

## **Investigating the Perceptions of Saudi EFL Supervisors and Teachers towards the Effect of Post-Observation Conferences on Teachers' Professional Development through Assessing Teachers' Reflection**

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**ABSTRACT:** *This study investigated the effect of the post-observation conferences conducted by supervisors on teachers' professional growth through assessing teachers' reflection as an important type of thought. The sample consisted of 30 Saudi EFL (English Foreign Language) female participants divided into 10 supervisors and 20 teachers. Structured interviews were used to investigate the participants' perceptions towards those supervisory meetings. The data analysis asserted that the participants stated that the post-observation meetings contribute to teacher professional development through practicing the reflective teaching, but in the way they understand the term 'reflection'. This misunderstanding by some is due to the fact that they were not familiar with the proper meaning of reflection. Consequently, the teachers cannot reflect appropriately and critically upon their practices.*

**KEYWORDS:** post-observation conference, teacher's professional development, reflection, supervision

### **INTRODUCTION**

EFL teachers usually engage in various activities to support their continuous professional growth. Yet, most teachers should get help during their profession journey from their supervisors to improve their own development by reflecting to raise their awareness regarding their practices (Hismanoglu & Hismanoglu, 2010). Memduhoglu (2012) indicates that the essence of supervision is guiding teachers to enhance the teaching process rather than finding mistakes or merely evaluating. Dickson (2011) emphasizes that the supervisory process evolves the teaching-learning process, creates

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favorable learning environments, and motivates collaboration to enhance educational outcomes. He adds that supervision ensures teachers' professional growth, promotes the quality of learning and teaching, recognizes good and bad traits in teachers' practices, supports new teachers, and helps teachers to be more competent.

Most supervisory visits include three stages. In the first stage, which is a pre-observation conference, teachers and supervisors meet to discuss what will happen in the upcoming lesson (Pawlas & Olivia, 2008). In the second stage, which is a classroom observation, supervisors monitor and evaluate teacher's performance inside the class using an observation form usually designed for this purpose. In the last stage, which is post-observation conference (POC), teachers and supervisors discuss general issues about teaching practices as well as several events recorded during the second stage in the classroom (Vásquez, 2004). The aim of the final stage is to review and reflect upon data collected by supervisors during the classroom observation. This facilitates making future plans to increase professional growth opportunities (Zepeda, 2012).

In Saudi Arabia, to the researcher's best knowledge, there have been only a few studies that investigated Saudi EFL supervisors' and teachers' perceptions towards POCs as reflection-enhancing tools in different Saudi schools. However, this research focuses on the Saudi EFL supervisors' and teachers' perceptions towards these meetings as a tool for teacher professional growth through assessing teachers' reflection. To guide this research, the following questions were addressed:

- How do both supervisors and teachers view post-observation conferences as tools for EFL instructors' professional development in the classroom?
- How do both supervisors and teachers view post-observation conferences as tools for fostering EFL instructors' reflection?

This study is in line with the aims of Saudi Arabia's Vision 2030 for education, which calls for developing administration and reforming education. The important aims of this vision are to organize the process of educational supervision, to create attractive and preferable educational environments, and to improve performance efficiency (Ministry of Education, 2019). Therefore, the results of this study may:

- Contribute towards encouraging EFL supervisors to be engaged in successful post-observation conferences.
- Foster EFL teachers to be reflective practitioners.

## **LITERATURE REVIEW**

### **Definition of Supervision**

Researchers have not agreed on a precise definition of the term supervision because they have different perceptions and comprehension of certain aspects of this framework (Hismanoglu & Hismanoglu, 2010). For example, Beach & Reinhartz (2000) state that

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it is a complex process that emphasizes working with teachers and other educators and supporting the collegiality and collaboration in order to enhance the quality of teaching and learning within schools. Additionally, it has been indicated that the educational supervision is ‘a democratic, strategic, resourceful, and coordinating process during which supervisors and teachers come together to stimulate discussions and suggestions, provoke reflective thoughts and weed out deficiencies in the educational setting’ (Hismanoglu & Hismanoglu, 2010: 2). Onasanya (2008) says that it is the action of controlling school’s staff performance, of noticing their strengths and weaknesses, and of utilizing befitting and suitable techniques to ameliorate the deficiencies using their merits in order to improve school’s standards to achieve its educational goals. From these definitions, supervision can be defined as an ongoing, complex, and consultative process of providing feedback and guidance that aims to improve instruction and enhance teachers’ development and, as a result, to promote the quality of teaching and learning through observation and discussion within collegial and collaborative environments.

### **Supervision and Teachers’ Professional Development**

Professional development of teachers is pivotal for ongoing teacher education and necessary for school’s staffing roles. It is related to enhancing instructional methods of teachers, their abilities to employ instruction to meet students’ needs, and their skills at classroom management. Moreover, it concerns with creating a professional culture that depends on shared beliefs about teaching and the importance of learning emphasizing the collegiality of teachers (Wanzare & Da Costa, 2000). Teachers’ professional growth is a continuous process in order to foster experiences of teachers and lead them to meet their students’ needs in order to potentially change their teaching practices and students’ learning outcomes (Al-Abri, 2011).

The connection of supervision to teachers’ professional development cannot be underestimated (Beach & Reinhartz, 2000). Sergioivanni and Starratt (1993) state that the heart of supervision is to continuously provide opportunities for teachers to be capable of learning, caring, helping each other, and teaching more effectively. It has been reported that supervisors have influence on teachers’ behaviors through the process of observation. Therefore, supervisory processes essentially affect teachers’ learning and lead to students’ success (Newmann, et al., 2001). Dickson (2011) suggests that the aim of supervision is to develop the process of teaching and learning, to create an appropriate learning environment, to achieve synergy and collaboration of efforts in such a way that enhances learning outcomes, to ensure teachers’ professional development, to improve teachers’ motivation, to foster the quality of teaching and learning, to demonstrate the good and bad traits in teachers’ actions, and to enable less-competent teachers to become more competent. Besides, Vásquez and Reppen (2007) state that supervision is useful because asking teachers during these conversations allows them to integrate in reflection, thinking critically, and approaching teaching as a decision-making process.

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In Zimbabwe, Acheson and Gall (1997) found that the teachers who participated in their study had a negative attitude towards supervision asserting that supervisors are inspectors who come on a faultfinding mission to the teacher's classroom. In Turkey, Kayaoglu's study (2012) confirmed that most EFL teachers view supervision as a negative experience and consider supervisors to be bureaucratic administrators. He reached the conclusion that the supervision received did not lead to teachers' professional growth and improvement in instruction. Furthermore, he suggested that some negative perceptions towards the supervisory process resulted from the idea that most supervisors do not have the expertise and, thus, become unable to correctly diagnose problems related to this field.

Having looked at the literature regarding professional development of teachers in the Saudi context, it is clear that there have been few studies conducted in this field. For example, Alghamdi and AlSalouli (2013) conducted a study on teachers and a new curriculum and reached a conclusion that there is a lack of external support and professional development. Moreover, Tawalbeh (2015) examined the attitudes of the teachers regarding the effectiveness of the professional development programs at Taif University English Language Centre in Saudi Arabia. He gathered his data from 76 teachers using a 4-likert scale questionnaire and open-ended questions. He found that the participants had negative perceptions towards the existing professional development programs. He claimed that this is due to the teachers' actual needs that are not addressed when designing such programs because teachers are not engaged in the designing process.

### **Reflection**

**Definition of Reflection:** The term reflection has become increasingly significant in contexts related to teacher education although some believe that it is an ambiguous concept (Copland et al., 2009). El-Okda (2008: 2) defines reflection as 'an ongoing, enquiry-based process involving teachers' commitment, either individually or collaboratively, to explore teaching, learning and all aspects of the teaching-learning context; and to uncover the tacit beliefs, assumptions and values underlying their teaching practices'. It is a bottom-up approach to teachers' professional development. This approach depends on the claim that both novice and experienced teachers can enhance their understanding of their own teaching practices through conscious and systematic reflecting on their teaching experiences. It implies that teachers' beliefs about teaching and learning must be critically examined by articulating their beliefs and comparing them to their actual classroom practices (Farrell, 2007).

**The Rationale for Reflection as a Tool of TPD:** Experience is not enough to make teaching effective; therefore, reflection is needed. Teachers become routinised if they do not reflect on their practices, or their acts become guided by only tradition and authority rather than by informed decision-making (Farrell, 2007). Farrell (2001) purports that reflection requires teachers to utilize and evolve their cognitive skills as a

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tool for developing their practices. They can recall, consider, and evaluate their teaching practices as a means to make them efficient in future. Furthermore, it has been shown that reflective teachers construct self-directed critical thinking and ongoing critical inquiry regarding their experiences, started by them and not administratively decreed. Consequently, contextualized knowledge is developed. Moreover, Novak (2002) points out that a professional reflective teacher is considered an agent in meaningful learning. The reflective experience of the teacher is like a conversation with the individual's cognition. It is like an inner language, or one's internal voice, that helps to evaluate, determine, and analyze the relationship between knowledge and the actions of teaching experience (Bakhtin, 1981). It has been suggested that reflection has an influence on professional development programs as well as on teachers as professional practitioners. In addition, it has been found that there are many forms of reflective practices that have been developed (Alanazi, 2016). It has been indicated that reflection makes teachers able to act independently. They become capable of self-control over their professional tasks. Teachers can choose freely and consciously to be responsible for their behaviors (Bengtsson, 1995).

However, in the context of supervision, it has been found that there is a need to provide teachers with appropriate tools to be reflective practitioners and improve their own professional practices. The post-observation conference (POC) is considered the best context for supervisor-teacher interactions to occur. In this context, integrating teachers in several metacognitive tasks, such as enabling them to determine their needs to meet their actions in order to develop their instructional practices, allows them to appraise their performance and encourage their self-monitoring skills leading to a more active and self-reliant role in their learning (Bransford et al., 1999). Gwyn-Paquette (2001) suggests that the supervisors play a basic role in supporting prospective teachers in problem-solving, reflective practices and the discussion of theoretical principles. In addition, Waring (2013) proposes that the supervisor's skills supported the idea that more direct interventionist skills can be conducive to reflection. He highlighted how assessment and advice can foster reflection indirectly because his sample did not explicitly integrate in reflective practices but, rather, he managed to do that. However, it has been noted that providing teachers with feedback on their teaching behaviors through external evaluation of their performance makes some teachers, unfortunately, feel that it is a political enactment of supervisory control rather than a tool for professional growth (Baecher et al., 2014).

**Reflection in the Saudi Context:** Almazrawi (2014) investigated the reflective skills and attitudes of Saudi female in-service teachers using a survey and individual interviews. The data revealed that those participants had weaknesses in their reflective teaching skills and attitudes. However, she suggested that it is better to enable teachers to modify the curriculum and to enhance their own teaching styles. Moreover, Sibahi (2015) explored EFL teachers' attitudes towards reflective teaching as a tool for professional development, and the challenges happened in the higher education in Saudi Arabia. She conducted semi-structured interviews with four EFL Saudi college

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instructors. The results emphasized the participants' awareness of the value of the reflective practice and the use of several reflective models to reflect upon their daily actions. However, some of them highlighted some uncertainties concerning reflection, while the others identified some limitations impeding reflective teaching in Saudi Arabia, which were the fixed curricula and the absence of accurate professional training. Therefore, she proposed that it is essential to provide in-service teachers with professional training on reflective teaching, and cooperation with college administrators to establish an inquiry culture among teacher-learners.

Omar et al. (2017) administered a reflective practice self-assessment scale in order to evaluate the reflective practice of 201 female postgraduate students at King Saud University. The scale focused on five aspects: being able reflect, questioning assumptions, taking into consideration others' points of view, using reflective methods, and the frequency of the reflective practice events. The findings indicated that the participants had a moderate level of the reflective practice experience. In addition, the researchers emphasized the importance of using reflection in the context of Saudi higher education programs. Accordingly, postgraduate students should become more motivated to use reflection and gain benefits from it in their real life. The researchers deduced that reflective thinking plays a role in helping individuals to succeed in learning and in their lives.

Shukri (2014) investigated the perceptions of EFL Saudi teachers towards reflective skills as a tool for developing teachers professionally and the challenges regarding this aspect in the higher education in Saudi Arabia. She also focused on raising teachers' awareness of the significance of teachers' professional growth and its powerful effect on meeting their students' needs. She used a structured questionnaire as a quantitative methodology followed by a qualitative analysis of the results. The findings showed a strong correlation between reflective teaching and professionalism in teaching.

## **METHODOLOGY**

To investigate the perceptions of Saudi EFL female supervisors and teachers in Riyadh region towards teachers' professional growth through assessing teachers' reflection, a qualitative approach was mainly adopted.

### **Participants**

The sample of this study consisted of 30 Saudi EFL female participants (10 supervisors and 20 teachers). 20 of them have a BA degree while 10 have an MA degree. All of them were selected randomly in Saudi schools at different levels in the academic year 2018/2019 in Riyadh region. For ethical purposes, each supervisor was given a code from A to J and each teacher and transcription of the recordings were given a serial number from 1 to 20.

## **Instruments**

Structured interviews were used. The interviews included a set of open-ended questions that were analyzed qualitatively. Here are the questions posed in the teachers' interviews:

- How does the supervisory process affect your professional development?
- What is your conceptualization of reflection?
- Do you think that there is a relationship between reflection and teachers' professional development?

The questions included in the supervisors' interviews are listed below:

- How does the supervisory process affect teachers' professional development?
- What is your conceptualization of reflection?
- Do you think that there is a relationship between reflection and teachers' professional development?

## **RESULTS**

**The Teachers' Perceptions:** Twenty teachers agreed to be interviewed in order to answer the questions of this study. The teachers' responses varied greatly. Regarding the first question of the interview, all of the teachers agreed that the supervisor plays a role in their professional growth. Some of them suggested that the supervisor can help them to determine their weaknesses and strengths. For example:

When the supervisor gives us our strengths and weaknesses of personality or whatever, I will try to avoid my mistakes that she told me and change the weaknesses to the strengths. (Teacher 4)

However, two teachers illustrated that not all supervisors are helpful and some of them play the role of inspectors. For example:

During my experience, I came across lots of supervisors. Some of them encouraged me and helped me to develop myself. Others were not helpful. They were more like inspectors more than supervisors. (Teacher 19)

Moreover, one teacher claimed that teachers can be professionally developed through the supervisory process depending on the teacher's and the supervisor's experiences. She argued:

I think it depends on two things. The teacher's experience itself, and the supervisor's experience as well. If the teacher is young and new, for sure, she needs the supervisor to be just with her most of the time. But if she is experienced and she has been teaching English for long time, I don't think that she needs it that much because in that case, the teacher knows more about her students, their levels, and the strategies that they need. Also,

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some supervisors are really experienced, when they come, they are showing, for example, that we need to focus on specific thing, but if the supervisor is not experienced enough, and she just, let's say just focusing on the negative side of the teacher, I don't think it's fair because the teacher is the one who knows her class well. (Teacher 20)

For the second interview question, some of the teachers proposed that reflection is related to the attitudes of the students towards their teacher. For example:

If the girls like the teacher and the subject, they will study more to be better. If the teacher is good, the students will be good, and they will love the subject; that is what I think. (Teacher 5)

Other teachers assumed that reflection means how much the students and the teachers understand each other. For example:

It is important for the teacher to understand the students and important for the students to understand the teacher to have a good relationship. (Teacher 9)

However, only two teachers that raised the meaning of reflection as a thinking process about why something happened in a certain way, especially their mistakes. They proposed:

Reflection is to reach something to evaluate it. Once you reflect on something you did, you may sometimes find some mistakes there. So, you can go back to decide to fix it or improve it. (Teacher 18)

I think it is something really important. I reflect about every single thing I do, and I think that it is a habit that we should encourage our students to do because taking time to think about what I did or achieved really helps to improve my life. (Teacher 19)

The teachers' replies revealed that most of the teachers did not properly understand the idea of reflection as a teaching practice. Only two of the teachers were close to the exact meaning of reflection. They showed somehow that reflection is related to their beliefs or assumptions about whether what they did is right or wrong.

Regarding the third question, most of the teachers could not explain how reflection and their professional growth are related. Some of them suggested that reflection plays a role in their development without explaining why or how. For example:

Yes, of course. There is a relationship between them because reflection is the step through which we improve our performance. (Teacher 14)



Others suggested that the feelings of the students have an impact on these two aspects. For example:

Yes, there is a strong relationship because if I see the results with the students, I want to develop myself more. (Teacher 3)

However, only one teacher gave a very close explanation for expressing the relationship between teachers' professional development and their reflective practices. She said:

I think it's the key point of developing yourself because if the teacher doesn't take the time to think over her lesson and see what she did right and what she did wrong and what the points that can be improved in her teaching practices are, so how can she be a teacher? So, I think these two things go together. (Teacher 19)

In summary, the responses of the teachers clarified that most of the teachers had an incorrect understanding of the reflection meaning. As a result, they could not carry out their reflective teaching practices inside the classroom.

**The Supervisors' Perceptions:** Regarding the first question in the supervisor-directed interviews, all of the supervisors agreed that supervision plays a role in teachers' professional growth. Therefore, supervisory processes essentially affect teachers' learning which leads to students' success and, accordingly, empowering higher student achievement. However, some of the supervisors explained how they can help teachers to develop. For example:

I think that a supervision is to provide the opportunity for teachers to improve teaching practices and develop their professionalism and it helps teachers to improve since this is the general purpose of supervision. (Supervisor C)

Supervisor C highlighted the purpose of the supervisory process, and this is in line with what has been mentioned by most researchers. For example, Sergiovanni and Starratt (1993) report that the heart of supervision is providing opportunities for teachers to be continuously capable of learning, caring, helping each other, and teaching more effectively. However, some supervisors provided unclear answers. For example:

I think it does in many different ways. They are teaching methods, integrating technology, classroom management, different skills and integrating the four skills. I mean listening, reading, speaking, and writing in one lesson. (Supervisor A)

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In addition, some explained how supervision influences professional development of teachers. They suggested that there are some conditions that should be available to attain a positive effect. For example:

New teachers should be supervised and trained more often than the experienced ones. Trust should be given to teachers. They should be involved in planning and conducting workshops. For me as a supervisor, I have to be available for teachers to encourage and to provide them with knowledge, guidance, and support in order to promote their teaching-learning process. Also, supervisors need to be knowledgeable, competent, well-trained, and responsible for supporting teachers in order to achieve their goals effectively through better teaching process. (Supervisor G)

Other supervisors shed light on the issue of the ineffectiveness of the supervisory process on developing teachers professionally because of the teachers' negative attitudes towards supervision. They explained:

Those teachers who have been teaching more than maybe ten years believe that their teaching strategies and styles are the best. They don't want to change. They believe that they don't need any help from their supervisors because they are experienced enough, but this's inadequate because we are dealing with another generation; they are not like us. (supervisor B)

As for the second question, some supervisors responded that they see reflection as a way of identifying the teachers' strengths and weaknesses. For example:

I think that reflection stands for teachers' points of strength and those of weakness. (Supervisor D)

Additionally, other supervisors defined reflection well as a thinking process. For example:

Reflection is a method of mediation upon actions, situations, events, and our performance of something in order to know the hidden reasons beyond what happened and highlight the mistakes to learn lessons out of them. (Supervisor F)

Based on the answer of the previous supervisor, it can be said that she understands the exact meaning of reflection. She assumed that it is a process of questioning why and how teachers perform certain actions and whether there is a better way to carry out such practices. She suggested that it is thinking of past practices and beliefs and analyzing and modifying them to come up with appropriate alternatives. Furthermore, Supervisor

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H asserted that people should learn from their own experiences through reflection. She stated:

People should learn from their experiences more than learning resources. One can think of her teaching practices through using her critical thinking. The teacher when reflecting can improve her attitudes and raise her awareness. So, she can develop her professional growth and as a result her students become better.

However, supervisor J's reply was vague and supervisor E admitted that she does not know the meaning of the notion of reflection. They stated:

I think reflection means applying my own beliefs and ideas on my strategies. (Supervisor J)  
I don't know. (Supervisor B)

Regarding the third question, the supervisors' answers varied, even though they all agreed that there is a relationship between reflection and teachers' professional growth. Some supervisors explained that the two aspects are strongly related, and reflection can be done through self-observation and peer-observation as well:

There's a relationship between reflection and teachers' professional development. Teachers can reflect on their practices either by themselves or being observed by other teachers. She can discuss with her colleagues by asking what and why questions and by practicing reflection she can identify different aspects. This's what I think. (Supervisor A)

Moreover, some of them expressed how reflection is associated with professional growth of teachers. For example:

Yes, teachers who practice reflection upon their teaching develop faster because they learn from their experiences through different ways like asking students about their reactions and opinions towards their performance. (Supervisor C)

In addition, some supervisors agreed that the two aspects are related to each other, but they did not explain how. For example:

Of course, there's a strong relation since this leads to teachers' development. They will search for better ways to teach. (Supervisor D)

Supervisor B asserted that the teacher should be aware of reflection stating:

I think if the teacher has the awareness of reflection and how to apply it as a method of teaching, it will have a great influence on her and will help to develop her professionally.

This section has answered the questions of the study. The data analysis suggests that the participants stated that the post-observation meetings contribute to teacher professional development through practicing the reflective teaching, but in the way they understand the term reflection. The misunderstanding of the notion of reflection by some supervisors and teachers is due to the fact that they do not have any information about this concept. Consequently, the teachers cannot reflect appropriately and critically upon their practices.

## **DISCUSSION**

**Teachers' Perceptions towards Reflection in the POCs as an Element of TPD:** As for the perceptions of the teachers towards reflection as a significant aspect of developing teachers in the POCs, they all agreed that the supervisors contribute to teachers' professional growth. Some of the teachers claimed that the supervisors enable them to identify their weaknesses and strengths, and this is consistent with the findings revealed by other researchers such as Onasanya (2008). In addition, some of them expressed that not all supervisors are helpful, but they become inspectors as mentioned in Acheson and Gall's study (1997) and Kayaoglu's study (2012).

Moreover, the data analysis showed that most of the teachers in this study understand the meaning of reflection wrongly. They did not define it as mentioned above by different researchers such as El-Okda (2008) and Farrell (2007). Consequently, they cannot practice reflection inside their classes. However, only two teachers were close to the exact meaning of reflection. They defined reflection as something that is related to their beliefs or assumptions about whether what they did is right or wrong, and they will develop their practice if it is right, but if wrong, they will try to avoid it and/or change it. Others assumed that the meaning of reflection is associated with their ability to determine their weaknesses and strengths and being able to improve such aspects.

Furthermore, all of the teachers agreed that there is a relationship between reflection and developing professionally, but most of them demonstrated that reflection plays a role in teachers' growth without explaining why because they did not have a proper understanding of reflection. They were not familiar with the true meaning of reflection in which they need to think critically about their teaching practices. They did not recognize how important it is to attempt to connect what happens inside the classroom to their underlying beliefs and assumptions about their practices.

**Supervisors' Perceptions towards Reflection in the POCs as an Element of TPD:** All of the supervisors agreed that supervision plays a role in teachers' professional development. They suggested that supervisors have an effect on the practices of

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teachers through the process of observation. This is consistent with what has been said by Newmann et al. (2001). However, some of the supervisors illustrated that there are some conditions that should be available in order to attain a positive effect such as being aware of reflection; this corroborates with the findings of Beach and Reinhartz (2000). Others shed light on the issue of the ineffectiveness of the supervisory process on teachers' growth due to the teachers' negative attitudes towards supervision. It asserts what has been mentioned by some researchers such as Acheson and Gall (1997) and Kayaoglu (2012).

Furthermore, some supervisors viewed reflection as a way of being able to identify the strengths and weaknesses of the teachers' performance. Others saw reflection as a thinking process. They stated that it is a why and how questioning process regarding performing certain practices by teachers and whether there is a better way to carry out such practices. This agrees with the definitions mentioned above, which have been defined by some researchers such as El-Okda (2008) and Farrell (2007). Additionally, others argued that people should learn from their own experiences through reflection. Moreover, all of the supervisors agreed that there is a relationship between reflection and teachers' professional growth. This is in good agreement with different researchers' claims such as Gwyn-Paquette (2001) and Waring (2013). Some supervisors proposed that the two aspects are strongly related, and reflection can be done through self-observation and peer-observation as well.

## **CONCLUSION**

This study aimed at investigated the effect of the post-observation conferences conducted by supervisors on teachers' professional growth through assessing teachers' reflection as an important type of thought. the findings revealed that the participants, both the supervisors and the teachers, recognize that the post-observation conferences lead to teacher professional development through practicing the reflective teaching, but in the way they understand reflection. They were not familiar with the true meaning of reflection. Thus, the teachers cannot reflect appropriately and critically upon their actions. However, although this research has been carefully prepared to reach its aims, there were some unavoidable limitations that included:

- Focusing on post-observation conferences conducted by Saudi EFL supervisors and teachers in only one region in Saudi Arabia, which is Riyadh.
- Working only with Saudi EFL female supervisors and teachers, thus other studies may be conducted with Saudi EFL male (or even both males and females) supervisors and teachers.

To address these limitations, further research is suggested, such as conducting with male EFL supervisors and teachers in Saudi Arabia, or even both male and female ones, to examine whether they apply reflection as it is. Another suggestion is to be conducted

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in other regions as this will help to discover whether all supervisors do not know how to foster teachers' reflection, or if this problem occurs only in Riyadh.

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