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Developing supervisory practices of teaching the English language in light of the knowledge economy

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This study aimed to detect the requirements for developing supervisory practices to teach the English language in light of the knowledge economy in the city of Riyadh, by identifying the supervisory practices in teaching the English language, that education experts see as consistent with the era of the knowledge economy; and then determine the requirements to develop it, and disclose all obstacles that prevent development, and detect statistically significant differences between the arithmetic mean of the estimates of the study sample, of educational teachers and supervisors, on the focus of the study; that are attributable to the variables: occupation title, educational qualification, years of experience, training courses. To achieve the objectives of the study, descriptive analytical approach was used and this study was applied to a stratified random sample consisting of (15) educational supervisors and (100) English language teachers at the secondary level, in Riyadh, in the second semester in 1435 AH; and the study tool was a questionnaire comprising of (50) items; distributed on three themes. After verification of the validity and reliability of the questionnaire it was directed to supervisors and teachers of English in secondary schools in Riyadh, and the statistical treatment of the data of this study was conducted. The study resulted in identifying, (17) terms reflecting supervisory practices on teaching the English language that are consistent with the era of the knowledge economy, (19) terms reflecting the requirements to develop it, and (14) terms reflecting the development obstacles. The study revealed the presence of statistically significant differences between the mean responses of the supervisors and teachers in favor of the supervisors in the three study focuses, and no presence of statistically significant differences between the average responses of the study sample according to academic qualification in the three study focuses, and the presence of statistically significant differences between the average responses of the study sample according to years of experience in supervisory practices; in favor of those who had experience of ten years or more, and no presence of statistically significant differences between the average responses of the study sample according to years of experience in the requirements of supervisory practices and in the obstacles of developing it, and the presence of statistically significant differences between the average responses of the study sample according to training courses in supervisory practices and in the obstacles of requiring it, in favor of four training courses or more, and no presence of statistically significant differences between the average responses of the study sample according to training courses in the requirements of developing it. In light of the findings, the researcher recommended providing the requirements to develop practices to activate these supervisory practices; to be make it possible to activate and apply them, and to overcome the obstacles of developing supervisory practices to teach the English language in light of the knowledge economy, and the need to find solutions to these obstacles; so as to activate and apply these supervisory practices.

Key words: Economy, knowledge, supervisory practices

INTRODUCTION

The teacher is the primary pillar in the development of the society and its continuity, and is a primary carrier of its culture, and a paved way for the future of the nation; therefore the teacher should be subjected to preparation and rehabilitation and training continuously, so that he takes a renewed and varied form, in line with the curriculum, programs, methods, styles, tools and techniques associated with the process of teaching and distribution of knowledge, and keep up with ongoing and continuous; developments and changes, that knock on the door of the global system constantly; because of the positive impact on the detection of innovations and capabilities of teachers, that lead to achieve the desired goals of education.

The leadership in Saudi Arabia recognized this fact so it worked on a calendar of plans and programs for it, and restructuring its institutions and the development of mechanisms and tools, targeting sustainable development, and access to a society of information and knowledge. Also, it directed the need to restore the Saudi educational system to prepare generations of learners for the digital age, and work in the areas of knowledge economies, and the promotion of national identity and belonging.

On this basis, the Saudi movement, in the field of knowledge-based economy, is facing great challenges; like the rest of other movements similar in the world, and requires time that is not short, despite the financial provisions approved by the Kingdom to invest in this economy, which would be (without doubt) all sectors. And challenges practically lie in the start of the establishment of a completely other new culture, different from the economic culture prevailing now, here it is clear the need to build a knowledge-based economy in the field of education in general and in the field of supervision on the education of English language in particular, so in the light of the knowledge economy clearly there is an urgent need for education and training of human resources personnel and providing them with the skills to access this vast amount of information, until its available for those personnel the ability to simulate this information and process it, in addition to focusing on the matter of their development on the use of computer techniques and its affiliates, and enjoy a high degree of flexibility to deal with different techniques of all kinds (Net 1: Economic civilization 10/4/2012).

Educational supervision is of the most important devices that helps achieve the goals of learning, and its educational objectives, where it works on the diagnosis of reality and identifying its shortcomings and deficiencies in the educational process. Thus, the activation of educational supervision has become an urgent demand and necessary for the development of the educational process, as a practice before it is a note or theory, based on the search of qualities and trends; through which, educational situations can be modified and the level of performance improved. And so, there became progress in the educational supervision processes, subject to search for trends and more open contemporary models, flexible and innovative; to employ them in the field of active employers in order to continuously improve the skills of educational supervisors, principals and teachers; in order to improve learning and teaching processes; therefore it was necessary for the educational supervisor to play an effective role in improvement and development, and a greater role in the recruitment of supervisory methods through the information network, for its effective role in the educational process (Al-Ghamdi 2007).

The Ministry of Education multiplied their efforts to review the formulation of the educational system in the Kingdom, and contemplate in its process; in a way that achieves the overall development in the era of the knowledge economy. And from the developed programs and projects, in the ministry, is the King Abdullah Project - may God protect him ±for the development of education, which seeks to achieve a quantum leap in the education curriculum; in line with the needs of learners and the requirements of the times, and aims to qualify teachers; to raise the educational competence, and develop their teaching and leadership , and improve the teaching and learning environment and increase its efficiency; and improve its outcomes, and fill its technical needs; by the employment of information technology and its integration in education, and diversify sources of learning, and then, the comprehensive project for the development of the curriculum, which is a radical development of educational materials; based on perspectives confirming to the development of thinking skills, and the integration of technology in education, and the development of learning environments, and the development of life skills; which calls for a positive interaction from educational supervision for the development of teaching design strategies in the learning environment; to keep pace with new developments that take into account the philosophy of the project and achieve its objectives, and contribute to the quality of its outputs. (General Directorate for Educational supervision 2008)

The English language enjoys in our time, a special status in all countries of the world, for it is the most prevalent, whether as a mother tongue or a second language, or a foreign language. Thus, to learn it and master it has become an urgent need imposed by the circumstances of the time we live in, and with the information revolution, and the explosion of knowledge, this language began to prevail more and more, expanding its spread and increasing the number of its native speakers (Aljarf, 2005). It is here we can see the importance of the English language as an important

requirement in different grades of study. Given the importance of the English language and the great role it plays the Kingdom of Saudi Arabia has focused on early teaching of the English language, and made it a compulsory study subject for all students; a matter which requires effectively teaching it; contributing in achieving the desired objectives.

Despite the importance of the English language, the reality of its education suffers from several problems, reflected on the performance of the pupils, so the complaints became hesitant by the weak levels of students in the collection of the English language in all levels of education, and this problem has many reasons, including those related to school decisions, the teacher, teaching methods, and perhaps the reason for this problem is poor supervision on the education of the English language, so this study tried to develop supervisory practices to suit the age of the knowledge economy through the views of supervisors and teachers of English in the Department of Education in Riyadh.

Educational Supervision

Although educators are in agreement on the definition of educational supervision collectively between multiple educational areas such as leadership, school management, teaching methods, training and curriculum and human relations; however, educators vary on the views of its concept, and of these varied definitions of educational supervision, includes the definition of Almoghaida (2012), that "educational process is designed to lend a hand and help the teacher and the student in order to develop and facilitate the teaching and learning process in all its dimensions, and the achievement of the students growth intellectually, cognitively, psychologically and emotionally through the development of the following educational areas: the human relations field, the leadership field, the field of students needs and their assessment, the curriculum field, the field of development of professional growth for the teacher trainee, the field of educational process, the field of the relationship of school society, the field of assessment, the field of educational communication, DQGWKHILHOGRIWUDLQLQJ´p. 20.

Perhaps the above indicates that educational supervision is a planned collaborative process and organized aiming to improve the educational output, and raise the professional performance of the Arabic language teacher in order to achieve the quality of education and teaching performance and improve their forms.

We have accompanied the new concept of educational supervision with some characteristics that give it a new image from the old concept, the most important of these characteristics is mentioned by Almoghaida (2012) that cooperative democratic process is organized based on the foundations of scientific planning, survey and collective analysis and assessment and are marked by experimenting and applying the scientific method, and includes all the elements of the educational process and works to improve and develop it, and uses multiple and varied means, methods and activities; and respects all workers in the field of education at the school level, and takes into account individual differences between them, as well as encouraging their opinions and their initiatives, and confirms teamwork among them, and is characterized by positivity and depth which rely upon a model of open communication in the dialogue and interaction of the educational supervisors, which leads to a change of behavior of teaching of the teachers in the classroom.

And what occurred resulted in the advancement in the development of the methods of educational supervision, and from that result was an emergence of a variety of new methods preferred over the evolution of old methods and all of them became dependent on positive cooperation; and the Ministry of Education (2008) defined supervisory methods as: "individual and collective supervisory activities, practical and scientific, used to assess content and performance, and to achieve scientific and professional growth, and improve teaching and learning, and these methods include: classroom visits , supervisory deliberation, exchange visits, educational seminars, applied lessons, educational workshops, oriented readings, educational publications, meetings, training, and educational research" p. 25.

There are numerous previous studies that focused on educational supervision and monitoring mechanisms of its implementation and development, including the study of alMufrj (1998), which aimed to find out greater methods of supervisory practice among supervisors of the Arabic language, in the intermediate and secondary stages, and the extent to which they benefit them, and the methods they prefer and difficulties that prevent diversification of those methods; and from the most important results was that the practice of many supervisors for supervisory practice methods was unstructured and unplanned; and there were many difficulties that prevent the diversification of supervisors supervisory methods, of the most important: the large number of teachers attributed for the educational supervisor, and giving the supervisor administrative work and poor-oriented supervisorial training. Then came the study of alRushd (2000 m), which aimed to assess the educational supervision methods used, from the viewpoint of teachers of schools of the district of the Northern dessert, Jordan, and from the highlighted results shown by the practice of educational supervisors was that traditional methods are not in line with modern times, so the study recommended the need for diversification in the supervisory methods with what is in line with the developments of the era. Then came the study alKhatib (2001) to reveal the performance of supervisors of Islamic sciences in light of their practices of supervisory methods and the extent of which teachers,

in the middle stage, benefit from it, and to identify the most important and practiced supervisory methods in the performance of the supervisor, and the results also showed that most of the supervisors of Islamic sciences do not provide treatment programs for the shortcomings of teachers after their visits, and in the same year came the study of Ashaair (2006) to find out the reality of supervisory practices exercised by educational supervisors in schools of the Ministry of Education in the Al-Ahsa province, and the researcher used the descriptive analytical approach, and applied the questionnaire to a sample study consisting of (265) teachers, and it concluded that there was an ineffective use of supervisory methods, and recommended the need to increase the educators importance with educational supervision, and diversification in its methods, and not rely on one method, and the need to hold training sessions for supervisors and train them on the use of supervisory methods so as to teach cooperative and practical lessons, and educational concerns. AlMqaid (2006), aimed to recognize the reality of the supervisory practices of educational supervisors of the relief agency in Gaza in light of the overall quality of principles and ways to develop it, the researcher followed a descriptive analytical approach, and applied the questionnaire to a sample consisting of (58) supervisors and (187) principals, the study concluded several results, of the most important, the presence of statistically significant differences between the mean estimates of each of the supervisors and the managers in the level of supervisory practices for educational supervisors in favor of the supervisors, the study recommended the need to develop the educational supervision system in Palestine in the light of the principles of overall quality. Then came the study of Siam (2007), which aimed to identify the role of educational supervisory methods in developing professional performance for teachers in secondary schools in the Gaza province, the researcher used the descriptive analytical approach, and designed the questionnaire as a tool to apply his studies on a sample consisting of (226) teachers. One of the most important results of the study was that there were no differences in the expected estimates for the role of supervisory methods due to the variables of sex and academic qualification and specialization and service in the field of planning and implementation of lessons and classroom management and assessment. The study recommended the Ministry of Education increase importance of the educational supervision system, and the development of supervisory methods practiced by the educational supervisor and trend towards modern educational trends. The study ofAbu Shamla (2009) aimed to identify the effectiveness of some supervisory methods used by educational supervisors in improving the performance of the Arabic language and mathematics teachers in the preparatory stage from the point of view of the study sample of the International relief agency in Gaza, and to identify ways of developing them, the researcher followed the descriptive analytical process; and designed the questionnaire as a tool to study it and applied it to a sample consisting of (275) teachers. The study found that the supervisory methods marked effectiveness in improving performance of teachers, and recommended the need to diversify the educational supervisors in supervisory methods, and hold training courses for supervisors to be trained in the use of modern supervisory methods effectively, such as procedural research and explanatory lessons and educational concerns and directed readings.

The Knowledge Economy

The world is witnessing at the present time, a progressive growth in knowledge and information resulting in a quantum leap in features of life in the current era. Scientific and technological progress has led to the evident emergence of the role of knowledge, so that it has become the active engine in the production process. The knowledge economy as defined by AlSafi, Qara and Dabour (2010) is: "the economy, which revolves around acquisition of knowledge and participation in it, and using it, and employing it, and innovating it, and producing it; with the aim of improving the quality of life in all its areas, through the utilization of rich information services, and applications of advanced technology, and use of the human mind as the head capital of valuable knowledge, and employ scientific research; to make a set of strategic changes in the nature of the economic environment and its organization" p. 18, and as defined by Suleiman (2006) that" the economy which creates knowledge and is acquired, transformed and used more effectively by individuals, projects and organizations and communities; to support the economic and social growth and encourage it" pg 15. And the researcher Shaashi (2008) defined it as "the economy that verifies most of the knowledge from the value added, and the emergence and investment of knowledge plays a major role in finding and developing the revolution" p. 10. Also, al-Hashemi and al-Azzawi (2007) identified the importance of the knowledge economy in that it helps to spread knowledge, and its employment and production in all fields; in the long term, without limits, and achieve electronic exchange and changes take place in old jobs, and creates new jobs, and helps organization's development and innovation, and responds to consumer needs; knowledge-based economy achieves the desired and essential educational outcomes, and influences in determining the degree of growth, and the nature of production, and the trends of employment for required professions, and skills that must be available.

As knowledge and information resources are abundant in their nature there is no doubt from the ability to employ them in a meaningful image. It is not easy to convert knowledge to one of the purposes of uncommon

economic trading; buying knowledge or difficult information; as it is also difficult to transfer other types of knowledge between an organization and another without creating complex links of communication networks and training links or invest huge amounts of resources in decoding the mysteries of knowledge and converting it into information (Heathfield, 1971, 83). To facilitate the analysis processes of economy it is necessary to distinguish between the different colors of knowledge that are important in the knowledge-based economy, and they are four forms, represented in: knowledge of information, knowledge of reason, know how, knowledge of specialists. Technology operates the information to encode these forms and then convert them into commodities, directly affecting, the national economy, money and benefit. The "knowledge of information", or "know what", includes knowledge of the facts and is the closest to the traditional knowledge of information. Whereas the "knowledge of reason", or "know why", includes knowing the reasons behind natural events and investing it for the service of mankind, and this knowledge is behind scientific and technological progress, and behind industry and the production of various commodities, and the source of this knowledge is concentrated in items of education, research and public and private development; and "know how" refers to the experience in the implementation of things, whether these things are people management, or running processes, or working devices and machines, or using different technology; and some of it needs to obtain different, complicated and expensive mechanisms. The "knowledge of specialists" or "know who" is currently becoming increasingly important to know who can work something that, no doubt, must be implemented properly and economically, and also, this knowledge, speeds up the implementation of projects; speedily, firmly and soundly (OECD,1996,84). The control over the education of these four types of knowledge happens across different media. "Knowledge of information" and "knowledge of reason" are understood from books and educational and training institutions and databases. The other two types are not fully understood except by practice. But the provision of knowledge and turning it into information make information technology (IT) a tremendous tool in the development of knowledge, accessible to the world, especially since information networks, such as the Internet and others, make distances short, time brief, costs simple and trading easy. (Net 2: Education and the economy 04/01/1433).

This encoding for knowledge and its digitally based storage is provided as information, in the form of books and magazines, worksheets, references and indexes, images and sounds, movies, and graphics; and also to facilitate their transit through global digital networks making it a tool for the development of economy, culture and security with a very active role (Net 3: The Knowledge Economy Conference 3/11 / 1433). This is what brings us closer to the information society which generates and transmits and uses knowledge to its service in all areas. Knowledge economy consists of several elements identified by Juma (2009) in a set of points, they can be summarized as: a supportive community infrastructure, the field of using the internet to include large segments of the population, and an educated society.

The truth is that the correlation between knowledge and technological revolution, and the educational revolution is apparent in the current era more than ever; because the educational revolution is the basis of the deployment of the knowledge revolution, through the conversion of knowledge from strength to action, with preparation and rehabilitation of knowledge-intensive skills, and the development of minds and innovative abilities and creativity, and accelerates the pace of hiring knowledge, and the search for useful information and the use of it, as well as the development of skills and knowledge of members of the community; that will enable them to deal with smart information technology, directing them to starting from its operation and its consumption, through absorption of its logic and its construction, ending with its development and production (Hijazi 1999).

The researcher Sawi (2007: 45) identified mechanisms of transformation towards knowledge-based economy in digital readiness, e-governance, and e-business, which aim to build a digital society, and e-learning.

The school occupies the heart of the education system wherever it is found, as it is a beginning to form the minds of the educated and direct their interests, it is what stimulates the inspiration they have, and establishes the rules for a solid start towards a knowledge-based economy society(Al-Qarni, 2009). As the teacher is directed and headed for the process of teaching and learning, special attention has to be given in terms of training and rehabilitation, and getting rid of negative reception and receiving; reducing the focus on revision and memory skills, and the trend towards positive participation and research and experimentation (Hashemi and al-Azzawi, 2007).

The economy of knowledge imposes a new role for the teacher, and it is necessary to restore and update the teachers skills and refine them; to cope with the knowledge-based economy in terms of training on skills of principles of teaching; and requires significant effort in the fields of education and training, represented in the preparation of workers in the field of information; as illiteracy of information has become one of the impeding aspects for progress, and requires this development of knowledge training throughout life, and also requires an educational level for those in charge of education (Khudhairi, 2001).

As described by each of Ruslan and Abu Laban (2007) and the general administration for educational supervision (2008), the role of educational supervision, in achieving requirements of the era of the economy of

knowledge; is through concentration of supervisory practices to provide teachers different communication skills and attention to educational materials eligible to enter this community, and qualifying teachers to train learners on scientific thinking and provide them with its skills, and guide them to the development of the positive trend towards self-learning among learners; based on the principle of freedom and practice. The internet achieves access for the beneficiary practically, as it reaches up to millions of individuals and entities in places of their presence and links between them. As well as through the personal websites in every educational area, or its e-mail or across social communication networks and communication and others, from the tools and means on the internet; through its nutrition of educational and scientific material serving the educational supervisor and teacher, by using all educational supervision methods and activating them, like educational bulletins and standard lessons and educational workshops, research, studies, conferences, seminars and recommendations of the classroom visits by the educational supervisor (Alqfie, 2011).

Perhaps the above indicates that the role of educational supervision in achieving the requirements of the era of the knowledge economy is represented in the initialization of the field of education to believe in the inevitability of a positive change. a base for development, and to respond effectively with it, and change the negative attitudes among some educational leaders, teachers and students about change in educational work, and the initialization of the teacher and the learner to face challenges of the times according to the system of values of Islamic morality; from the premise that to achieve the requirements of the knowledge economy in the field of education depends on the ability of the supervisory leaders to promote a culture of change and development in the concept of educational supervision, its objectives and efficiencies, and strive to find an effective professional educational supervisor, that grows professionally and scientifically, and helps workers in the field of education in general and in the field of teaching the English language in particular on professional and scientific growth, and the formation of positive trends towards the development trends of educational supervision, taking advantage of the material and technical possibilities available, and based on the principle of learning, and interacting with the present and aspiring for the future.

The transformation of educational supervision practices towards a knowledge economy is not a prickly issue or impossible to achieve, actually it is compatible with both orientations of this community, value and its conviction and cultural foundations, and therefore requires motivating all workers in the field of education and helping them to build their professional capabilities and activating the role of educational administration in line with modern scientific developments, and to review the organizational structure to turn to networking and virtualization based on information technology, followed by making the necessary changes on practices that are exercised by supervisors in general and supervisors of the English language in particular; through training them to adopt modern methods directed toward self learning; and continuing for life, and allows the individual opportunities to learn how to know, and learn to work, and learn to live with others, and learn to achieve themselves.

The view of the importance of the development of educational supervision practices in light of the requirements of the knowledge economy has been targeted by many previous studies, including the study of Haider (2004), aimed to derive new roles imposed by the knowledge society on educational institutions in the Arab world by their general and university levels. And the most prominent results of the study was that the characteristics of the knowledge society are: specialized knowledge, learning communities, working in a team, survey, continuous learning, and information and communication technologies, and that education is the most important influencing factor in building the knowledge society. The study of Musa (2006), which aimed to introduce the justification for the shift towards a knowledge-based economy in education and its aims and problems from the point of view of educational experts, where the study population consisted of educational experts in Jordanian universities and senior leaders in the Ministry of Education, and from the most prominent results of this study was that the general arithmetic means for justification for the shift towards knowledge-based economy reflects the awareness among educational experts in the trend towards knowledge-based economy in education, and the study resulted in a difference in the arithmetic mean of the justification for the transition to the knowledge economy as a whole, attributable to career location and educational qualification.

Then there was the study ofAl-Ghamdi (2007), which aimed to identify the role of the internet in the employment of supervisory methods in the educational process from the point of view of educational supervisors in the area of AlBaha. The researcher followed the descriptive analytical approach, and used the questionnaire as a tool for data collection, where the population of his study was all the educational supervisors in the Educational Department of Baha. One of the most important results of his study, the degree of the practice of educational supervisors of the internet in the employment of supervisory methods were intermediate, and the results also revealed the existence of obstacles facing educational supervisors when using the internet in supervisory methods, and that there are ways that can help educational supervisors in employing the internet in the supervisory methods. The researcher recommended giving attention in using the internet for the development of the educational process, and interest in

providing incentives for educational supervisors who practice the role of the internet in the educational process, and attention to using e-mail to communicate with professionals and academics in educational supervision. In the same year came the study of Naima AlMdlil (2007), which aimed to visualize a proposal for development of educational supervision in middle schools in the province of Gaza in light of contemporary administrative thought in line with our educational politics and philosophy, and recognize the reality of educational supervision, the researcher used the descriptive analytical approach, and the sample was a random sample of the study consisted of all workers in middle schools in the province of Gaza, and so (96) supervisors were selected and (79) principles, and (4941) teachers, and the questionnaire was used as a tool for the implementation of its study, and from the most important findings that it reached was that from the prominent obstacles that face the current system is the burden of the large number of technical and administrative educational supervisors, and the lack of material amenities and incentives available to the educational supervisors and the difficulty of transportation, and that communication, training and evaluation in the system is still in need of development. Then AlShafei (2007) held a study aimed to determine the use of the World Wide Web in the activation of the two methods of directed readings and educational publications from the view point of educational supervisors, and to identify difficulties and obstacles of using the World Wide Web, that face educational supervisors in the two methods of, directed readings and educational publications, and the study followed the descriptive analytical approach, and used a questionnaire, the study population consisted of all educational supervisors of the Jeddah administration of education, and from the most important findings of the study was: that the lack of an Internet connection in the work sites of educational supervisors is a main cause in the reduction of educational supervisors using the world wide web in the activation of directed readings and educational publications. And that a high percentage of the educational supervisors believe that the internet is advanced technology that should be benefited from in the activation of directed readings and educational publications, to support the supervisory process.

Then Sofana AlMarayaat (2008) conducted a study to determine the government secondary school principals and supervisors trends, in the territory of southern Jordan, toward professional development and training programs to achieve a knowledge-based economy, and the population of the study consisted of (786) educational managers and supervisors, and a stratified random sample was chosen, of them were (499) supervisors and a managers. One of the most important results of the study was that the overall average of the dimensions of the professional and training development program was high, and the results indicated the presence of impact of the interaction between variable of experience and function on all dimensions and performance as a whole; in favor of the educational supervisor. Then came the study of AlHalaq (2008) aimed to identify the reality of educational supervision at the secondary level, in the province of Gaza, in the light of contemporary trends, and learn about the requirements of development of supervision at the secondary level, and the researcher used in his study the descriptive analytical approach, and the study sample consisted of (78) supervisors, and (112) principals, and the tool of the study was a questionnaire that included (78) items representing the requirements of development of educational supervision at secondary level. And one of the most important results of the study was that there is a degree of good response for each of the five areas of study, and so the study recommended the need for training the educational supervisors at the hands of specialists in the use of contemporary supervisory methods.

Then there was the study of Freihat and Smadi (2009), which aimed to stand on the economic viability of education in the light of globalization, and the results of the study revealed that globalization, fundamentally, is an economic process because the special characteristics of the new world order are economic characteristics based on the prevailing belief that the world has become an integrated unit, also the results showed that the knowledge economy depends primarily on investment in human resources; by considering it the intellectual and knowledge capital, and the results showed that human capital is the most important pillars of the economy. In the same year came the study of Qarni (2009), which aimed to formulate a perceived proposal for the most important educational changes in future secondary schools in the Kingdom of Saudi Arabia that is required by the knowledge era, the researcher used in his study the descriptive analytical approach, and the sample was a random sample of academics from eight universities in the Kingdom of Saudi Arabia and the managers and deputies of the general administration of the Ministry of Education system, and the study tool was a questionnaire, and the most important results of the study was that the educational changes in future secondary schools in the Kingdom; that are required by the knowledge economy, shift towards e-school, and towards education of being and coexistence with others; and about education for production, innovation knowledge, and about learning to work.

Then came the study of Alqfie (2011) to find out the training needs necessary for the educational supervisor in the field of generating knowledge; and its diffusion and employment, and to detect whether there is statistically significant differences between educational supervisors responses attributed to the variables (qualification, online training courses, experience in educational supervision). The researcher used the descriptive analytical approach, and the tool used was a questionnaire, and the study

population consisted of all the educational supervisors in the area of Baha, and they numbered (120) supervisors, and one of the most important results of the study was that there were no statistically significant differences between the responses of the study population; around the three focuses of the study, due to the variable of educational qualification, and online courses. While there were statistically significant differences between members of the study population around the focus of employment of knowledge in the field of educational supervision due to the number of years of service in the field of educational supervision; in favor of the supervisors with the most years of service. In the same year Asamily (2011) also conducted a study aimed to identify the reality of the necessary supervisory practices in light of the knowledge economy and its constraints in the field of supervisory work (planning, leadership, professional growth for teachers, evaluation, human relations), The researcher used the descriptive survey approach, and used the questionnaire and applied the study on all the educational supervisors in the region of Jazan, and a regular random sample from natural science teachers in secondary schools, and from the most important results of the study was that supervisory practices in light of the knowledge economy is exercised to a moderate degree by the educational supervisor, while the results of its constraints to the degree of hindering these practices appeared to a moderate degree.

Despite the importance of the role of the English language supervisors to help teachers on professional growth, and solve educational problems they face, in addition to providing technical services, to improve teaching methods and guide the educational process correctly; many of the studies confirmed that supervision in its current situation does not provide opportunities for teachers to shift towards the knowledge economy, and does not contribute to solving professional problems they face. Among those studies is the study of AlMufrij (1998), and the study of AlRasheed (2000), and the study of AlShair (2006), and the study of AlMqeid (2006), and the study of Siam (2007), which agreed that the supervisory methods practiced by a large class of supervisors do not help in the development of teachers professionally. And they recommended the need to develop supervisory practices, and diversity in its use, and not to rely on one method. Several studies also recommended that the supervisor be familiar with the latest scientific findings in the field of his specialization, and in various educational fields, and of those studies were the study of Haider (2004), and the study of Qarni (2009), and the study of Alqfie (2011).

Given the importance of learning the English language, being the official spoken language in many countries in the world, and the language of education in our present time, learning it is an urgent requirement to meet the accelerated educational development, therefore efforts should be made to raise this, and that it receive the largest premium of care in the educational field, and the goal of supervision in its education be how to activate its use through modern technologies; to keep up with its educational outputs with the developments of the era; therefore the urgent need appeared to conduct such a study which sought to develop supervisory practices in line with the requirements of the era of knowledge economy, to help the English language teacher in the development of educational performance, through his guidance to use the best educational ways and means, and teaching strategies, and use modern technologies in teaching; leading to an improved process of English language education and its outputs. And thus, the present study determined the problem in determining supervisory practices on teaching the English language in light of the knowledge economy, and the detection of requirements of its development and obstacles of its development, and that is by answering the following questions:

1. What are the supervisory practices to teach the English language in light of the knowledge economy from the viewpoint of the supervisors and teachers of the English language in Riyadh?
2. What the requirements to develop supervisory practices to teach the English language in the light of the knowledge economy from the viewpoint of the supervisors and teachers of the English language in Riyadh?
3. What are the obstacles of developing supervisory practices to teach the English language in light of the knowledge economy from the viewpoint of the supervisors and teachers of the English language in Riyadh?
4. Are there statistically significant differences between the arithmetic means of the study sample estimates relating to the three focuses of the study due to the variables: occupation title, educational qualification, years of experience, training courses?

Objectives of the study:

The present study aims to achieve the following:
1. Determine the supervisory practices on teaching the English language in light of the knowledge economy from the viewpoint of supervisors and teachers of the English language in Riyadh.
2. Detect the requirements to develop supervisory practices to teach the English language in light of the knowledge economy from the viewpoint of supervisors and teachers of the English language in Riyadh.
3. Detect the obstacles of developing supervisory practices to teach the English language in light of the knowledge economy from the viewpoint of supervisors and teachers of the English language in Riyadh.
4. Detection of statistically significant differences between the arithmetic means of the study sample estimates that

relate to the three focuses of the study due to the variables: occupation title, educational qualification, years of experience, training courses.

The Importance of Studying

1. The current study seeks to develop supervisory practices through the use of modern technologies in telecommunications and information technology; to facilitate the direct link of schools, teachers and all elements of the educational process. It is hoped that the results of the study contribute to the following:
1. to provide those in charge of teaching the English language and educational supervisors with a list of supervisory practices to teach the English language in light of the knowledge economy, and ways of developing them, and obstacles of developing it; to benefit from it by development of their supervisory practices in line with developments of the times.
2. Help the educational supervisor in the field of English language education, and light the way in front of him, to improve his supervisory practices, in line with the era of the knowledge economy.
3. The results of the current study put forward, for those responsible for the development of educational supervision and concerned with it, a number of facts which we hope will help them make the right educational decisions, to achieve the desired goals.
4. Contribute in giving solutions for difficulties that the educational supervisor faces in the field of teaching the English language.
5. Opening new horizons in front of researchers to conduct similar studies working to develop supervisory practices.

The Limits of the Study:

This study was limited to the development of supervisory practices on education in light of the knowledge economy in the city of Riyadh in the second semester of the school year (1435 AH) . And this study was applied on all educational supervisors with the educational supervision administration and the Education offices in the city of Riyadh, and a sample of English language teachers at the secondary level in Riyadh.

The Study Terms

Supervisory practices: It is defined by Hanan Asamala (2011) as: "all procedural actions practiced by the educational supervisor in the fields (planning, leadership, professional growth of teachers, evaluation, and human relations) needed for the supervisor to do the supervisory tasks necessary to develop the capabilities of the teachers, on continuous self professional growth, in order to improve teaching" p. 7.

And the researcher procedurally defines it as: all the planned activities practiced by the educational supervisor with teachers of the English language, in order to improve outcomes of the educational processes; in order to reach the best outcome.

Knowledge-based Economy

Barclay, (2002) identified the concept of the knowledge economy as "the study and understanding of the accumulation of knowledge and incentives for individuals to discover and learn knowledge, and access to others what he knows," p. 12. And it is known to the researcher procedurally as: the economy, which revolves around the acquisition of knowledge and its generation and investment through knowledge networks, including serving the productive dimension of the process of teaching the English language; through benefitting from the rich information service, and advanced technological applications, to help English language teachers on professional growth and solving educational problems they face, and providing technical services to them and guiding them and professionally developing them; to keep up with the changes of the era, and its educational innovation.

The Curriculum of the Study

Based on the problem of the study and its questions, the appropriate approach for the current study is the descriptive survey approach, which is based on the study of phenomenon as it is found in reality, and gives an accurate description, and is expressed qualitatively or quantitatively, where the qualitative expression describes the phenomenon and shows its characteristics, and the quantitative expression gives us a digital description the amount of the phenomenon or its size. Moreover, this approach is not limited to data collection and tabulation, but goes far beyond it; because it includes a measure of interpretation of this data. It is as described by Assaf (2010:191) as "the curriculum, by which, it questions all members of the research population or a large sample of them in order to describe the phenomenon studied in terms of its nature and the degree of its existence."

The Study Population

The study population as pointed by Abeedat (2008) as "all individuals or persons who are the subject of the problem of the study," p. 31, and the current study population consists of all the supervisors of English language with the educational supervision offices in the city of Riyadh, totaling (25) supervisors, and all English language teachers in the secondary stage in the city of Riyadh, totaling (523) teachers during the second school semester in 1435 AH.

Table 1: Description of the study sample

Position	Number	%	Qualification	Number	%	Service	Number	%	Courses	Number	%
Supervisor	15	13.04	Diploma	6	5.22		15	13.04	1 course	19	16.52
Teacher	100	86.96	BA	105	91.30		15	13.04	2-3	19	16.52
Total	115	100	Masters	4	3.48	10or more	85	73.91	4 or more	77	66.96
			Total	115	100	Total	115	100	Total	115	100

The Study Sample

A stratified random sample was selected, to ensure the representation of the study population is represented well, and the reason for this is that the study population is made up of two classes, the first class are educational supervisors teaching English language in the city of Riyadh, the second class are teachers of English language in secondary schools in the city of Riyadh; so the community is not homogeneous and therefore an appropriate sample to represent the study population is a stratified random sample. And therefore, a random sample within the community of educational supervisors was selected and consisted of (15) educational supervisors; each (3) educational supervisors from within each office of the Education offices in the city of Riyadh, and by (60%) of the study population. Then a random sample was selected from within the community of teachers and consisted of (100) teachers; each (20) teachers from within each office of the Education offices in the city of Riyadh, and by almost (20%) from the study population. The Table 1 is a description of the study sample through completed questionnaires.

The Study Tool Application Procedure

The study tool was prepared according to the following steps:

(A) Determining the study tool in the form of a questionnaire, which is the most suitable for the current study.

(B) Determine the objectives of the questionnaire to know the degree of approval of all the proposed supervisory practices, which are consistent with the era of knowledge economy, and the requirements of developing the proposed supervisory practices in light of the era of knowledge economy, and obstacles of developing the proposed supervisory practices in light of the era of knowledge economy.

(C) Build a list of supervisory practices that are consistent with the era of knowledge economy; included (17) terms, and a list of the requirements of developing supervisory practices in the light of the knowledge economy; included (19) terms, and a list of obstacles of developing supervisory practices in the light of the knowledge economy; included (14) terms, through review of the study and related literature.

Sincerity of the Tool

The sincerity of the questionnaire was ascertained in two ways: the first was represented in the sincerity of the arbitrators, and the second was represented in the sincerity of internal consistency; where the questionnaire was presented in its initial image on a group of specialist arbitrators and experts from the members of the Faculty of Education at the University of the Umm al-Qura, numbering (15) arbitrators; to make sure of the appropriateness of the degree of terms, and its clarity, and its affiliation to the focuses, and the safety of the language, as well as consider the gradation of the scale and its suitability. Based on the views of the arbitrators, according to their guidance and suggestions, the number of terms in the questionnaire numbered (50), distributed on three focuses. Also, the sincerity of the internal consistency of the tool study was confirmed through the application of the questionnaire to a prospective sample consisting of (30) individuals, of which were (25) teachers and (5) supervisors, and the following table illustrates that.

As Shown in Table 2 the values of the correlation coefficients ranged between (0.70 - 0.77), all of which are positive and high values, and refers to the internal consistency between the degree of each term and the degree of the focus to which they belong, and this confirms the sincerity of the questionnaire.

Table (2): The correlation coefficients between the degree of the term and the degree of the focus that it belongs to and between the degree of the term and the total score of the questionnaire

The Third Focus correlation with the focus	c	The Second Focus correlation with the focus	c	The First Focus correlation with the focus	c
0.74	37	0.77	18	0.71	1
0.70	38	0.71	19	0.75	2
0.75	39	0.72	20	0.72	3
0.70	40	0.74	21	0.71	4
0.71	41	0.76	22	0.71	5
0.73	42	0.72	23	0.72	6
0.72	43	0.71	24	0.73	7
0.75	44	0.71	25	0.70	8
0.71	45	0.73	26	0.70	9
0.72	46	0.75	27	0.71	10
0.73	47	0.74	28	0.71	11
0.74	48	0.71	29	0.72	12
0.72	49	0.70	30	0.74	13
0.73	50	0.71	31	0.71	14
		0.71	32	0.75	15
		0.70	33	0.70	16
		0.72	34	0.73	17
		0.75	35		
		0.73	36		

The Stability of the Tool

The stability of the questionnaire was made sure by Cronbach's alpha method, and the split-half method. Where the Cronbach coefficient, in the first focus, reached (0.94), and in the second and third focuses reached (0.93), and the total (0.95), also the stability of the tool was confirmed by using the split-half correlation coefficient for Spearman Brown and Jetman, and the split-half coefficient values ranged from (0.71) to (0.76), all of which are high values and indicate the reliability of performance. Thus, the questionnaire was formed in its final form from two parts: the first: basic data for the study sample in terms of: (Position - Education Office ± educational qualification - years of experience - training courses);the second: and it covers (50) terms distributed on (3) focuses, as follows: the first focus: the supervisory practices that are consistent with the era of the knowledge economy (17) terms; the second focus: the requirements for the development of supervisory practices in light of the knowledge economy (19) terms; the third focus: the obstacles to develop supervisory practices in the light of the knowledge economy (14) terms. The response categories used the five level Likert scale; where grade (5) is for the response; strongly agree, and grade (4) to the response; agree, and grade (3) to the response; to a certain extent, and grade (2) to the response; disagree, and grade (1) to the response; strongly disagree. According to the five level scale the following criteria was used to judge the degree of approval: the response = highest degree - least degree = 5-1 = 4, the length of the category = the response / Number of response categories = 4/5 = 0.8

The degree of response	Group
Disagree strongly-non existent	1 - less than 1.8
Disagree-weak	1.8 - less than 2.6
To an extent-medium	2.6 - less than 3.4
Agree-large	3.4 - less than 4.2
Agree strongly-very large	4.2 - 5

Showing results of the study, interpretation and discussion

Answer to the first question: To answer the first question, which reads as follows: what are the necessary supervisory practices for the supervisors of the English language in light of the knowledge economy from the viewpoint of supervisors and teachers of English language

Table 3: The arithmetic mean and standard deviations for the responses of the study sample about supervisory practices that are consistent with the era of the knowledge economy

	The first focus: supervisory practices that are consistent with the era of the knowledge economy	Order	Arithmetic mean	Standard deviation	Response
7	Encourage mutual visits between teachers to exchange educational experiences.	1	4.7	0.55	Strongly agree
15	Emphasize the importance of keeping up with the changes of the time, in the field of education, within the limits of Islamic law.	2	4.6	0.66	Strongly agree
4	Urge teachers to implement practical lessons.	3	4.56	0.84	Strongly agree
16	Emphasize the importance of discovery, innovation and creativity in the field of work.	4	4.52	0.72	Strongly agree
14	Emphasize the importance of mastering computer skills and employing them in the teaching and learning processes.	5	4.29	0.97	Strongly agree
10	Promote positive attitudes towards contemporary technology and multimedia.	6	4.26	0.89	Strongly agree
17	Use authentic evaluation methods in the evaluation of teachers' performance, such as evaluation of peers and file of achievements... etc.	7	4.11	1.04	agree
6	Encourage teachers to practice a method of peer evaluation.	8	4.04	0.81	agree
8	Effective cooperative administration dialogue between teachers.	9	3.95	1.03	agree
2	Train teachers to use modern teaching strategies.	10	3.9	1.26	agree
1	Conduct training programs that meet the needs of professional teachers.	11	3.77	0.98	agree
12	Guide teachers to Web sites that they can benefit from.	12	3.72	0.98	agree
3	Help teachers to employ strategies to evaluate the results of learning.	13	3.6	0.96	agree
9	Train teachers on search for knowledge skills from multiple sources.	14	3.54	1.14	agree
13	Train teachers to use the information network to achieve cognitive growth.	15	3.53	1.31	agree
11	Train teachers on designing and using modern educational media in teaching.	16	3.41	1.47	agree
6	Practice supervisory methods collectively as a supervisorial group (collective).	17	2.97	1.30	To an extent
The general mean			3.97	0.64	agree

in the city of Riyadh? The arithmetic mean, standard deviation and the general arithmetic mean have been used for the terms of the first focus of the questionnaire that measure supervisory practices that are consistent with the era of knowledge economy from the point of view of the study sample, and the following table illustrates this result.

As Illustrated in Table 3 the general arithmetic mean of the responses of the study sample equal to (3.97), and this indicates that there is a response of the degree (agree) on the supervisory practices that are consistent with the era of the knowledge economy, also it is noted that the value of the standard deviation of the general arithmetic mean equals (0.64), a small value referring to the great uniformity among the responses of the study sample, about supervisory practices that are consistent with the era of the knowledge economy, in Riyadh; and the results show that supervisory practices that are consistent with the era of knowledge economy from the point of view of the study sample was measured through (17) terms, six phrases got a degree of (Strongly Disagree), and (10) terms a degree of (agree), and one term a degree of (to some extent), and this result shows the consciousness of the supervisors and teachers of English language of the importance to keep pace with developments in the educational system; so as to keep up with changes of the times and its educational innovation. And this result conforms with the study of Haider (2004), which emphasized the importance of the connection of the supervisor with the latest scientific findings in his field of specialization in various fields. There was only one term that got a response degree of (to some extent) with a mean (2.97), possibly due to the lack of the attention of supervisors and teachers to collec-

Table 4: The arithmetic mean and standard deviations for the responses of the study sample about requirements to develop supervisory practices in light of the knowledge economy

	The second focus: requirements to develop supervisory practices in light of the knowledge economy	Order	Arithmetic mean	Standard deviation	Response
36	Emphasis on knowledge and its impact on achieving overall development.	**1**	**4.27**	**0.83**	Strongly agree
35	Emphasize the importance of active participation in the development of civilization in the fields of education and knowledge.	**2**	**4.19**	**0.91**	agree
29	Determine teacher performance standards based on the degree of achievement of students needs.	**3**	**4.04**	**0.97**	agree
26	Justify interrelationship between education, technology and society.	**4**	**4.02**	**0.93**	agree
30	Use a variety of supervisory methods according to the needs of professional teachers.	**5**	**3.99**	**1.02**	agree
22	The employment of modern technology in knowledge management and its generation and its investment.	**6**	**3.97**	**1.10**	agree
21	Employ feedback to continuously improve and develop processes and outputs.	**7**	**3.96**	**0.92**	agree
27	Work on linking technology and other knowledge sources.	**8**	**3.94**	**1.01**	agree
18	Take advantage of the various sources of modern learning trends in education, the difficulties faced by teachers while teaching to build and develop supervisory plans.	**9**	**3.93**	**1.02**	agree
20	Participation in educational conferences and seminars relevant to its work.	**10**	**3.92**	**0.97**	agree
23	Use information technology and communications and multimedia to express ideas.	**11**	**3.9**	**1.08**	agree
28	Building supervisory plans based on the needs of teachers.	**12**	**3.82**	**0.96**	agree
33	Use supervisory methods emphasizing the concept and importance of self-learning among teachers and learners.	**13**	**3.77**	**1.16**	agree
31	Employ communication and networking skills during working with teachers.	**14**	**3.77**	**1.26**	agree
34	Put forward information and ideas urging self-learning and continuous learning.	**15**	**3.73**	**1.11**	agree
32	Use a variety of methods in evaluating teachers' performance.	**16**	**3.73**	**1.22**	agree
19	Modify supervisory practices in light of the feedback from teachers.	**17**	**3.7**	**1.02**	agree
25	Use multiple methods to communicate with teachers and other educational parties.	**18**	**3.49**	**1.25**	agree
24	The employment of e-mail and social networks to communicate with teachers.	**19**	**2.79**	**1.69**	To an extent
The general mean			**3.84**	0.81	**agree**

tive supervisory methods, and this is consistent with the study of AlMufrij (1998), which proved the lack of interest of supervisors of collective supervisory methods (such as educational workshops, educational research, training courses, seminars, meetings).

Answer to the second question: To answer the second question, which read as follows: what are the requirements to develop the supervisory practices necessary for supervisors of English language of in light of the knowledge economy from the viewpoint of teachers and supervisors of English language in the city of Riyadh? The arithmetic mean, standard deviation and the general arithmetic mean have been used for the terms of the second focus, that measures requirements to develop supervisory practices in light of the knowledge economy from the point of view of the study sample, and Table 4 illustrates this.

Table 4 illustrates that the general arithmetic mean of the responses of the study sample of the supervisors and teachers of English language in the city of Riyadh is equal to (3.84), and it is an indicator that there is a response degree of (agree) on the requirements to develop supervisory practices in the light of the knowledge economy, also noted is that the value of the standard deviation of the general arithmetic mean is equal to (0.81), and it is a small value indicating to great uniformity among the study sample responses, the requirements of development of supervisory practices in the light of the knowledge economy have been measured through (19) terms, one term attained the degree of (strongly disagree) and this result confirms the awareness of the supervisors and teachers, of the English language, of the importance of satisfying the needs of students knowledge, skills and compassion, and to meet their changing and renewable desires, which requires the educational supervisor to study the expectations of those benefitting from the service provided to them, and to try to achieve these expectations; to achieve the quality of the educational process outputs, and this result agrees with the findings of the study Alqfie (2011), that emphasized the importance of the employment of knowledge in the field of educational supervision; and the study of Freihat and Samadi (2009), that emphasized that information, knowledge and skills provided by education systems is the foundation for the success of development programs, and that human capital is the most important pillar of the economy, and (17) terms attained a degree of (agree), and this result indicates recognition of supervisors and teachers of English language of the need to develop their abilities, and update their knowledge and expertise, and removal barriers between the administration and teachers, and motivate and lead them in line with requirements of the era of the knowledge economy and its educational innovation. And this result conforms to with the study of AlMarayaat (2008), that proved the importance of professional development and training programs to achieve the requirements of the time, and the study of Shafi'i (2007),that confirmed the importance of benefitting from internet technology in the development of the educational process; there was one term that attained a degree of (agree to an extent) agree, and this result conforms with the study of AlGhamdi (2007) where the results showed the that the degree of practice of the educational supervisors, of the Internet, in the employment of supervisory methods was intermediate, and the researcher recommended attention to using e-mail to communicate with specialists and academics in educational supervision. Perhaps this trend is consistent with the findings of AlTayib (2010:87) by his consideration that we are in a period of evolution known as the evolution of technical science; where it is not dealing with a group of sciences with the old concept but are dealing with it in the field of technological application that interacts with the achievements of all foundational sciences.

Answer to the third question: To answer the third question, which reads as follows: What are the obstacles of developing the necessary supervisory practices for supervisors of the English language in light of the knowledge economy from the viewpoint of the supervisors and teachers of English language in the city of Riyadh? The arithmetic mean, standard deviation and the general arithmetic mean have been used for the terms of the third focus, that measures obstacles of developing supervisory practices in light of the knowledge economy from the point of view of the study sample, Table 5 illustrates this.

Table 5 illustrates that the general arithmetic mean of the responses of the study sample of the supervisors and teachers of the English language in the city of Riyadh equals to (3.67), an indication that the response of the study sample on obstacles of developing supervisory practices in light of the knowledge economy was of a degree of (large), also it can be seen that the value of the standard deviation of the general arithmetic mean is equal to (0.55), a small value referring to the great uniformity of the responses of the study sample about obstacles of the development of supervisory practices in light of the knowledge economy; and the obstacles of the development of supervisory practices in light of the knowledge economy from the point of view of the study sample was measured through (14) terms, and one single term attained a degree of approval (very large), and this result indicates that the large number of teachers is of the most important difficulties faced by educational supervisors, and that prevent their development of supervisory practices. This has been confirmed by the study of AlMufrj (1998), that proved that the large number of teachers attributed for the educational supervisor is one of the most important difficulties that prevent the diversification of educational supervisors for their supervisory methods; also 10 terms attained a degree of (large), while (3) terms attained degrees of (medium), and this result shows over the consciousness of the supervisors and teachers of the English language with the internet service, and their awareness of the benefits of employing this technology that makes distances short and time brief, and cost simple and trading easy. Perhaps the rise of the value of the arithmetic mean of the terms of this focus is an essential indication to determine these difficulties, and study them, and find solutions for them. As the study of these difficulties is an essential step to conduct any development in the field of educational supervision; which serves as the nervous system of the educational process.

Answer to the fourth question: to answer the fourth question, which reads as follows: Are there statistically significant differences between the arithmetic means of the

Table 5: The arithmetic mean and standard deviations for the responses of the study sample about obstacles of developing supervisory practices in light of the knowledge economy

	The third focus: obstacles of developing supervisory practices in light of the knowledge economy	Order	Arithmetic mean	Standard deviation	Response
41	Large number of teachers who supervise them.	**1**	**4.26**	**0.80**	Very large
42	Large number of sudden changes that go on educational supervision plans.	**2**	**4.15**	**0.88**	large
37	The limited time available for coordination and integration between the supervisor, teacher and the school principal to develop a supervisory plan.	**3**	**4.09**	**0.93**	large
40	Large number of administrative and technical burdens placed on the educational supervisor.	**4**	**4.01**	**1.06**	large
45	Lack of equipment and aids for educational supervisors.	**5**	**3.83**	**1.03**	large
49	Dispatch of a limited number of supervisors and teachers to external courses to help them professionally grow.	**6**	**3.79**	**1.07**	large
39	Lack of attention of officials of plans set by the educational supervisor for supervisory programs.	**7**	**3.72**	**1.06**	large
43	Teachers are not convinced with some modern supervisory methods.	**8**	**3.5**	**1.17**	large
38	Lack of training courses on modern supervisory methods.	**9**	**3.5**	**1.20**	large
48	The high cost of the preparation and implementation of training programs for supervisors and teachers.	**10**	**3.46**	**1.23**	large
46	Teachers do not use the method of self- evaluation to assess their professional performance.	**11**	**3.43**	**1.04**	large
50	The weakness of educational communication between the educational supervisor and the teacher.	**12**	**3.38**	**1.21**	medium
47	The lack of places for meetings, seminars and educational workshops.	**13**	**3.18**	**1.34**	medium
44	Some teachers do not accept the views of supervisors to improve their professional performance.	**14**	**3.02**	**1.34**	medium
The general mean			**3.67**	**0.55**	**large**

estimates of the study sample relating to the three focuses of the study attributed to the variables: occupation title, educational qualification, years of experience, training courses? The arithmetic mean, standard deviation and the general arithmetic mean and statistical analysis were used that fit the categories of each variable, the following explains this.

Firstly: Comparison According to Occupation

As the number of members of the sample from the supervisors is only (15) supervisors, while the number of teachers is (100) teachers, the researcher resorted to the use of an alternative test to the (t) test and that is the Mann Whitney test (u) (Table 6).

Table 6 illustrates the following:

The first focus: the supervisory practices that are consistent with the era of knowledge economy

There are statistically significant differences between the mean responses of the supervisors and teachers about supervisory practices that are consistent with the era of the knowledge economy; in favor of the supervisors, where the arithmetic mean of their responses was the highest and reached (4.38), while the arithmetic mean of the teachers' responsesreached (3.90) , and the value (u) was (441) which is statistically significant at the level of significance (0.05), and perhaps the reason for this is because the supervisors have a clear idea of the practices that are consistent with the era of knowledge economy, exceeded by the teachers background knowledge about it, considering that supervisors have been assigned to follow up and guide the performance of teachers and professionally develop them.

The second focus: the requirements of supervisory practices in light of the era of knowledge economy

There are statistically significant differences between the mean responses of the supervisors and teachers' about the requirements of supervisory practices in light of the era of the knowledge economy; in favor of the supervisors, where the arithmetic mean of their responses was the highest; where the arithmetic mean of

Table 6: Mann Whitney (U) test results to compare between the means of the responses of the study sample according to the variable, occupation title

Focus	Occupation	Amount	Arithmetic mean	Standard deviation	Mean rank	U value	Z value	Significance
First	Supervisor	15	4.38	0.36	78.60	441	2.58	0.05
	Teacher	100	3.90	0.65	54.91			
Second	Supervisor	15	4.31	0.61	77.60	456	2.44	0.05
	Teacher	100	3.76	0.81	55.06			
Third	Supervisor	15	3.70	0.50	61.23	701	0.40	None
	Teacher	100	3.66	0.55	57.52			

Table 7: Kruskal Wallis test results to compare between the means of the responses of the study sample accor ding to the variable, educational qualification

Focus	Educational qualification	Amount	Arithmetic mean	Standard deviation	Mean rank	Chi-square	Degree of freedom	Significance
	Diploma	6	4.28	0.72	76.50			
First	Bachelors	105	3.93	0.64	56.28	3.23	2	None
	Masters	4	4.32	0.38	75.50			
	Diploma	6	3.61	0.63	47.58			
Second	Bachelors	105	3.82	0.82	57.23	5.29	2	None
	Masters	4	4.65	0.19	93.88			
	Diploma	6	3.51	0.21	44.25			
Third	Bachelors	105	3.65	0.54	57.93	2.85	2	None
	Masters	4	4.28	0.83	80.50			

the responses of supervisors reached (4.31), while the arithmetic mean of the teacher responses reached (3.76), and the value (u) was (456) which is statistically significant at the level of significance (0.05), possibly due to the nature of the work of educational supervisors, and their outstanding professional abilities and skills, and their renewable knowledge and advanced and developed expertise, on the basis of their role in optimizing the educational system in all its elements, and making integration between them, in addition to their clear vision of what the educational system should be in the future.

The third focus: the obstacles to develop supervisory practices in light of the era of knowledge economy

There are no statistically significant differences between the mean responses of supervisors and teachers about the obstacles of developing supervisory practices in light of the era of knowledge economy; the arithmetic mean of the responses of supervisors reached (3.70), while the arithmetic mean of the teachers responses reached (3.66), and the value (u) was (701) , which is not statistically significant, and this indicates that the occupation is not influential; therefore everyone agrees on the obstacles of the development of supervisory practices, and this calls to a stand on these obstacles and find quick solutions to them; to shift from the current status to the target status.

Secondly: Comparison According to Educational Qualification

The number of members of the sample who have obtained a diploma are (6) individuals, and who have obtained a master'sare (4) individuals, while those with a bachelor'sdegree are (105) individuals; therefore the researcher resorted to use an alternative test to the test (P), and that is the Kruskal-Wallis test, and the results are presented in Table 7.

Table 7 illustrates the following:

Table 8: Kruskal Wallis test results to compare between the means of the responses of the study population according to the variable, years of experience

Focus	Years of experience	Amount	Arithmetic mean	Standard deviation	Mean rank	Chi-square	Degree of freedom	Significance
		15	3.70	0.59	45.83			
First		15	3.54	0.58	34.73	12.31	2	0.05
	10 or more	85	4.09	0.62	64.25			
		15	3.49	0.88	45.47			
Second		15	3.62	0.68	47.17	5.02	2	None
	10 or more	85	3.93	0.80	62.12			
		15	3.64	0.55	56.60			
Third		15	3.96	0.55	74.07	4.04	2	None
	10 or more	85	3.61	0.53	55.41			

The first focus: the supervisory practices those are consistent with the era of knowledge economy

There are no statistically significant differences between the mean responses of the sample study according to academic qualification in supervisory practices that are consistent with the era of the knowledge economy, the arithmetic mean of the responses of those with a diploma reached (4.28), while the arithmetic mean of the responses of those with a bachelor'sreached (3.93), and the arithmetic mean of the responses of those with master'sreached (4.32), and the value of (chi-squared) was (3.23), which is not statistically significant.

The second focus: the requirements of supervisory practices in light of the era of knowledge economy

There are no statistically significant differences between the mean responses of the study population according to educational qualification in the requirements of supervisory practices in light of the era of the knowledge economy, the arithmetic mean of the responses of those with a diploma reached (3.61) with a standard deviation, while the arithmetic average of the responses of those with a bachelor's reached (3.82), and the arithmetic average of the responses of those with a master's reached (4.65), and the value of (chi-squared) was (5.29), which is not statistically significant.

The third focus: the obstacles of requirements of supervisory practices in light of the era of knowledge economy.

There are no statistically significant differences between the mean responses of the study population according to qualification in the obstacles of requirements of supervisory practices in light of the era of the knowledge economy, the arithmetic mean of the responses of those with a diploma reached (3.51), while the arithmetic mean of the responses of those with a bachelor'sreached (3.65), and the arithmetic mean of the responses of those with a master'sreached (4.28), and the value of (chi-squared) was (2.85) which is not statistically significant.

Perhaps the lack of statistically significant differences between the mean responses of the study sample on the three study focuses, according to educational qualification, demonstrates the awareness of both the supervisors and teachers of practices consistent with the era of the knowledge economy, and their understanding of the importance of providing its requirements, and the need to work to find solutions for the obstacles that prevent the development of these practices.

Thirdly: Comparison According to Years of Experience

The number of members of the sample with years of experience IURP\HDUVDUHIHZ individuals), and IURP years experience are (15) individuals, and 10 years and over are (85) individuals, therefore the researcher resorted to use an alternative test to the test (P), and that is the Kruskal-Wallis test, and the results are presented in Table 8.

Table 8 illustrates the following:

The first focus: the supervisory practices that are consistent with the era of the knowledge economy.

There are statistically significant differences between the mean responses of the study sample, according to years of experience, in supervisory practices that are consistent with the era of the knowledge economy; in favour of those who had experience of 10 years

Table 9: Comparison between the mean responses of the study population according to the variable, training courses

Focus	Years of experience	Amount	Arithmetic mean	Standard deviation	Mean rank	Chi-square	Degree of freedom	Significance
First	One course	19	3.71	0.67	46.84	12.63	2	0.05
	2-3 courses	19	3.52	0.45	34.53			
	4 courses or more	77	4.14	0.60	66.55			
Second	One course	19	3.72	0.87	54	5.29	2	None
	2-3 courses	19	3.74	0.74	43.55			
	4 courses or more	77	3.95	0.79	62.55			
Third	One course	19	3.57	0.52	54.24	7.76	2	0.05
	2-3 courses	19	3.58	0.49	54.14			
	4 courses or more	77	4.09	0.60	77.42			

or more, as their arithmetic mean was the highest; the arithmetic mean of the responses of the study sample who KDGyears of experience reached (3.70), and the arithmetic mean of the responses of the study sample who had \HDUV RI H[SHULHQFH UHDFKHG (3.54), whereas the arithmetic mean of the responses of the study sample who had (10) years or more of experience reached (4.09); the value (chi-squared) was (12.31) and this is statistically significant at the level of significance (0.05), according to; and probably, due to their experience and their perception of the actual reality of the educational field, and the importance of improving and developing the practices; to keep up with the changes of the times and its educational innovation.

The second focus: the requirements of supervisory practices in light of the knowledge economy.

There are no statistically significant differences between the mean responses of the study sample, according to years of experience, in the requirements of supervisory practices in the light of the knowledge economy, the arithmetic mean of the responses of the study sample who had years of experience reached (3.49), and the arithmetic mean of the responses of the study sample who KDGyears of experience of reached (3.62), and the arithmetic mean of the responses of the study sample who had 10 years or more years of experience reached (3.93), and the value of the (chi-squared) was (5.02), which is not statistically significant, and indicates that the responses of the study sample, whatever their experience has been, agree by one degree on the requirements of supervisory practices in the light of the knowledge economy, and this shows their understanding and awareness of the importance of providing these requirements.

The third focus: the obstacles of requirements of supervisory practices in light of the knowledge economy.

There are no statistically significant differences between the mean responses of the study sample according to years of experience in the obstacles of requirements of supervisory practices in the light of the knowledge economy, where the arithmetic mean of the responses of the study sample who had years of experience reached (3.64), and the arithmetic mean of the responses of the study sample who had years of experience reached (3.96), and the arithmetic mean of the responses of the study sample who had 10 years or more years of experience reached (3.61), and the value of (chi-squared) was (4.04) which is not statistically significant, and perhaps this due to their sense of the importance of these constraints, and the need for quick solutions to overcome them.

Fourthly: Comparison According to Training Courses

The number of individuals of the sample who obtained one training course are (19) individuals, and who obtained (2-3) courses are (19) individuals, and who obtained (4) courses and more are (77) individuals;

therefore, the researcher resorted to use an alternative test to the test (P),and that is the Kruskal-Wallis test, and the results are presented Table 9.

Table 9 illustrates the following:

The first focus: the supervisory practices that are consistent with the era of knowledge economy.

There are statistically significant differences between the mean responses of the study sample according to training courses in the supervisory practices that are consistent with the era of the knowledge economy; in favor of those with four training courses or more, as the their arithmetic mean is the highest, the arithmetic mean of the responses of those with one training course reached (3.71) , and the arithmetic mean of the responses of those with two to three training courses reached (3.52), and the arithmetic mean of the responses of those with four training courses or more reached (4:14), and the value of (chi-squared) was (16.63) which is statistically significant at the level of significance (0.05), and this is possibly due to the impact of these training courses updating their knowledge and expertise in educational concepts, general cultural, and teaching methods.

The second focus: the requirements of supervisory practices in light of the knowledge economy

There are no statistically significant differences between the mean responses of the study sample according to training courses responses in the requirements of supervisory practices in the light of the knowledge economy, the arithmetic mean of the responses of those with one training course reached (3.72), and the arithmetic mean of the responses of those with two to three courses reached (3.74), while the arithmetic mean of the responses of those with four training courses or more reached (3.95), and the value of (chi-squared) was (5.29), which is not statistically significant, and this shows that they are all aware of the need to provide these requirements for the development of supervisory practices in the era of the knowledge economy.

The third focus: the obstacles of requirements of supervisory practices in light of the knowledge economy.

There are statistically significant differences between the mean responses of the study sample according to training courses in the obstacles of requirements of supervisory practices in the light of the knowledge economy, the arithmetic mean of the responses of those with one training course reached (3.57), and the arithmetic mean of the responses of those with two to three training courses reached (3:58) , while the arithmetic mean of the responses of those with four courses or more reached (4.09), and the value of (chi-squared) was (7.76) which is statistically significant at the level of significance (0.05), and the differences were in favor of those with four training courses or more, as their arithmetic mean was the highest. Perhaps this is because the supervisors and teachers who have the highest training are more aware of the importance of overcoming these obstacles that prevent the development of supervisory practices.

SUMMARY OF THE RESULTS

1. There were (17) terms identified expressing the supervisory practices that are consistent with the era of the knowledge economy from the point of view of the study sample of supervisors and teachers of English language in the city of Riyadh, where the degree of their responses was (agree) on the supervisory practices that are consistent with the era of the knowledge economy. And (19) terms expressing the requirements of development of supervisory practices in the light of the knowledge economy from the point of view of the study sample of supervisors and teachers of English language in the city of Riyadh, where the degree of their responses was (agree) on the development of supervisory practices in light of the requirements of the knowledge economy. And (14) terms expressing the obstacles of the development of supervisory practices in the light of the knowledge economy from the point of view of the study sample of supervisors and teachers of English language in the city of Riyadh, where the degree of their responses was (large) on the obstacles to develop supervisory practices in light of the knowledge economy.
2. There are statistically significant differences between the mean responses of the supervisors and teachers about the supervisory practices that are consistent with the era of the knowledge economy, and the requirements of supervisory practices in light of the era of the knowledge economy, and obstacles to develop supervisory practices in the light of the era of the knowledge economy. The differences were in favor of the supervisors; where the arithmetic mean of their responses was the highest.
3. There are no statistically significant differences between the mean responses of the study sample according to educational qualification in supervisory practices that are consistent with the era of knowledge economy.
4. There are statistically significant differences between the mean responses of the study sample according to years of experience in supervisory practices that are consistent with the era of the knowledge economy; in favor of those who had years of experience of ten years or more, as their arithmetic mean was the highest. And there are no statistically significant differences between the mean responses of the study sample according to years of experience in the requirements of supervisory practices and in obstacles of requirements of supervisory practices in light of the knowledge economy.
5. There are statistically significant differences between

the mean responses of the study sample according to training courses in supervisory practices that are consistent with the era of knowledge economy, and in obstacles of the requirements of supervisory practices in the light of the knowledge economy; in favor of those with four training courses or more, as their arithmetic mean is the highest. And there are no statistically significant differences between the mean responses of the study sample according to the training courses in requirements of supervisory practices in the light of the knowledge economy, and there is a presence of statistically significant differences between the mean responses of the study sample according to training courses.

RECOMMENDATIONS

Based on the findings of the study, the researcher recommended the following:

1. The development of the current supervisory practices; with what is consistent with the era of the knowledge economy, through the following:

- Focus on the activation of the method of reciprocal visits, and practical lessons.
- Promote positive attitudes towards educational technology and multimedia.
- Intensify training programs that emphasize the search for knowledge from its multiple sources.

2. Provide the requirements to develop supervisory practices that are necessary for supervisors of English language in light of the knowledge economy, so that these supervisory practices can be activated and applied, through the following:

- Use a variety of methods depending on the professional need of the teachers.
- Use of technology in the knowledge administration and its generation and investment.
- The use of methods that emphasize concept and the importance of self-learning.

3. Overcome obstacles of the development of supervisory practices in the light of the knowledge economy and find solutions for them, through the following:

- Reduce the number of teachers who are supervised by the educational supervisor in the field of teaching the English language.
- Stay away from sudden changes in the supervisory plans.
- Reduce the technical burdens assigned to the educational supervisor in the field of teaching the English language.
- Provision of necessary equipment.

Proposals

In the light of the results of the study and its recommendations, the study suggested many future research works as follow:

1. Conduct a similar study applied to decisions of teachers and supervisors of other courses and compare the results with the results of the current study.
2. Conduct a similar study applied in other areas of the Kingdom, and compare the results with the results of the current study. 3. Conduct a study on ways of activation of supervisory practices in light of the knowledge economy.

4. Conduct a study on how to provide requirements to develop supervisory practices in light of the knowledge economy.
5. Conduct a study on how to overcome the obstacles of developing supervisory practices in light of the knowledge economy.

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