Democratic People's Republic of Algeria

Ministry of Higher Education and Scientific Research

Dr. Tahar Moulay University, SAIDA

Faculty of Letters, Languages and Arts

Department of English

Teachers' Socio-affective Aspects in EFL Teaching and Learning

Case Study: Supervision

Dissertation Submitted in Candidacy for the Degree of Master in Didactics of English.

Under the supervision of:

Miss. Tahia ADNANE.

Presented by:

Fatima Zohra AMROUCHE

Academic Year: 2017/ 2018

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Broad of Examiners

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Acknowledgments

Dedication

I Dedicate this Memoire

To the most precious person in my life

"Farouk Hadjar"

To my two sisters.

To my friends and colleagues.

Without forgetting all the teachers that have always been by my side supporting me.

To the English department of Dr. Moulay Tahar Saida University

Amrouche Fatima Zohra

List of Abbreviations

EFL: English Foreign Language.

LP: learner's profile.

TP: Teacher's profile.

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Abstract

The ability to enact an ethic of care in teaching should be an expectation of effective teachers. Teachers need to be able to care for themselves, their students, the content, and all the members of the learning process. The relational sense of caring forces us to look at the relation. It is not to hear the teacher claims that he/ she cares. Does the student recognize that he/ she is cared for? Is the teacher thought by the student to be a caring teacher? When the relational sense of caring is adapted, we cannot only look at the teacher. Most of the researchers do this mistake, they only measure some observable behaviours of teachers and to which extent they apply them.

This research aims to determine first, how supervision should be, applying the ethic of care and gives a general description on supervisors and the care theory, secondly, we are going to check whether supervisors care about their students' socio-affective side and what are the problems that students face during the supervision. At the third place, it will deal with the strategies provided for solving such problems.

To achieve those objectives, a questionnaire was administrated to the LMD supervised students of Dr. Mouley Tahar Saida University who have to undertake a dissertation; this questionnaire includes closed-ended and open-ended questions. Also an interview was distributed upon the teachers to help us knowing to which extent teachers care about their students and whether students feel cared for. In addition to the classroom observation.

 The results of investigation reveal that the supervised students of Dr. Moulay Tahar University don't really feel cared for by their supervisors. For that purpose, we've proposed some solving strategies which may be used by teachers in order to make an end to those problems.

General Introduction

General introduction

Education is the gateway to social mobility and a core tool in breaking the poverty cycle in knowledge. It is the remedy for all the difficulties and the lack of aspiration as far as teaching and learning are concerned. On another hand, there is what is called educational failure. It is one of the most important problems in higher education. Its centre is the students' academic failure which not only leads to the waste of current expenditure and time but also generates mental-psychological, social and family problems for the university students. And according to current studies it is increasing upon them.

It is assumed that the teacher-student's relationship is initiated in the first teaching-learning experience within the course. The first contact to them is a beginning of a relationship for both of them in the classroom context this event requires the teacher to think about how this first experience will take place and under which circumstances. When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre&Pianta, 2001). Positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity (Hamre&Pianta, 2001).

Another aspect derived from teaching is supervision. It is a term used to identify the work duties of administrative workers in education.According to Adams and Dickey, "Supervision is a planned programme for the improvement." It exists in their opinion for one reason only to improve teaching and learning. So it is mainly concerned with "development of teachers and pupils."

In order to achieve good results in the supervision process, a theory called "*care theory"* is recommended for supervisors toward their students.

This research is made for three purposes; the first one is for the definition of the ethic of care, supervision and the social and the emotional relationship between the learner and the teacher especially when considered as supervisor. The second one is to categorize problems that students encounter during the supervision process. The third and the last one is to propose some teaching and learning strategies in order to solve

those problems. So the question to be asked is as followed: do supervisors care about their students' socio-affective side?

This question leads to the following hypotheses:

- One believes that students feel les cared for in learning precisely during supervision.
- One may think that teachers act in a non-sensitive way with their students.

To answer this question,both qualitative and quantitative survey method research have been done, in which we've investigated the EFL supervised students, we took the students under supervision as a sample of study. In order to achieve our objectives, a questionnaire which contains open-ended and closed-ended questions was administrated to those students, besides a teacher interview which could help us to have an overview about the process.

Our research was divided into four parts which are as followed:

The first chapter is an introduction to a theory about the ethic of caring in teaching and learning; it gives a general description on both teaching andsupervising processes beside the behaviours teachers adapt during that.

The second chapter includes two sections. The first one is about the tools used in this study which are the students' questionnaire and the teachers' interview. It also contains a general description of the population of the study. It gives a general description about the problems that students commonly face. In the second section, we include part of the students' questionnaire and its discussion and that will be half practical.

The third chapter is also a practical one. In this chapter, two sections are tackled; in the first one, we discuss, analyse and interpret the results of the students' questionnaire and an interview for the teachers in order to measure the correctness of the hypotheses and answer the research questions. Then, in the second section, we try to find resolutions for those problems; it is about both learning and teaching strategies to be done in order to solve the problems that students encounter during the supervision process.

Chapter One

Review of Literature

1.1 Introduction

Being able to create an ethic of care in teaching is what should be expected by effective teachers when teaching. In this respect, teachers, including themselves, should be able to care for different elements such as; students, content, and other members of the learning community. Too often, the ability to care comes by the willing of the teacher i.e. an internal factor and not an external one i.e. teaching someone about this ethic and asking them to be caring teachers.

1.2 Defining the care theory

Numerous descriptions were given to the word *care* by philosophers. Care, as described by the German philosopher Martin Heidegger, is the very Being of life. Milton Mayeroff (1971) points out that to care for other persons is to help them care for themselves. Other philosophers such as; Gordon, Benner, and Noddings (1996) notes that caring is a set of relational practices that foster mutual recognition and realization, growth, development, protection, empowerment, and human community including culture. This means that this ethic occurs within relationships.

According to Noddings (2003, 2010), care theory is a theory of morality? She bases her interpretation of caring on people's need for building relationships with others. She begins with the fact that human infants cannot survive alone. Thus, because humans must care for their young. She adapts this analogy to her field of study concerning teaching and supervising. She, also, discovers the evolution of caring as an instinctual act to one that is moral in the maternal factor.

Speaking in terms of morality, however, makes many feel uneasy. Care theory places moral action at human interactions, in one-on-one relationships. Noddings argues that, when one cares for another to the theory, the 'one caring' attends to the intellectual and emotional needs of the other. Thus, in the context of student teaching supervision, stimulating and responding to teacher candidate development through relationship building becomes a guide for moral action.

1.3 Caring in Educational Settings

Nel Noddings sees education (in its widest sense) as being central to the cultivation of caring in society. She defines education as 'a constellation of encounters, both planned and unplanned, that promote growth through the acquisition of knowledge, skills, understanding and appreciation' (Noddings 2002: 283). Given the above, it is not surprising that she places a special emphasis on the home as a site for educational encounter. Indeed, she views the home as the primary educator and argues for the re-orientation of social policy to this end. This is not to side-line the role of schools but simply to recognize just what the home contributes to the development of children and young people.

As soon as we view the home as the primary educator two major things follow in terms of social policy. These are that first, every child should 'live in a home that has at least adequate material resources and attentive love; and second, that schools should include education for home life in their curriculum' (Noddings 2002: 289). Both of these recommendations have far reaching consequences. For example, in the case of the first, while some governments have attempted to ensure that there are something like adequate material resources in homes where there are children, there is little evidence of policymakers seriously grappling with how attentive love might be fostered. Similarly, the question of education for home life is not normally addressed in anything like an adequate form.

John Dewey talks about education in terms of preparation for 'public life'. While it is possible to see what place education for home life might have in this (and the extent to which caring-for is linked to the cultivation of caring-about) the way in which education is often discussed in terms of public life can be seen as not taking full account of what might be needed for personal flourishing.

Nel Noddings has argued that education from the care perspective has four key components: modelling, dialogue, practice and confirmation.

Modelling: Within a care perspective, not unexpectedly, educators are concerned with the growth of people as carers and cared-fors. Unlike cognitive developmentalists, for example, they are not primarily interested in moral reasoning (although there is recognition that reasoning is important. Educators have to show in their behaviour what it means to care. "We do not merely tell them to care and give them texts to read on the subject, we demonstrate our caring in our relations with them" Noddings (1998).

Dialogue: The intent is to engage people in dialogue about caring. As Noddings has pointed out, 'dialogue is such an essential part of caring that we could not model caring without engaging in it'. In addition, it is also important to talk directly about, and explore, our caring – as it can be manifested in very different ways. It can, thus help people to critique and better understand their own relationships and practice. In other words, it allows us to evaluate our attempts to care: 'As we try to care, we are helped in our efforts by the feedback we get from the recipients of our care'. Furthermore, and crucially, dialogue contributes to the growth of cared-fors.

Practice: Noddings (1998) argues that the experiences in which we immerse ourselves tend to produce a 'mentality'. 'If we want to produce people who will care for another, then it makes sense to give students practice in caring and reflection on that practice'.

Confirmation: This particular component, it is suggested, sets caring apart from other approaches to moral education. In making her case, Noddings draws particularly on the work of Martin Buber. He describes confirmation as an act of affirming and encouraging the best in others

1.4 The One Caring and the Cared for

The "one caring" and the "cared for" and the reciprocal relationship between them are the main criteria on which Noddings has built up her basic assumption about the ethic of care. In an educational setting, the role of the one caring is supposed to be given to the teacher whereas the students are the cared for members. In this respect, the teacher feels that kind of obligation in a sense of "I must" in establishing the caring ethic. Noddings adds in her explanation of the one-caring teacher that teachers who profess an ethic of care in their practice see themselves as the ones responsible for developing and empowering their students. The caring ethic suggests that teachers approach student needs from the subjective perspective of "I must do something" rather than the more objective "something must be done" approach. Teachers in this case are asked to perform conscious acts of "being with" and "doing for" for the sake of their students' needs rather than leaving students care up to others and removing themselves from personal responsibility.

1.5 The Caring Behaviour

Showing students you care about them helps create a positive, supportive relationship and helps build an environment where learning can flourish. And you're modelling behaviour

that you want students to learn and emulate. Here are some behaviours applied by teachers to show care for their students:

- Listening carefully to students and helping them express who they are and how they want to be treated.
- Helping students show each other what they want them to know about themselves.
- Improving teachers' practice by learning something new, including getting feedback from students.

1.6 Characteristics of Care

In order for an ethic of care to be established between the one-caring teacher and the cared for student, numerous characteristics should be taken into consideration. Beginning with the most important characteristic which is that the teacher get himself/herself involved and engrossed in the cared-for student, a commitment to the cared-for student and a motivational shift from a focus on the teacher self to a focus on the student other. The student in the role of the cared-for also has responsibilities in establishing a caring ethic. For the caring relationship to be established, the cared-for student must be both receptive and responsive to the efforts of the one-caring teacher. Noddings' (1984) description of the roles of one caring and cared for are essential for understanding the development of the ethic of care.

As Noddings (1992) explains, the one-caring teacher connects to the cared-for student in an attitude that facilitates engrossment, commitment, and a motivational shift to the cared-for student. The first characteristic, engrossment, occurs when the one-caring teacher establishes a caring relationship by accepting student feelings and acknowledging the relevance of student experiences. Students are receptive to the teacher when they feel included and when they know their feelings are valued by the teacher. By focusing initially on the student's need to be accepted and valued, one-caring teachers become engrossed in their students. The receptivity of the one-caring teacher and engrossment on student needs maintains and enhances the care relationship.

A second characteristic, commitment, reflects the attitude that there is nothing that can take precedence over the one-caring teacher's responsibility to care for students. A one-caring teacher will work persistently to seek involvement in the cared for, going beyond superficial responses. Noddings (1992) suggests that a one-caring teacher practises inclusion of all

student ideas and seeks to understand and accept students' feelings toward the subject matter through the students' shared experiences. The ethic of care relationship is enhanced as students realize the one-caring teacher's commitment to meet their needs and to understand and accept each student.

Noddings (1984) emphasizes that besides engrossment and commitment, one-caring teacher's role requires motivational displacement or motivational shift from focus on self as a teacher to focus on students as other. The motivational shift of caring occurs as the one-caring teacher views the world through the eyes of the students. This allows them to experience the motivation effect of the student that is, one-caring teachers are able to determine the motivators for the student, such as what the student may want to accomplish or ways that subject matter may connect to students' lives.

Noddings (1996) explains that the motivational displacement of caring occurs naturally and is supported by the responsiveness of the cared for. In moments of care, the one-caring teacher attends and feels their motivation energy flowing toward the cared-for student, who then makes some form of response, thus completing the ethic of care relation. Engrossment, commitment, and the motivational shift on the part of the one-caring teacher allow for receptivity and response on the part of the cared-for student.

In summarizing, the role of caring in teaching, Noddings (1996) notes that when teachers care, they exhibit fundamental characteristics. When one you care, there are active moments of caring in which engrossment must be present. One-caring teachers are in a receptive mode, where they attend nonselectively to the cared-for students and engage in the cared-for students' hopes rather than theirs own, ensuring commitment to their students. One-caring teachers accomplish a motivational shift when they feel their motivation flowing towards the cared-for student Their energy focuses on helping students further their plans or update their hopes. In achieving the motivational shift, one-caring teachers' responses will vary with situations, across time and cultures, and across personalities and moods (Noddings, 1992). One-caring teachers look at each student in each situation in a special way as a result of the motivational shift (Noddings, 1996). The recipient of care, the student, responds in some positive way to the efforts of the one-caring teacher the freedom, creativity, and spontaneous response of the cared-for student. It manifests itself under the nurture of the one-caring teacher thus completing the relation (Noddings, 1996).

1.7 Characteristics of Caring Teacher

No one can deny the importance of the teacher in society. numerous studies have been done proving that the influence of a teacher in a student's life has more impact than almost any other factor. Educator Harry K. Wong states that "The single greatest effect on student achievement is the effectiveness of the *teacher*." Here are some characteristics of a caring teacher:

✓ **Inspirational teacher**

Great teachers make students *want* to learn. With their own passion for education and for their subject matter, they capture the students' imaginations and evoke a sense of excitement – inspiring students to question, discover and anticipate the future with an exhilarating sense of potential. A great teacher uncovers students' hidden talents and passions, and helps them believe they are capable of anything.

✓ **Engaging teacher**

The best teachers know how to make their lessons intriguing and relevant, using facts as a starting point, not an end point. They relate their subject matter to the students' current and future lives, getting the students personally involved, through hands-on, experiential activities. Effective teachers ask "why" questions, encouraging students to look at issues from multiple angles and apply critical-thinking to predict what will happen next. Great teachers try to engage the whole class, leaving no one behind, and they keep students motivated with variety, humour, multimedia and fresh approaches.

✓ **Challenging teacher**

"Once we lead students to the fountain of knowledge, we must challenge them to drink". Great teachers bring out the best in their students by challenging them to think for themselves, be creative and live up to a high set of expectations. They place value on effort and deliver praise accordingly, providing appropriate challenges for students of varying skill levels, and never giving up on underachievers.

✓ **Empowering teacher**

Empowerment goes hand-in-hand with Challenge. Great teachers empower their students to find personal value in their education, and pursue their own interests and styles of expression. Great teachers help their students find their voices and their passions.

✓ **Informed teacher**

In addition to achieving (and maintaining) mastery of their own subject matter, great teachers stay informed on the latest educational and technological trends. Students can relate to them, because they understand the things students care about. The informed teacher is also more adaptable, and quick to respond to the changing needs of their students. This teacher has no fear of learning new teaching strategies or incorporating new technologies.

✓ **Positive teacher**

Great teachers make their classroom a positive environment, where students feel welcome and comfortable, with a sense of belonging. A great teacher is like a great leader, staying strong in the face of adversity, focusing on the positive, and never letting students lose hope. A teacher's positivity is infectious and by demonstrating positivity, teachers are great role models, and more likely to inspire and engage.

✓ **Organized teacher**

Great teachers are prepared and can present their lessons in a clear and structured way, with definitive objectives. Their students understand what they will be learning, what deliverables are expected of them and what it will take to succeed. Clear objectives help set the students up for success.

✓ **Compassionate and Empathetic teacher**

Teaching is a humanistic profession, requiring compassion and genuine caring, which will shine through all that you do. Great teachers are warm and accessible. They respect and understand students, and can relate to the way they feel. By valuing all students' ideas and opinions, teachers help students learn to respect and listen to others. Ultimately, class is more about them – the students – than it is about the educators. If you form strong relationships with your students and show that you care about them as people, they will be more likely to come to you with questions, problems – or even just to chat.

1.8 The Need of One Caring Teacher

Caring is a fundamental aspect of education and schooling. Pomeroy (1999) clarifies that a student's perception of teachers as caring has a direct relation to the students" perceived ability to engage in work and learn. Osterman (2002) notes that "the primary condition necessary for the development of relationships is frequent and affectively positive interaction" (p.175). According to some philosophers and scholars (e.g Noddings, 2005; Aldridge & Goldman, 2002; Esteve, 2000) changes in work patterns, residential stability, style of housing, sexual habits, dress, manners, language, music, entertainment, and, perhaps 18 most important of all, family arrangements should be taken as evidence regarding the need and importance to care.

"They 'teachers' make you feel that you were so important in their lives it makes everything worthwhile" (Mr. Jacobowitz, the New York Times article).

"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around." Leo Buscaglia. Most teachers care about imparting knowledge to students. But the best teachers also care about the relational aspect of teaching. They take time to establish a trusting and caring connection with their students, who in turn become more receptive to what's being taught. They get to know their students' interests, talents, and needs, which helps them prepare lessons and helps students feel the partnership of the learning experience. That means that showing students you care about them helps create a positive, supportive relationship and helps build an environment where learning can flourish. And you're modelling behaviour that you want students to learn and imitate.

In summary, social changes have increased the need for schools to care. Students" perception of teachers as caring individuals has a direct relation to the students" perceived ability to learn. Children require caring relationships to develop the competencies that cultivate acclimatization to schooling.

1.9 Teacher's Personality

1.9.1 Personality

Allport (1938) states in his definition of personality that it is a Psychological Interpretation, attempts to define and systematize the field of personality psychology. In his text he defines personality as "the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment." While there is a range of different models for personality, there is some degree of consensus that the Big Five personality factors (neuroticism, extraversion, openness, agreeableness, and conscientiousness) capture most of the individual differences in behavioral patternsand are therefore appropriate for studying daily behavior and performance in a wide range of domains. Collectively, they are known as the Five-Factor Model (FFM) of personality or the 'Big Five' and are considered assessable via personality inventories (Goldberg et al., 2006).

1.9.2 Teacher personality

The importance of TP has long been of interest to education researchers (e.g. Tyler, 1960; Barr, 1961). While associations can differ depending on various factors related to how personality is conceptualized and measured. Considerable research has been conducted based on the assumption that teacher personality domains are associated with teaching effectiveness.

Seminal work shows a relationship between teacher personality and learning atmosphere suggesting that teacher personality can effect student learning outcomes through the psychological environment of the class. Kagan and Grandgenett (1987) in their review of the literature noted a consistent relationship between teacher personality traits and preferred instructional style, while Lorentz and Coker (1977) reported a significant relationship between teachers' scores the behavior of their students, concluding that the teachers' personality impacted upon student behavior in the classroom.

Here are some factors that contribute in building an effective teacher personality:

- **Conscientiousness**

Conscientiousness refers to an individual's propensity for planning, organizing, carrying out tasks, and for being reliable, purposeful, strong-willed and determined (Costa and McCrae, 2006). The importance of measuring teacher conscientiousness has been of rising research interest as studies indicate that teacher conscientiousness predicts student educational

outcomes. Cheng and Zamarro (2016) report that measures of teacher conscientiousness capture important dimensions of teacher quality, for example, teachers with higher conscientious scores are more effective at improving their student conscientiousness. While Bastian et al. (2015) equally support the focus on investigation of beginning teacher personality traits and report that conscientiousness significantly predicts higher value-added, higher evaluation ratings. Within other workplace domains, of the five main personality factors, conscientiousness has been shown to be the most consistent, significant predictor of workplace performance.

- **Openness**

Openness refers to an individual's curiosity about their inner and outer worlds, their willingness to entertain novel ideas and unconventional values, and the intensity with which they experience their emotions (Costa and McCrae, 2006). Bastian et al. (2015) report that first-year teachers with higher levels of openness to experience were significantly more likely to work in high-need school environments ,i.e, high-poverty, high minority, and low performing schools. Barrick and Mount (1991) found that openness was positively related to performance for managers and negatively related to performance for professionals.

- **Emotional stability**

Emotional stability refers to an individual's tendency toward being calm, even-tempered and relaxed, and their ability to face stressful situations without upset (Costa and McCrae, 2006). Studies in the area have linked teacher effectiveness with emotional stability (Gage, 1965). Furthermore, the emotional stability and skills of teachers' influences student conduct, engagement, attachment to school, and academic performance.

- **Agreeableness**

Agreeableness refers to an individual's tendency toward being friendly and compassionate as opposed to analytical and detached. Meanwhile, Mkoji and Sikalieh (2012) suggest that agreeable individuals who possess the ability to adapt in the workplace display increased performance. Agreeableness has been shown to predict performance in interpersonal-oriented jobs.

- **Extraversion**

According to Costa and McCrae (2006) Extraversion refers to an individual's tendency toward being outgoing and energetic versus solitary and reserved. Kent and Fisher (1997) report that teachers who displayed higher scores of extraversion perceived their classrooms as characterized by high levels of 'student cohesion (the extent to which students know, help and are friendly toward each other)'. Fisher et al. (1998) investigated the relationship between student and teacher perception of teacher–student interpersonal behavior using the Questionnaire on Teacher Interaction and teacher personality. Results indicated that teachers' personality was related to student perceptions of their teachers' interpersonal behavior, particularly in terms of how much freedom or responsibility students perceived they were given.

1.10 Educational Supervision

The educational supervisor is responsible for providing adequate support to the trainee for the development of their learning requirements and ensuring that appropriate training opportunities are made available to acquire the necessary competencies. Through a regular appraisal process educational supervisor should also ensure that the trainee follows a program which meets the educational objectives as laid down by the training body. Learning outcomes are discussed and agreed with the trainee, as well as the clinical supervisor in charge of that period of training when appropriate.

Unlike the clinical supervisor, the educational supervisor may not be in direct clinical interaction with the students but should have a good overview of teaching needs. This does not mean that the same person cannot do both, though it is arguable that it is best to separate the two posts and responsibilities.

Educational supervision therefore requires time, dedication and, more importantly, adequate training to qualify for the role. Although it is recommended that educational supervisors should have an understanding of educational theories and practical educational techniques including constructive feedback, communication skills and dealing with difficulties, regrettably this is not the case. It is a matter of fact that all consultants are expected to become qualified educational supervisors with minimal training or interest. Furthermore, even those who are qualified in education find themselves taking on this role

with little or no time allocation in their job plans and as an add on to their clinical commitments.

Few would disagree that very little investment has been made in this area. One of the major challenges facing postgraduate education is meeting educational demands through formal training in educational supervision. This is admittedly would require time and resources. Until then it may be advisable to limit educational supervision to those qualified to do so and with adequate time allocation.

1.11 Learner's Socio-affective Profile

A classroom is a community of learners, each with unique learning preferences, interests, strengths, needs and potential. Planning instruction that acknowledges and honours these differences means providing each student with opportunities to learn in different ways so that each can reach his or her maximum potential. It means thoughtfully selecting learning and teaching strategies, materials and supports that will maximize student achievement. Learner profiles and class profiles offer a starting point for this planning.

While not always obvious, the affective/social characteristics of learners can make or break a design's success. These can include a student's self-image, past experiences that shape the student's perception of the lesson. The following figure illustrates the affective and social considerations of learners:

Figure 1: Affective and Social Considerations.

The following factors clarify how to use the figure by teachers:

✓ **Attitude toward course**

Instructions should be clear and supportive reinforce positive and lessen negative perceptions and biases.

✓ **Motivation Level**

Structuring activities that will interest learners. Making content relevant and demonstrate value of participation and engagement. Supporting (feedback, nudges, etc) should be staged throughout the course to maintain social presence.

✓ **Attitude toward self**

Providing time/stress management support resources to reduce anxiety. Scaffold activities so that learners do not get overwhelmed. Confident learners need to be engaged and motivation maintained. Determine level of learner control over activities and content.

✓ **Relationships**

Design instruction to keep students actively engaged (active learning, Problem/Inquiry based learning activities, etc.)Provide multiple modalities of content presentation (visual, textual, auditory) Activities/support should address needs of independent/dependent learners.

✓ **Interest**

Design interactions and activities that align with learners interests. Interest should be maintained throughout the course by presenting new challenges and opportunities for learners to engage in new ways.

Learning preferences and learning styles develop and change over time in response to on-going experiences. One style or preference is not better than another. What does matter is the fi t between the individual learner and the learning task and/or material. The way in which we respond to different preferences and styles can vary across tasks and situations. For example, one learner may prefer to study on his or her own at home, but prefer to work with a small study group in the classroom.

Individuals also differ in the strengths of their preferences and styles. Some learners also can shift easily between different kinds of learning, while others cannot be as flexible.

The goal of a LP is to find out as much as possible about how an individual learns. The goal is not to label students as certain kinds of learners but rather to help them develop multiple pathways for learning. When working on unfamiliar and/or challenging tasks, students will be more confident and motivated if they are able to work in their areas of strength.

Students need frequent opportunities to work in their preferred sensory and thinking styles. At the same time, it also is critical to ensure that students have learning opportunities that stretch them beyond their preferences and allow them to develop a wider repertoire of learning skills. This will help them become more confident learners who can work through challenges.

1.11.1 Interests

Students are most motivated and engaged when they are learning about something they are interested in. Having areas of interest identified as part of learner profiles helps you to regularly consider these interests in your instructional planning to vary projects, themes and examples used in your instruction.

1.12 Conclusion

Caring in school influences the academic progress. Researches on the influence of caring in academic achievement suggest positive relationships between caring teachers and the academic motivation and achievement of students.

In educational settings, when care is manifested by teachers, students feel they belong and are motivated to do well in their academics and are likely to become concerned for others.

Chapter Two
Research Methodology & Study field

Section One: Research Methodology

2.1 Introduction

Research is a scientific inquiry aimed at learning new facts, testing ideas, etc. It is the systematic collection, analysis and interpretation of data to generate new knowledge and answer a certain question or solve a problem (Yigzaw, 2006)

Research methodology refers to the process in which researcher collects data and information in order to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered yet.

The purpose of this chapter is to present the philosophical assumptions underpinning this research, as well as to introduce the research strategy and the empirical techniques applied. The chapter defines the scope and limitations of the research design, and situates the research amongst existing research traditions in information systems.

This section of the chapter provides an outline of the research methodology used to answer the research questions; the research approach, a description of primary data collection process for the interviews and questionnaires, data analysis techniques used and gives an overview about the population and the sampling and even some limitations faced during this study.

2.2 Research Instruments

Instrumentation refers to the tools or means by which investigators attempt to measure variables or items of interest in the data-collection process. It is related not only to instrument design, selection, construction, and assessment, but also the conditions under which the designated instruments are administered. Yet, the instrument is the device used by investigators for collecting data. In addition, during the process of data collection. This entry discusses instrumentation in relation to the data-collection process, and internal validity.

2.2.1 Questionnaire

Questionnaire is a set of questions has been prepared to ask a number of questions and collect answers from respondents relating to the research topic. A number of questions usually in printed or electronic form are to be answered by the individuals. The forms often have

blank spaces in which the answers can be written. Sets of questionnaires are distributed to groups and the answers are collected relating to research topic. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations. Inappropriate questions, incorrect ordering of questions, incorrect scaling, or bad questionnaire format can make the survey valueless, as it may not accurately reflect the 11 views and opinions of the participants. A useful method for checking a questionnaire and making sure it is accurately capturing the intended information is to pre-test among a smaller subset of target respondents. In a research or survey questions asked to respondents, and designed to extract specific information. It serves four basic purposes:

1. Collecting the appropriate data.
2. Making data comparable and amenable to analysis
3. Minimizing bias in formulating and asking question.
4. Making questions engaging and varied.

For our study purpose, a set of questions has been prepared to collect information relating to the topic of the study. In this study a structured questionnaire has been used with different types of questions such as closed ended and open ended ones. Special case has been put to select the scales for the questions for collection of responses very effectively.

2.2.2 Learner's profile

A learner profile describes the ways in which a student learns best. A comprehensive learner profile includes information on student interests, learning preferences and styles, and differences related to gender, culture and personality. It also might include information on student learning strengths, needs and types of supports that have been successful in the past. A learner profile needs to be dynamic, as individual learners are constantly growing and changing.

2.2.2 Interview

In this method the interviewer personally meets the informants and asks necessary questions to them regarding the subject of enquiry. Usually a set of questions or a questionnaire is carried by him and questions are also asked according to that. The interviewer efficiently collects the data from the informants by cross examining them. The interviewer

must be very efficient and tactful to get the accurate and relevant data from the informants. Interviews like personal interview/depth interview or telephone interview can be conducted as per the need of the study.

Advantages:

Advantages of interview are following:

- In this method information can be gathered from illiterate people too.
- There are no chances of non-response as the interviewer personally collects data.
- The collected data is very reliable since the interviewer tactfully collects the data by cross examining the responders.

Disadvantages:

The major disadvantages of interview are:

- There is a chance of bias.
- The informants may not answer some personal questions.
- It is a time-consuming process.
- Money and manpower requirements are high.
- Sometimes the interviewers are involved in pressurising respondents to share their personal information.

To study the topic of the research out of available instruments for research mainly questionnaire, interview have been used because these instruments were found suitable for data collection purpose.

Teacher's profile

Teacher's quality influences students' outcome. Linda Darling-Hammond (1999) has found out students' characteristics such as poverty, non-English language status, and minority status negatively correlate with student outcomes. Teacher quality characteristics such as certification status and degree in the field to be taught are very significant and positively correlated with student outcome.

Successful teachers are role model of their students. Mittendorff (2011) has indicated that teachers struggle with the transition towards becoming a career guide for students, and aspects influencing the transition into this new role need to be considered.

Teacher's professional ethics do not depend with their experience. Canrinus (2011) has concluded that profiles differed significantly regarding the indicators of teachers' professional identity. Teachers belonging to the profiles did not significantly differ in their amount of experience.

Schools environment highly impact the teacher's working condition. Tanaka & Chisato (2012) have examined the complex environment in which teachers work and the important role of the authorities in influencing their working conditions.

Rand Education (2013) also identified that, teachers matter more to student achievement than any other aspect of schooling. Non-school factors do influence students' achievement, but they are largely outside a school's control. Effective teachers are best identified by their performance, not by their experience or background. Effective teachers lead to stay effective even when they change schools.

2.3 Research Population and Sampling

2.3.1 Participants

When conducting an experiment or survey, researcher collects information from a group of people. Now, while 'group of people' may seem like an adequate description, it is, in fact, not. We need more a specific term because the statistics we use are different depending on group we use. But don't worry, there's no complicated process to identifying the group of people you use.

The first group of people is a population, which is defined as the complete collection to be studied. The second group is a sample, which is defined as a section of the population. Let's look at some examples to help make this a little clearer.

2.3.2 Population

The population of study refers to the total number of people in the forum of a thorough headcount of all elements the findings of the study seeks to represent (Serkan, 2003). On another hand, Polit & Hungler (1999: 37) describe the population of the study as aggregate or totality of all objects, subjects, or members of specifications. A clearly defined population ensures that the results and findings apply to the correct category of element to be studied in a society. It is important for a researcher to identify the target population, the group of people that the researcher wants to draw a conclusion about. When the research study is finished, identifying the target population requires the characteristics of individuals that make them

included in the target population. The research might contain the following characteristics for an educational research study:

> **Age**: which will be in the average of 22- 26.

> **Special educational needs:** in this research we are targeting the students under supervision.

Once the target population is identified, the researcher needs to select a sample from the whole target population i.e; individuals taking parts in the research study.

2.3.3 Sampling Method

Due to limited resources, there is usually the need to sample respondents for any investigation (Saunders et al. 2007). It may be added that it is not practical to use the whole population to conduct a survey since this process is both time and efforts consuming. The term "Sample" is part picked from the whole set of data, which is called "population" to reflect the responses of the whole population (Denscomble, 2010). "once you have decided the technique for collecting your fieldwork data and you have thought about what to ask, you should be ready to decide on the characteristics of the respondents" (Naoum, 2007).
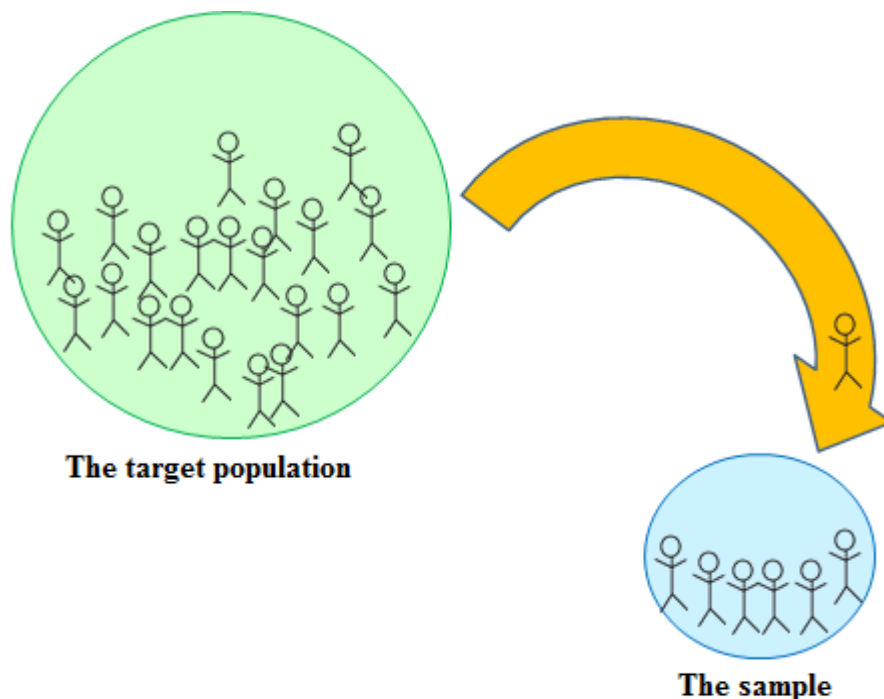

Figure 2: Sampling Method.

2.4 Research Methodology

Research is not conducted in a vacuum: it is framed within a research paradigm (Henning et al., 2004), viewed through the lens of a particular mind-set and constructed using specific approaches and techniques. This is referred to as the research methodology. It describes the way research is conducted. The aim of using these methods in consolidation is to deliver data, analysis and findings that suit the research purpose and answer the research questions.

The research methodology provides an orientation that influences the research results and influences the results' standing in the different research communities. It is therefore the responsibility of the researcher to provide evidence of the research methods applied (Walsham, 1995) and justification for the choice of these methods. This reflects their understanding of the philosophy and theoretical underpinning (Henning and Gravett 2001) proving that sufficient circumspection has been applied (Galliers, 1997) and providing a common basis for researcher and reader to work from.

This chapter provides such evidence by describing the context of the thesis in terms of IS research traditions, providing insight into how the research was performed, why it was performed this way and how the results were obtained. It starts with a high level view of the research methodology. This is followed by an explanation of the steps taken to conduct the research and then the components of the methodology are detailed.

For this study, the descriptive research method was utilized. In this method, it is possible that the study would be cheap and quick. It could also suggest unanticipated hypotheses. Nonetheless, it would be very hard to rule out alternative explanations and especially infer causations. Thus, this study used the descriptive approach which describes a current situation, quantitative and qualitative data were collected for this study in order to investigate and explore the use of the ethic of care by teacher in terms of the supervising process. On one hand, the qualitative research instrument indicates the use of interviews. On the other hand the quantitative data include a questionnaire that was given to supervised students as a simple for the study.
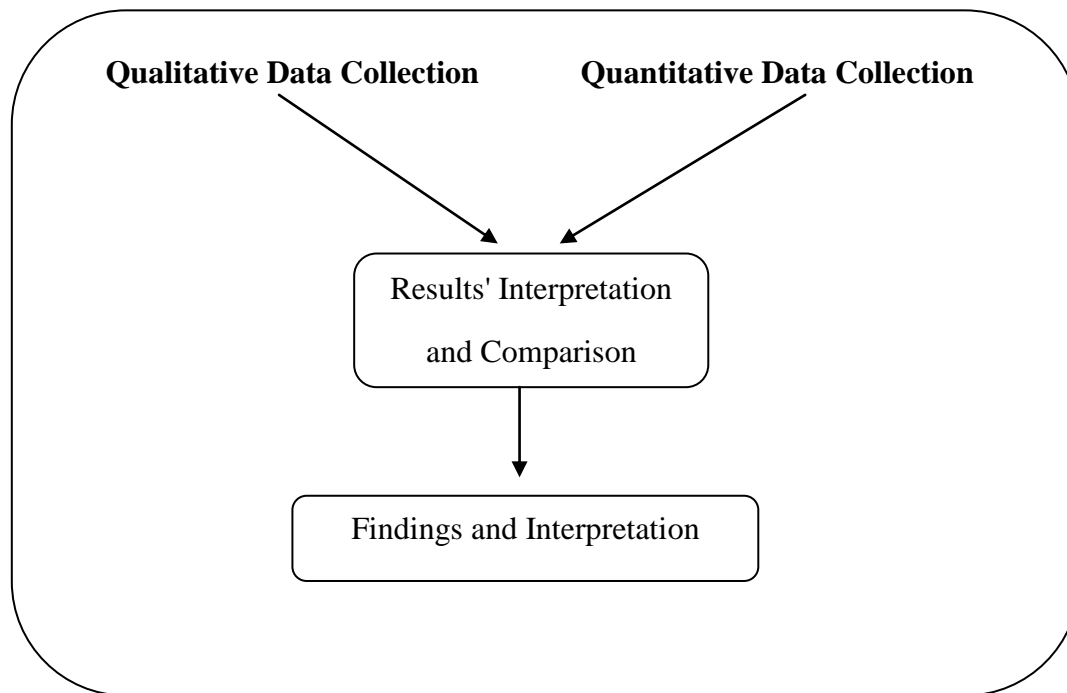
Figure 3: Combination of Quantitative and Qualitative Data.

2.5 Case Study

2.5.1 Grounds for a case study

A case study is more than simply research of a single situation, group or individual (Baxter et al, 2008). It is an intensive narration, description and analysis of a single unit or bounded system such as an event, community, project, group or department. It is an inquiry using multiple sources of evidence as data on real-life behaviour, causes, speculations and treatments (Yin, 1984; Soy, 1997) as well as the connections and relationships that cause or result from these conditions (Stake, 1988:255). In addition, when using a case study, a researcher's interest lies in the process rather than the outcome, context rather than a specific variable, discovery rather than confirmation (Merriam, 1999). As a result of this as well as of the fact that the case study considers the influence of the research context and triangulates various real-life data sources, it enables the researcher to answer "how" and "why" type questions, providing immense insight into the subject material. It is a necessary and sufficient method for social science research and fares well when compared to other methods within this realm (Flyvbjerg, 2004).

A case study has been used for this research with the aim of enabling the researcher to gain an in-depth understanding of the situation and meaning for the participants involved in the situation. The case study approach has been selected for this thesis as: firstly, the research questions are qualitative and qualitative in nature secondly, the behaviour of the participants in the case study. This method necessitates the collection of a large amount of rich, 'thick' qualitative information from a number of sources in order to address the complexity of the organisational processes and of the context studied.

2.6 Data Collection and Analysis

The main data techniques used in this research study were participant observation, group discussion, secondary source analysis and questionnaires. Personal interviews constituted one of the most important and valuable sources of information.

The social nature of information systems has led many IS researchers to adopt research approaches that focus primarily on human interpretations and meaning (Walsham, 1995b). Interpretive studies advocate a relativistic understanding of the phenomena being studied (Orlikowski and Baroudi, 1991). Interpretive researchers see the pursuit of meaning and understanding as subjective and knowledge as a social construction (Walsham, 1993). They examine the social reality and subjective meanings held by people by eliciting and observing what is significant and important to them. They are not reporting facts, but their interpretations of other people's interpretations (Walsham, 1995b). There is no rigid separation between data collection and analysis, and the process is an iterative cycle of data collection and analysis, with the intention that the results of the analysis will help guide the subsequent collection of data. The cycle is repeated and theory is elaborated and checked as the process continues. When conducting interpretive research it is generally accepted that researchers should interact directly and intensively with the subjects of their research over a period of time.

Section Two: Results, Discussion and Analysis

2.1 Introduction

In this section, we will try to interpret the data collected and analyze findings in order to observe and check whether the teacher's socio-affective aspect is included in language learning and teaching especially when supervising students as well as whether the caring ethic it is applied or not. Furthermore, we try to find solutions in order meet the needs of students with regards to supervision and the relationships between supervisors and their students.

2.2 Data Collection

To get some answers about the topic discussed in this research paper, questionnaires are distributed upon supervised students at the Department of English at Dr. Tahar Mouley University of Saïda. The questionnaires' distribution is done neutrally and at random taking into consideration on supervised students regardless their ages, gender, level and cognition competencies.

Interviews are conducted with five teachers supervising some of the students to whom the questionnaire is given and replied in order to get direct answers, as far as they represent one of the major collaborators of the study.

In addition to a period of observation that was accomplished during the study in order to investigate and notice the student-supervisor relationship during the supervision process.

2.3 ResearchFindings

In order to obtain participants' accurate replies to our present study, the questionnaire is distributed consisted of three main parts; the first one includes five questions about whether students' feeling of care when being supervised or not beside the relationship of student and his supervisor. The second part contains six questions concerning support and scaffolding received by supervisors to students. The third and the last part is concerned with the students' overview about a caring supervisor; in this part students are going to share their point of view and their needs in a supervision process as well as what they think about a good supervision.

The description of the findings is based on the data collected after getting answers from the students, the questions, their answers and analysis are as follow:

2.4 Students' Questionnaire Discussion

PartOne: Students feel cared for when supervised.

Statement 1: My supervisor makes me feel that he/ she cares about me.

The results come to reveal that:

Answers	Not at all	Sometimes	Usually	Always
Results	15	30	15	5
Percentage	23%	46%	23%	8%

Table 1: Students' feeling cared for when supervised.

The table above can be represented by the following chart:
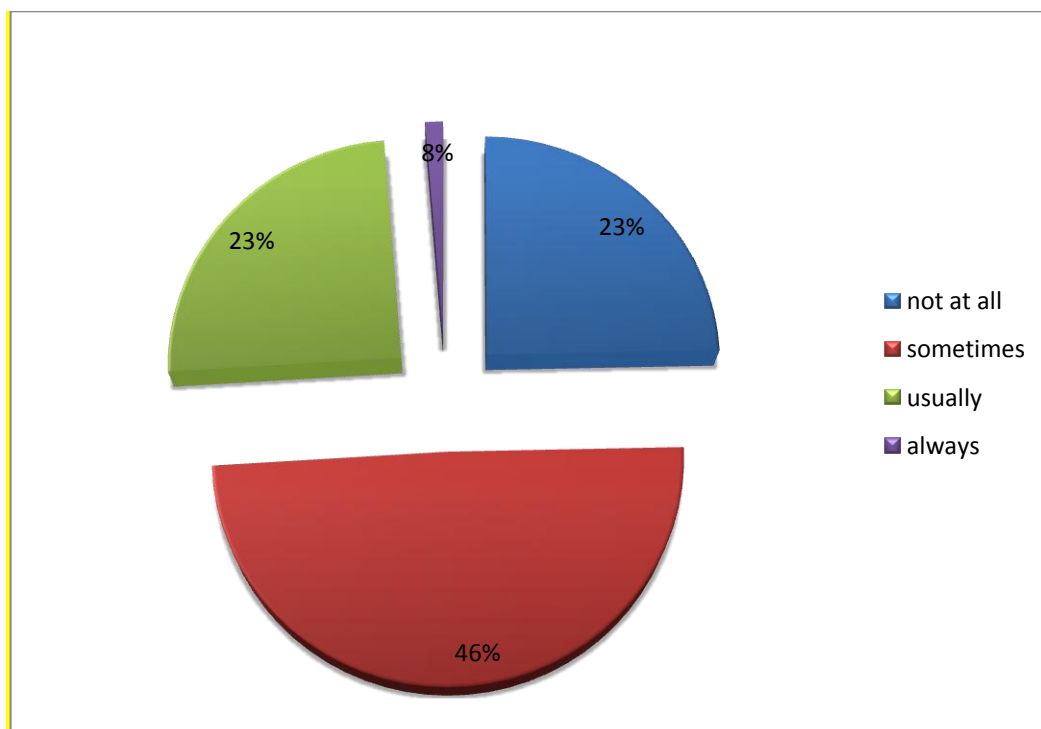
Chart 1: Student's Feeling of Care

The first statement is about whether supervisors care about their students whom they supervise or not. According to the results shown in the table and the chart, nearly half of the students 46% feel that their supervisors only sometimes care about them. In another hand, 23% of the sample do not feel that at all. The other 23% claimed that their supervisors usually show this ethic. However, only 5% of the sample said that their supervisors always care about them.

Statement 2: My supervisor encourages me to do my best.

The table below can be drawn:

Answers	Not at all	Sometimes	Usually	Always
Results	15	25	20	5
Percentage	23%	38%	31%	8%

Table 2: Students encouragement to do their best.

The table above can be transformed into the following chart:
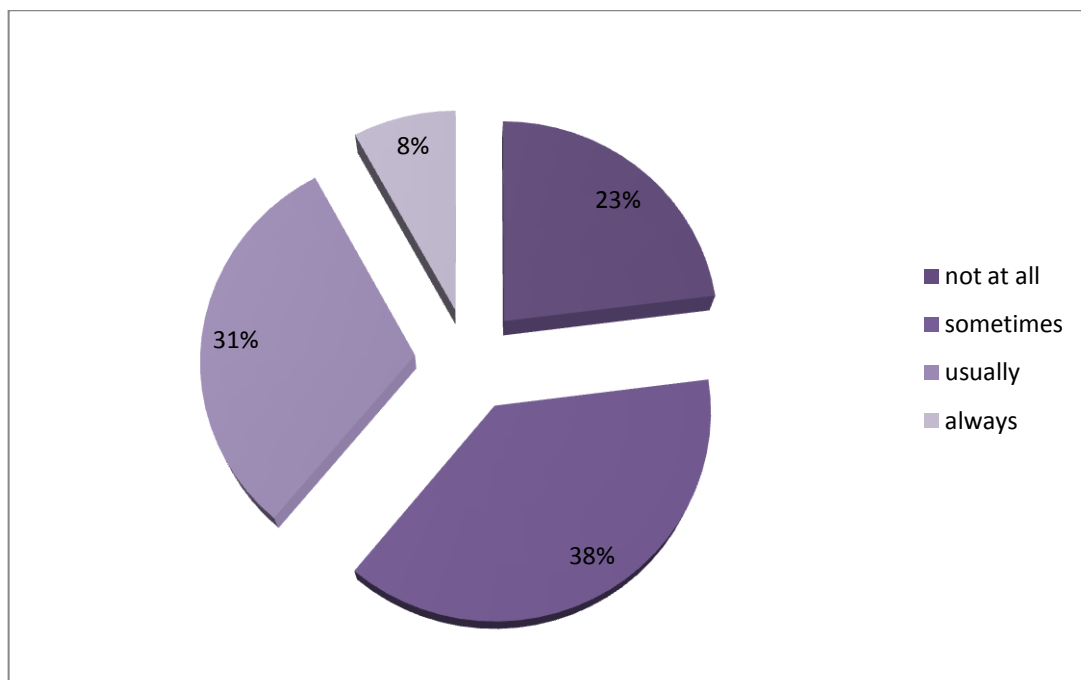
Chart 2: Supervisors' Encouragement

The second statement is about whether supervisors encourage their students to do their best or not. It can be seen from the results shown in the table and the chart that the biggest part of the students 42% claims that this happen sometimes only. A percentage of 33% of the students replied that they usually receive an encouragement by their supervisor. On another hand, 23% of the students are not encouraged by their supervisors at all, in contrast, only 2% of them have supervisors who encourage them.

Statement 3: My supervisor is helpful when I ask questions.

The following table represents the results:

Answers	Not at all	Sometimes	Usually	Always
Results	20	25	15	5
Percentage	31%	38%	23%	8%

Table 3: Help received by supervisors to their students when asking questions.

The following chart represents the table above:
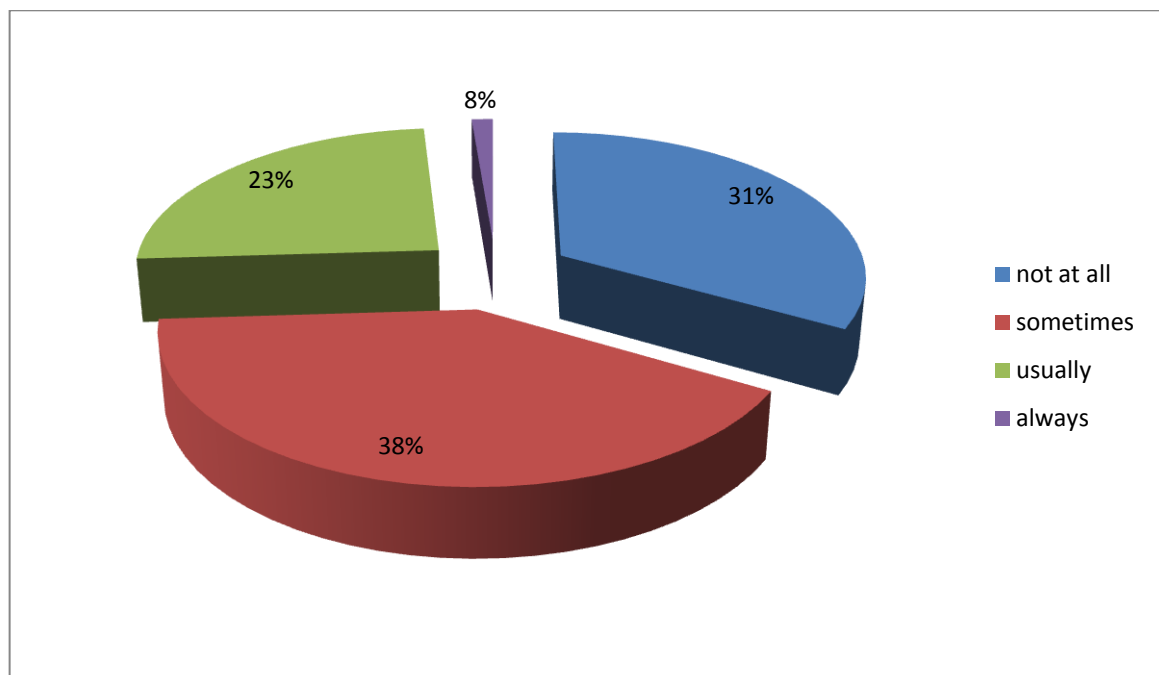
Chart 3: Help Received by Supervisors

In the third statement, students were asked about if their supervisors help them when they ask questions or not. The highest percentage 38% is devoted to those students who said that only sometimes they receive this help. However, the lowest one 8% is the percentage of students who are always helped by their supervisors. In another hand, 31% of the students are not helped at all when they ask questions which are also a high percentage. Finally, a percentage of 23% of the students are usually helped by their supervisors.

Statement 4: I contact my supervisor through. (means of communication)

The results can be described in this table:

Answers	The phone	The e-mail	Both	Face to face	None
Results	10	40	10	25	5
Percentage	15%	62%	15%	38%	8%

Table 4: Students contact with their supervisors.

The table above can be revealed by the following chart:
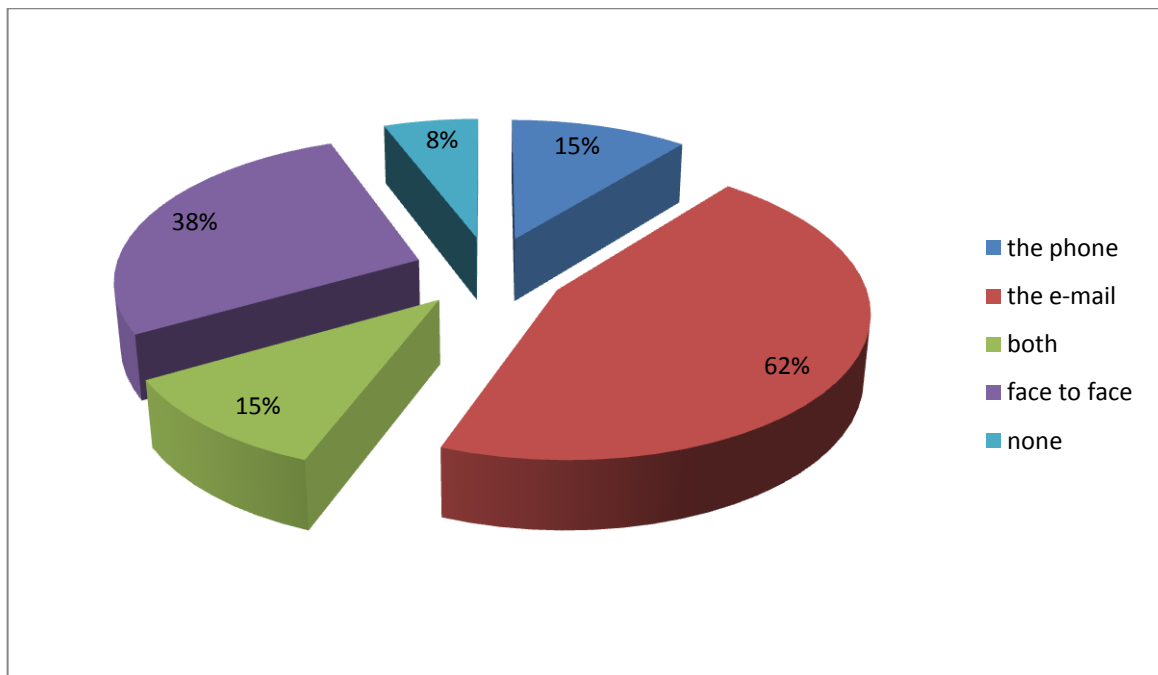
Chart 4: Students/ Supervisors Contact

Ps: the answers were doubled and in this statement.

From the table and the chart show the following results. The biggest number of students (40) contact their supervisors by e-mail. 38% only meet their supervisors face to face. An equal percentage of 15% is devoted to students who contact their supervisors through the phone and face to face. While 8% do not contact their supervisors at all.

Statement 5: My supervisor devotes time meet me.

The table below shows the results:

Answers	Not at all	Sometimes	Usually	Always
Results	25	35	5	0
Percentage	38%	54%	8%	0%

Table 5: Time devoted by supervisor to meet their students.

The following chart can be drawn:
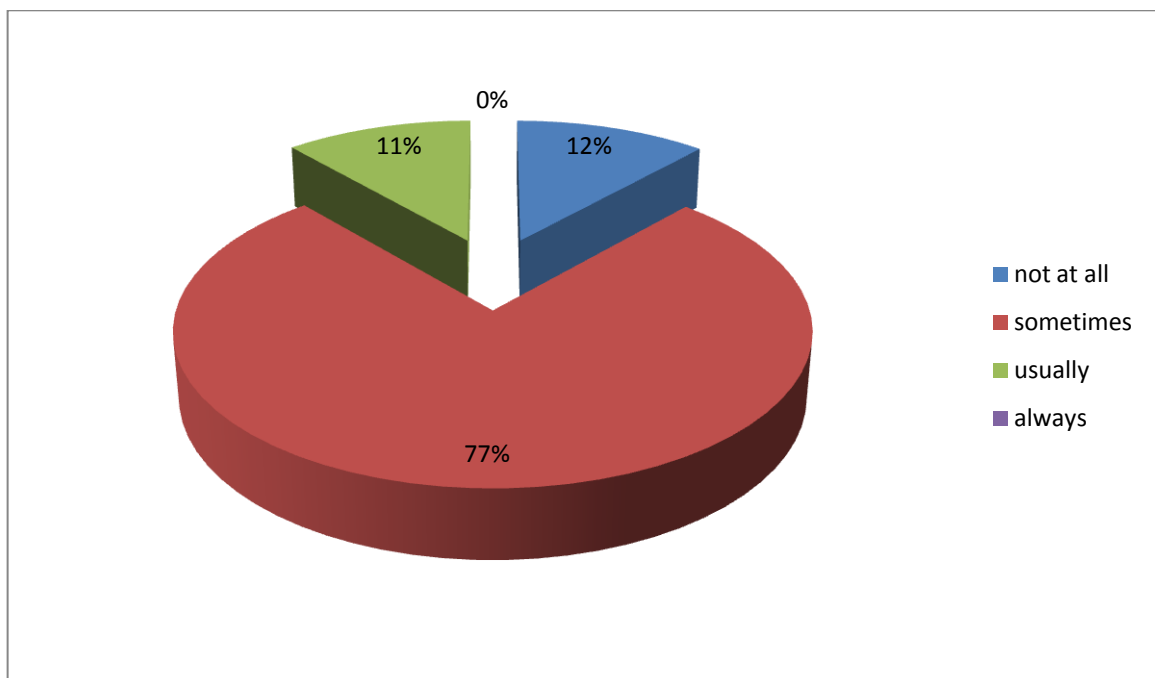
Chart 5: Time Devoted to Meet Students

The fifth statement is about if supervisors devote time to meet their students or not. From the table and the chart, it is seen that the highest number of students meet their supervisors only sometimes meet them, however no one sees his/ her supervisor always. Another high percentage 38% of students do not meet their supervisors at all. On another hand, only 8% of the students usually meet their supervisors.

Part Two: Students receive support and scaffolding.

Statement 6: My supervisor checks to make sure we understand what he/ she teaching us.

The following results come to reveal:

Answers	Not at all	Sometimes	Usually	Always
Results	35	20	10	0
Percentage	54%	31%	15%	0%

Table 6: Checking the students' understanding about a subject matter.

The table above can be described by the chart below:
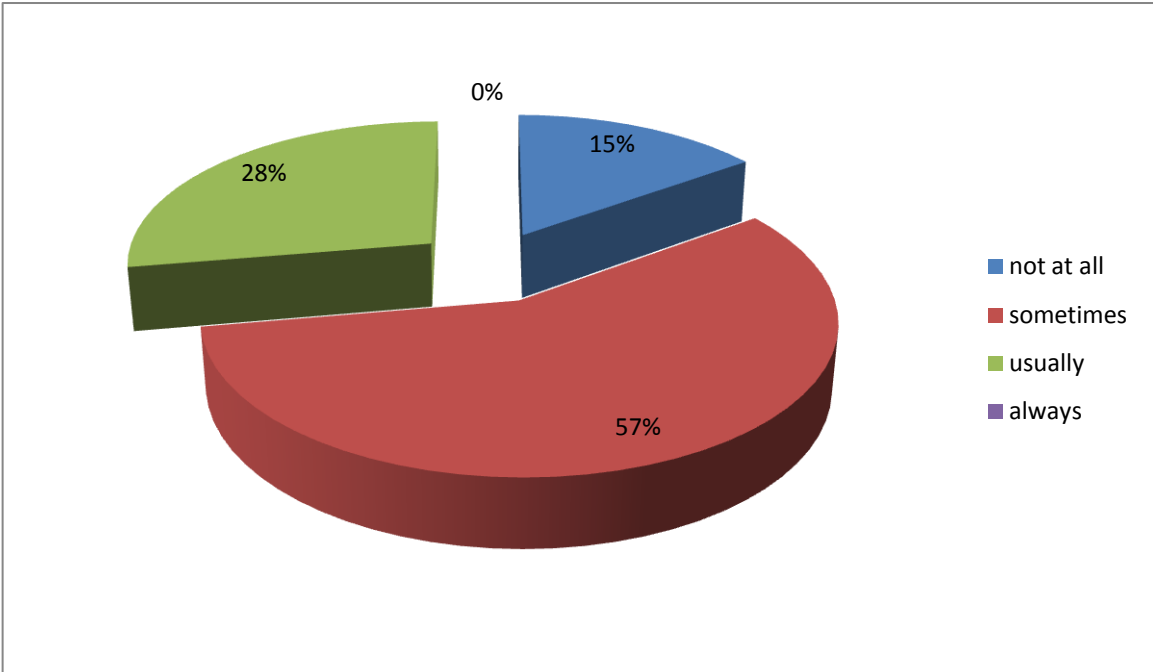
Chart 6: Checking the Students' Understanding

The table and the chart above represent the supervisors' checking of the students' understanding when they teach them a subject matter. It can be observed that the highest percentage 54% is devoted to students whose understandings are not checked by their supervisors at all while it is absent 0% upon students whose understandings are always checked. A percentage of 31% goes to supervisors who sometimes check what they teach if it is understood or not, however, another small percentage of 15% is devoted to those who usually verify if the information taught are understood or not.

Statement 7: My supervisor explains another way if we don't understand something.

The table below can be drawn to show the following results:

Answers	Not at all	Sometimes	Usually	Always
Results	35	20	10	0
Percentage	54%	31%	15%	0%

Table 7: Explaining another way if something is not understood.

The chart that can be drawn from the table above is as following:
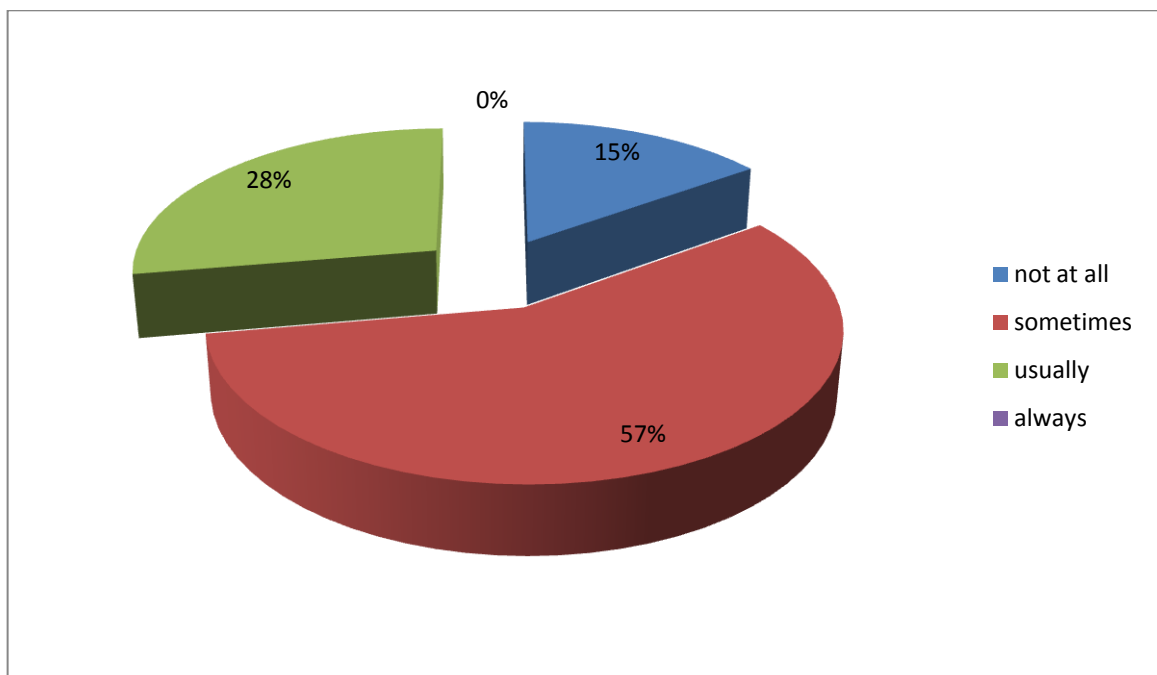
Chart 7: Explaining the Ambiguity Otherwise

It can be noticed from the table and the chart that 54% of the students which is a high percentage is devoted to supervisors who do not explain otherwise at all if the information is not understood by their students. In contrast, no one 0% explains always differently if something is not understood. 31% of the supervisors explain otherwise only sometimes and 15% usually express the information in another way if it is not understood.

Statement 8: My supervisor gives importance to what we work on.

The following table represent the results:

Answers	Not at all	Sometimes	Usually	Always
Results	25	20	10	10
Percentage	39%	31%	15%	15%

Table 8: Giving importance to Students' works.

The table can be turned into this chart:
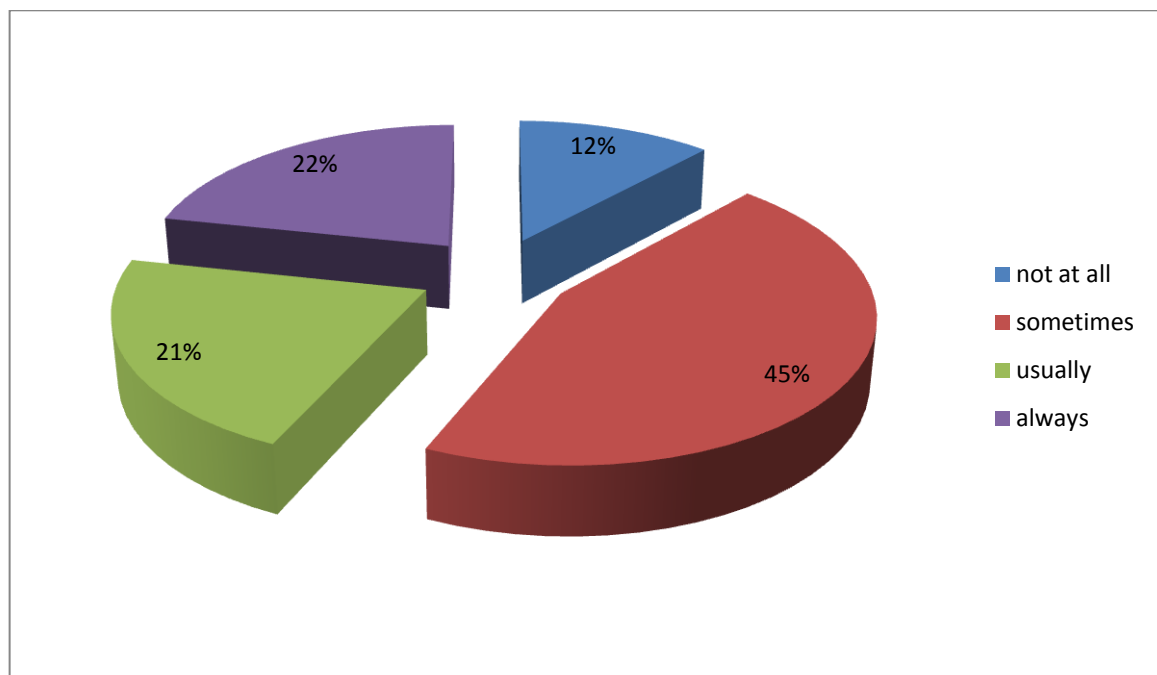
Chart 8: Giving Importance to Students' Works

The eighth statement is about if supervisors give importance to their students' works or not. The results show that 39% of the students' work is not given importance at all, however, the lowest percentage 15% is equal upon students' work which is usually and always given importance. In another hand, 31% only of the students' work is sometimes given importance by supervisors.

Statement 9: The comments that I get on my work help me understand how to do mywork better.

The table below show the results:

Answers	Not at all	Sometimes	Usually	Always
Results	15	20	20	10
Percentage	23%	31%	31%	15%

Table 9: understanding how to work better through the helping comments given.

The chart below can be drawn according to the previous results:
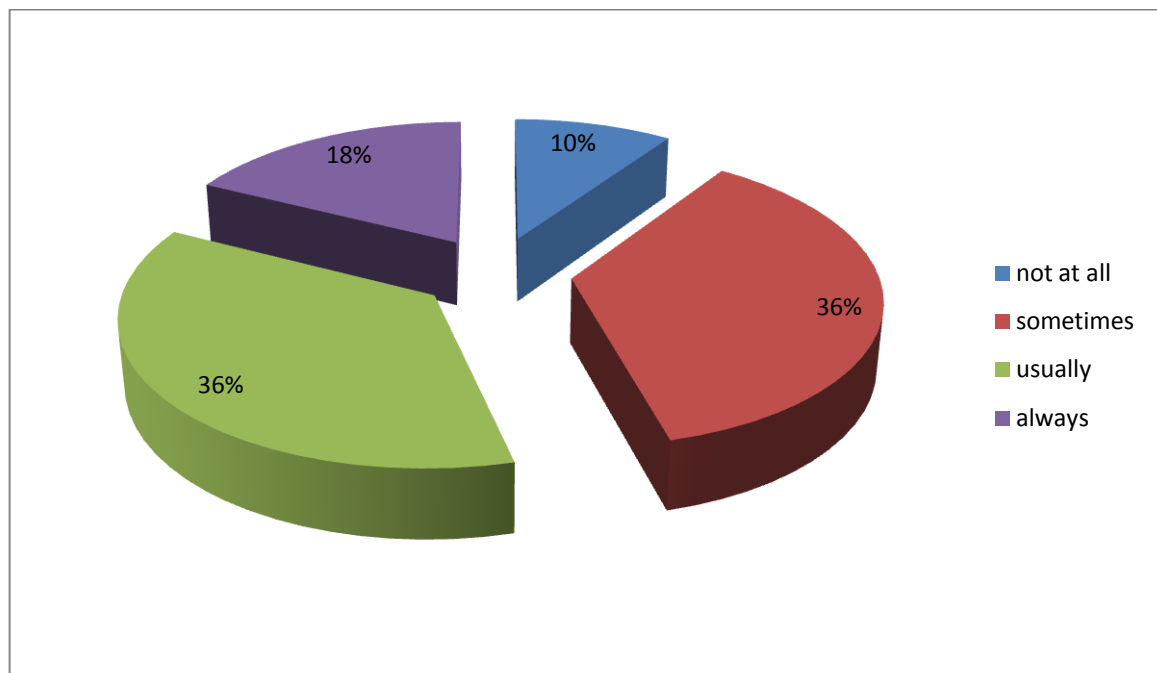
Chart 9: Positive Feedback for a Better Work

The statement above is about whether supervisors give comments to their students for the purpose of helping their students understanding how to work better. The results show that the highest percentage 31% goes to students who are given helping comments sometimes and it is equal 31% upon students who are usually helped by the comments of their supervisors. In contrast the lowest percentage of students 15% goes to students whom their supervisors' comments help them to work better. The other 23% are not given helping comments at all from their supervisors in order to work better.

Statement 10: My supervisor helps us set goals for our learning and keeps track of our progress.

The results can be shown in the table below:

Answers	Not at all	Sometimes	Usually	Always
Results	25	20	15	5
Percentage	38%	31%	23%	8%

Table 10: Helping students setting their goals and checking their progress.

From the table, the following chart can be derived:
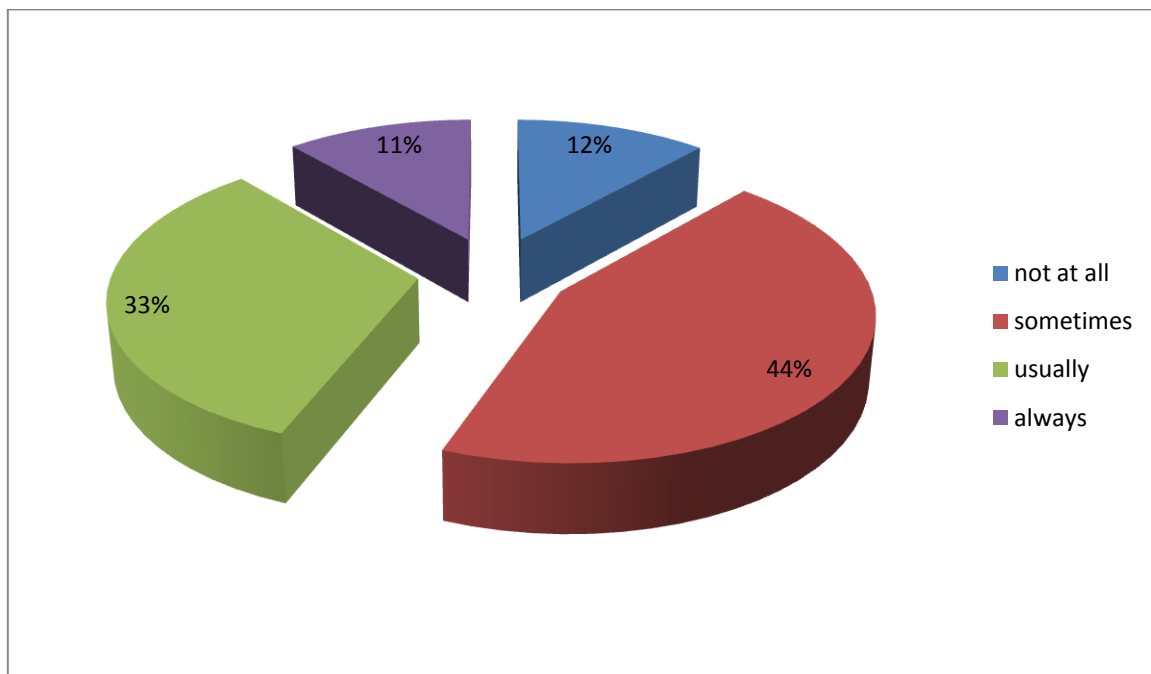
Chart 10: Setting Goals and Checking Students' Progress

The table and the chart give results of supervisors who help their students setting their goals and keeping track of their progress and they are as followed; 38%, i.e; the highest percentage is devoted to the students who are not helped to set their goals and their progress is not checked at all, however, the very small percentage goes to students who always receive the helpof setting goals of their learning and the checking of their progress from the part of their supervisors. While 31% of the students are helped and their progress is checked, and 23% are usually supported to set goals and supervisors check their progress

Part Three:Students' Understanding about a Caring Supervisor

Question 11: if you are asked to talk about a "caring" supervisor in few words, what are you going to say?

In this question, the students have requested differently and according to their points of view about what they see in a caring supervisor. Here are some of their answers.

Student A:"I think that my answer can't be summarised in two or three words but the responsibility of the supervisor toward his student is very important for him ;especially when we speak about the average level so the supervisor is the guider and the person who leads his student through the path of success"

Student B:"“Caring supervisors” is a term that we do not face often unfortunately. Today, it's all about financial gains; they do not devote time for students and they are unavailable most of the time. Most of them tend to give students false e-mail and Facebook accounts and even wrong telephone numbers. However, there are some professional supervisors that care about students to a certain degree and tend to help them especially young teachers."

Student C:"A caring supervisor should be responsible, someone who provides time for his students and gives them feedback **face to face** in an already planned meetings which should be at least once a week."

Student D:"If we pay close attention to the work of a novice supervisor we usually notice that he provides students with all what they need, allocates time to listen to their ideas and purposes and makes efforts to help his students to achieve their goals. In my humble opinion, I think that the best supervisor is a teacher who still considers himself as a modest learner."

Student E:"A caring supervisor is a supervisor who feels obliged to contact his student and give them help when needed"

Student F:"I would like to find a supervisor who cares about my research, doing his/her best to give comprehensive feedback and if I contact him/her, he replies and gives the hand of help"

Student G:"In my opinion, a 'caring supervisor' must be responsible. He/she is required to devote time and energy for the sake of helping his/her learners"

Student H:"A caring supervisor should help his students when doing their works, give importance to what they do, give pieces of advice and know the real meaning of the word care"

Student I:"A caring supervisor is someone who is available whenever you need him/her and make you feel that you are between good hands that pushes you and encourages you to do your best. He/ she must be honest and responsible"

Student J:"a caring supervisor must be honest, hard worker and responsible. He/she must encourage his students and urge them to do their best"

2.7 Conclusion

Research is a scientific inquiry that aims at learning new facts, testing ideas and so on. It is the systematic collection, analysis and interpretation of data in order for us to establish new knowledge and answer ambiguity of some questions facing the investigator and even some members of the community having the same topic as a problematic. This study, as far, involves the ethic of care applied by supervising teachers and its role in enhancing the supervised student ability in working and having a new perspective towards teaching, supervising and learning.

The next chapter is an important one it includes data general discussion, analysis and interpretation and then we are going to suggest some solutions for both supervisors and learners.

Chapter Three

Results interpretation & suggestions

Section One: Results Analysis and interpretation

3.1 General Discussion and Interpretation of the Questionnaire Results

According to the collected data from the students' questionnaire, the results come to reveal the importance of caring in supervision by supervisors to their students. However, the majority of the students' answers show that they do not feel cared for by their supervisors.

The first part of the questionnaire is a general description of behaviours practised by teachers to show that they are one-caring teachers. The students' answers were not really satisfying concerning the ethic of care application by their supervisors. They usually feel ignored and not given much importance regarding the devotion of time, finding answers for their questions from their supervisors' part and they are generally less contacted by their supervisors. Students, also, in this part of the questionnaire students claimed that they feel helpless they don't really receive encouragement. The previous results may indicates one thing and according to students, care is not found in the student/ supervisor relationship which may cause a damage in the teaching/ learning process.

The second part of the questionnaire is concerned with the support and scaffolding students receive by their supervisors. And the results come to reveal that the majority of the students only sometimes feel that kind of support given by their teachers some of them confirm that only at the end of their research they feel their supervisors' presence. Students also declared in this part of the questionnaire that the importance given to their work is approximately nihilistic. So the student usually feels himself/ herself working alone without any positive comments, push or encouragement. As it is also seen in this part of the questionnaire, an important point that should be provided by the supervisor is not found which is helping students setting their goals for their learning. Most of supervisors do not focus on this point which may render the learning process meaningless and purposeless. So, this is another breaking factor of the learning/ teaching process.

The third part of the questionnaire is devoted to the students' points of view about the one-caring teacher and the wishes they want to be found in their supervisors. The results come to reveal that the majority of the students want to have a supportive, honest, helpful, and available supervisor who really cares about the students he/ she supervises. A caring supervisor according to the students' points of view is a teacher who feels what the students feel and tries to understand the needs of his/ her students encouraging them, urging them, and

pushing them to do their best concerning the learning process. Some of the students also claimed that a caring supervisor is a supervisor who feels that he/ she is always in need to learn more and not seeing himself/ herself above and the student under. The students argued that the learner and the supervisor are complementary as far as the learning/ teaching process is concerned and the teacher is not the only owner of knowledge.

3.2 General Discussion and Interpretation of the Interview Results (see appendix three)

After interviewing the teachers, the results indicates the importance of being a one-caring teacher for both teachers and learners

Section Two: Solutions and Suggestions

3.1 Introduction

Supervision is typically about helping the student to carry out an independent research. It is somehow a team work where the members are required to work in harmony; the supervisor must work on establishing an effective relationship with his student, so they can communicate their ideas in good circumstances. The supervisor is required to be a guide and a source of information if necessary, he/ she ought to motivate and encourage the student during his/her progress, he/ she must make sure to meet with his student regularly, in order to monitor the progress and to discuss any problem they might be having. One of the supervisor's duties is to teach his student the skills he/ she needs, in order to write an appropriate dissertation.

A supervisor must also be accountable and ready to deal with all the challenges they might face. The role is mainly about facilitating and helping the student to overcome the obstacles he will encounter during his work, besides paving the way for him/ her to become an independent researcher**.**

From the results discussion, analysis and interpretation the following suggestions can be given for teachers in order to enhance and foster the teaching/ learning process:

3.2 Create an Ideal Teacher / Learner Relationship:

Teachers and learners need to play active roles if they are to establish a more positive relationship, for the reason that teacher and learner relationship has a significant impact on students' attitudes and achievements, as well as the relationships students create inside

University, if the students feel comfortable with teachers and the environment at university, they can construct more positive relationships; developing a better way to behave in the social context and improving their social competence. In addition; by creating healthy relationships, teachers can motivate their learners during the learning process, they have to be aware of their students' emotional and academic needs, they should create communication involving all of students, because students' active interactions determines their performances in the foreign language, the teacher also has to make his students aware that regardless of past failures and previous weak performances, they should believe in their abilities and develop their competencies. By this means, the creation of positive attitudes between teacher and learners would be easier.

3.4 Fostering a Positive Classroom Atmosphere

It is important to establish a kind of classroom community, in which students feel free to communicate using foreign language, it is important also to bear in mind that the teacher should create a classroom atmosphere in which language errors are considered as a natural part of the EFL learning process, incorporating collaborative work also makes students involved in the language learning process and increase their motivation.

3.5 Gathering information for learner profiles

Students often know which ways of learning are most effective for them and what things get in the way of their success. Listening to what students have to say about their own learning can be a great starting point for creating learner profiles. Inventories and other assessment tools also may provide you with valuable information.

- **Inventories**

Consider the following types of inventories. Samples of these inventories are included at the end of this chapter. Additional strategies and tools for getting to know your student are available in the Alberta Education resource, Building on Success

- **Learner preference inventories**

Provide students with on-going opportunities to reflect on and talk about their learning preferences. These opportunities help students to develop the self-knowledge, vocabulary and confidence to tell you what works best for them. See Tool 6: What Works for Me Inventory.

Each new unit of study provides a useful opportunity to explore individual learning preferences. For example, at the beginning of a unit on classroom chemistry, you may ask students to order the following choices based on their favourite way to learn.

- **Social inventories**

Provide valuable information for assessing social competence. Understanding how a student gets along with others and functions in group situations can be helpful for both you and the student.

3.6 Gaining Credibility

- **Leading by example**

It is important that the supervisor gives his/ her students a good example of model behaviour. Just because he/ she is in charge does not mean he/ she no longer has to abide by the rules. If the supervisor is hard-working, committed, and ethical, his/ her students are more likely to be that way too.

- **Being consistent**

It's important that the students know what to expect out of the supervisor. This later has to be sure to always lay out the rules and expectations to new students and to enforce these policies consistently. If there are changes to the policy, make sure the students understand them.

- **Be willing to change**

Good supervisors can't be completely stuck in their ways. They need to be willing to recognize when a specific approach isn't working and make changes accordingly, even if it involves admitting that they were wrong. Thus, they need to be able to adapt their management style to the needs of different students. Some of them may flourish under hands-on management, while others may benefit from more freedom. It is the supervisor's responsibility to recognize these needs and react accordingly.

- **Be accountable**

A supervisor is responsible for his/ her whole team. If he/ she misses a deadline, he should not point fingers and blame others for the mistake. Instead, he/ she should evaluate the role he/ she played, admit his/ her own mistakes, and come up with a plan to avoid making the same mistakes in the future.

Conclusion

The results of different tools used in our investigation come to reveal that students do not feel cared for, they usually feel ignored and their works are taken for nothing by supervisors. These supervised students do not receive much support, help and explanation about what they are supposed to do. In another hand, most supervisors see themselves as one caring teachers and they are doing their best to support students and help them to do their best.

General conclusion

General Conclusion

This research is a small introduction to ethic of care in education in general, it contains, first, a vocabulary description, and how should it exist within the EFL students. The second part of it deals with the lexical errors and problems that possibly students face. The third part is concerned with the solving strategies that may be done by both students and teacher to make an end to those problems.

The research plan was divided into four parts; the first one is a theoretical part. It is stated as an introduction to the topic, and in which we've made a research about the care theory that should exist in the teaching and the learning process in education.

The second part is both a theoretical and a practical one. It is divided into two sections. First, it describes the methodology that had been followed in doing this research, the tools and instruments, and the population of the study besides the characteristics of each kind of population. Second, it states the tools utilized in this research in addition to the statistics and the results obtained from those tools and to know the degree of caring applied by teachers towards their students and problems that the EFL supervised students in Saida University face.

The third part also includes two parts the first one is a general discussion and interpretation of the students' questionnaire and the teachers' interview then in the second part we propose some resolutions for those problems; it gives suggestions to both teachers and students to take into consideration for solving those problems.

The research results show that our predictions were somehow correct and though they were not credible enough, the EFL Saida University supervised students do not really feel cared for while working with their supervisors. Some of the answers blame teachers for that gap and misunderstandings between both the content of the work and the behaviour of the teachers. Students claim that they do not feel secure enough; instead of focusing on their works they get distracted looking for some attention. They add that they need to be treated like persons, like real participants of the educational community, not as themes and subjects of research. These learners claim care, advice, love and interest. Very few of them describe their supervisors as "present" whenever in

need of them. Learners' satisfaction of their teachers presence and care is almost fading, as time goes by, and the incredible and fast changes of rhythm of life and technology and the isolation due to the bad use of social media made these students far from the process of learning. Teachers are the responsible of this segment of failure in both teaching and learning in students' points of view.

Besides, we should mention some of the factors that are participating in students' decreasing concerning educational achievement, for instance, laziness and procrastination; when they delay their works, when they do not complete the tasks they are asked to. Another major factor, the personal environment of the student which may affect the learner's endeavour and feedback, when they feel less supported by their parents, friends, relatives….etc.

It is necessary to deal with the causes that are behind the teachers' negligence which are primarily personal rather than professional, i.e, when they claim that they have families and kids to take care of too, they are stressed out and sick most of the time because of the bad conditions of work, because of the non-availability of materials. For example, when they ask their students to read about a specific subject, they cannot accomplish this task, because of the lack of resources, like books, magazines… etc.

Finally, some modern strategies which are made to develop the care theory and may be utilized by both learners and teachers. We hope that they will be practised and helpful for teachers to enrich their knowledge about the topic of caring in education.

Appendices

Appendices

Appendix One: Students' Questionnaire

Dear supervised student, through this brief survey your answers will be helpful in enhancing our study concerning the ethic of caring in learning and teaching: supervision case. We hope that you enjoy fulfilling it. In case you have any question regarding the survey, do not hesitate to ask.

I tick the answer that suits me best

Part One: Students feel cared for when supervised

1. My supervisor makes me feel that he/ she cares about me
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

2. My supervisor encourages me to do my best.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

3. My supervisor is helpful when I ask questions.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

4. I contact my supervisor through
   - ☐ The phone
   - ☐ The e-mail
   - ☐ Both
   - ☐ Face to face
   - ☐ None

5. My supervisor devote time to meet me

   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

Part Two: Students receive support and scaffolding

6. My supervisor checks to make sure we understand what he/she is teaching us.

   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

7. My supervisor explains another way if you don't understand something

   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

8. My supervisor gives importance to what we work

   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

9. The comments that I get on my work help me understand how to do my work better.

   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

10. My supervisor helps us set goals for our learning and keep track of our progress

    - ☐ Not at all
    - ☐ Sometimes
    - ☐ Usually
    - ☐ Always

Part Three: Student's Overview about a Caring Supervisor

11. If you are asked to talk about a "caring" supervisor in few words, what are you going to say?

....

....

....

Thank you for your help. Have a good day

Appendix Two: Teachers' Interview

Dear teachers, we would be very grateful if you accept to share your experience with us by replying on the following questions concerning the teachers' socio-affective aspects in EFL teaching concerning the good supervision and its impact on students' achievement.

Question 1: what do you know about the ethic of care in education?

Question 2: do you apply the previous theory when supervising students?

Question 3: do you show your feeling for students and do you think that affection should be part of the learning and the supervising process? If yes, how is that?

Question 4: do you use behaviours that indicate your affections and emotions toward your students; would you give us some examples?

Question 5: in your opinion, and from your experience in supervision, what does the best supervision represent for students?

Thank you

Appendix Three: Teachers' Interview Results

The interview includes direct questions addressed to teachers, aiming at having a clear idea about the nature relationship with their students, moreover checking out if the teachers know or have an idea about the ethic of care and whether they apply it in their supervising process. The interview, also, tests the teachers' awareness about the students' needs and whether they try to reach them out. The interview includes five questions, they are as follow:

Question 1: what do you know about the ethic of care in education?

None of the five teachers have an idea about the ethic of care or the care theory and all of them asked for more clarification about the subject matter.

After explaining the care theory and giving example the following questions were asked:

Question 2: do you apply the previous theory when supervising students?

The entirenumber of the interviewed teachers answered yes, of course. They all agreed that a supervisor should sustain, support and correct their students helping them to be more accurate as far as their research content and methodology is concerned. They also argued that they are required to fulfil the supervision within the academic function. Teacher A stated that a supervisor should give students some purposeful guidelines but he/she is not supposed to work instead of the student but it is the student who is supposed to work the supervisor is just an instructor. However, as far as the students who did not work during the year and they feel upset and late is concerned the supervisor must work hard to sustain and work hard with them.

Question 3: do you show your feeling for students and do you think that affection should be part of the learning and the supervising process? If yes, how is that?

Teachers B, C, D and F answered by yes, of course. They pointed out that affection is needed when supervising especially when the student feels lost, stressed namely when the supervisor notifies that the student doesn't understand a point and do not know how to approve something, more time, more affection and more attention should be given to those students. All of the teachers agreed that there are some points that students cannot do unless they are guided by their supervisors. Teacher B added that this point can be more found in women's work. Thus women can be more creative as far as caring and its impact on

supervision is concerned but the teacher didn't deny that showing emotions to students from time to time and caring about them helps students achieve good results.

Question 4: do you use behaviours that indicate your affections and emotions toward your students; would you give us some examples?

All the teachers' answers derived to yes, from time to time teachers should give some affection to his/ her student in order to encourage him/her doing their best and make them more confident as far as their research is concerned. Some examples given by teacher are as followed: the first one is smiling to their students is the most useful behaviour that shows the teacher's positive attitude towards them. Gifting their students from time to time is also another example of a behaviour that shows affection in learning and encouraging students to do their best.

Question 5: in your opinion, and from your experience in supervision, what does the best supervision represent for students?

The five teachers argued that some students are lazy and the best supervision for them means that the teacher is supposed to work instead of them and making researches in their places but the right meaning of supervision is not so. Supervision is an undertaken process that helps students making their research correctly and paving the way to students to handle more researches in the right way for the future.

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