TFL Program, the English Studies Program, the language courses, and the Intensive English Program, who graciously allowed my graduate students and me to observe their classes and discuss their teaching with them over the years.

The graduate students in the Monterey Institute's seminar on language teacher supervision helped me refine the ideas presented in this book. I especially want to thank the members of the fall semester 2000 class, who read and discussed the draft cases with me. The students in the fall semester 2001 class read the entire book in draft form. Various iterations of the revised manuscript were used by the students in fall semesters of 2002, 2003, and 2004.

In the Monterey Institute library, Zooey Lober patiently processed hundreds of interlibrary loan requests, with assistance from Joan Ryan and Jennifer Waterson.

The writing of this book was supported by the Mark Award for Faculty Development, a grant from Joseph and Sheila Mark, who have helped many Monterey Institute professors over the years. I gratefully acknowledge both their financial assistance and their moral support.

The text as it emerged was word processed by my incredibly capable student helpers: Angela Dadak, Steven Hales, Sarah Springer, Bethany Alling, and Britt Johnson. Britt's key role as my editorial assistant was made possible by the Marks' generous donation. Her responsibilities during the time we worked on this volume ranged from word processing to library and Web-based research, to pointing out problems of clarity in the text and keeping me sane. When Britt graduated, Sarah Springer continued, with grace, patience, and skill. Then Melanie Anderson and Jessica Massie came back from their Peace Corps assignments (in Russia and Guinea, respectively) to help with the final manuscript preparation.

Toward the end of the revision process, three anonymous reviewers provided detailed suggestions for improving the manuscript. While I have

Cambridge University Press

978-0-521-83868-9 - Language Teacher Supervision: A Case-Based Approach

Kathleen M. Bailey

Frontmatter

[More information](#)*Acknowledgments*

not incorporated all their suggestions, I hope that each of them will recognize evidence of their ideas in these chapters. I expect that all three are excellent supervisors, since their feedback was clear and supportive, striking a fine balance between criticism and encouragement. At Cambridge University Press, the book was guided into print by Angela Castro, Kayo Taguchi, and Kathleen Corley.

The work of many scholars, teachers, and teacher educators has shaped this book. In particular, the publications of Ruth Wajnryb, Michael Wallace, Jerry Gebhard, and Karen Johnson have influenced my thinking considerably. Reading the work of Donald Freeman, David Nunan, Bob Oprandy, and Leo van Lier, and talking directly with these authors, has been both challenging and fruitful.

And, as always, Les endured patiently while photocopied articles, sketchy figures, and books about language teacher supervision littered our home and our lives. I'm sorry you couldn't wait until it was done, sweetheart. The dining room table is cleared off now.