

The Degree of English Language Supervisors' Practice of Remedial Supervision from the Perspective of English Language Teachers in Public Schools in Jerash Education

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ABSTRACT

This study aims to identify the degree of English language supervisors' practice of remedial supervision from the perspective of English language teachers in public schools in Jerash Education. It was selected by the accessible method, which included (202) male and female teachers, and the results indicated a low degree of English language supervisors' practice of remedial supervision from the point of view of English language teachers in public schools in Jerash Education in the field of making friendly relations with the teacher, the field of observation of the teaching process, and the analysis of The teaching process was moderate in the field of sociology for Pre planning. The results also showed that there were no statistically significant differences in the degree of English language supervisors' practice of remedial supervision from the perspective of English language teachers in public schools in Jerash Education according to gender, and there were differences in the variable years of experience in favor of those over 11 years.

KEYWORDS: REMEDIAL SUPERVISION, ENGLISH LANGUAGE SUPERVISORS

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INTRODUCTION

Perhaps the student of educational sciences sees in this era a great interest in education and its domains, and since this interest is specific to the human being and his needs, the scientific approach was necessary to provide the human being with the necessary tools of knowledge in order to develop himself and achieve his ambitions to serve his society in order to catch up with human progress. The educational system was characterized by a scientific and practical nature, so it is seen as a system that has inputs such as the supervisor and the teacher, processes such as interactions in educational situations, and outputs such as building values and acquiring skills.

In this, Al-Zuhri (1985) says, "The attention was not focused on helping the teacher to improve his teaching practices, and there was no trust between the teacher and the inspector, but rather each of them looked at the other with suspicion, and the classroom visit at this stage was the main method used by the inspector in order to follow up on the teacher's work. Evaluate it and determine the extent to which students have acquired knowledge and information, and what is expected of teachers in applying certain methods of teaching and adhering to specific educational rules implemented according to its recommendations, which led to the formation of negative attitudes towards inspection and teachers' inspectors.

Those interested in educational supervision affairs, through holding educational meetings and field studies, have tried to develop the concept of inspection and guidance and work to develop and improve the relationship between the teacher and the supervisor and meet the teacher's human and professional needs in order to upgrade the process to its best levels, taking into account all educational developments and benefiting from external experiences. To develop the supervisory system, the result of this effort was that there was a new concept that is not limited to the teacher's performance, but rather deals with all aspects of the educational process and does not exclude any of its components, but rather considers the educational process as an integrated system (Al-Badri, 2001).

When talking about remedial supervision, we see that this type of supervisory method is distinguished from supervisory methods in its interest in strengthening the relationship between the supervisor and the teacher by involving the teacher in all the supervisory steps from planning and determining information and agreeing on the steps of teaching and then observing all these steps by the educational supervisor and analyzing them with The teacher is aware of the desired behavior and excluding the desired behavior, so the teacher can perform his educational performance as a party in the supervisory process, which is an incentive for him to develop his educational performance.

Speaking about the educational supervision of the English language in government schools in Jerash Education, and the application of the Jordanian curriculum for the English language in our schools, educational supervision took several forms of supervision, for example, but not limited to (exploratory visits, evaluation, explanatory lessons, and training courses), supervisors sought The English language aims to develop the professional performance of the teacher, but to achieve their desired goal, they encountered several obstacles

represented in their small number compared to the number of their teachers. As well as the weakness of classroom educational practices that teachers suffer from in teaching, and the crowding of developments in the educational arena and their abundance in quantity and quality, and not making good use of them to develop teachers' skills.

THE STUDY PROBLEM:

Through the researcher's work as an educational supervisor for the English language study in Jerash education, the researcher believes that there are real and serious justifications that call for conducting a study on the method of remedial supervision in line with the policy of the Jordanian Ministry of Education, which adopts the method of remedial supervision, as it is one of the types of supervision with its various theories as a basis for the supervisor's work. Educational, clinical supervision - with some modifications made to it - is one of the types that distinguishes Jordanian supervision, as it has proven that it gives great fruits when used, and also to address the weakness of educational practices for some teachers, and work to exploit all developments in the educational arena and employ them in a way that benefits most of them.

Through the researcher's knowledge and work in the educational field, I noticed that there is a discrepancy in the educational supervisors' use of remedial supervision, and this use of it by some supervisors is nothing but individual diligences from them, without systematic strategies or clear plans for use. I sought to conduct this study entitled the degree of practice English language supervisors for remedial supervision from the perspective of English language teachers in public schools in Jerash.

STUDY QUESTIONS:

Through the foregoing, the study problem can be identified through the following main question:

1. What is the degree to which English language supervisors practice remedial supervision from the point of view of English language teachers in public schools in Jerash education?
2. Are there statistically significant differences at the level ($\alpha = 0.05$) of the degree of English language supervisors' practice of remedial supervision from the perspective of English language teachers in public schools in Jerash education due to the variables (gender, years of experience)?

OBJECTIVES OF THE STUDY

1. Recognizing the reality of remedial supervision in government schools from the perspective of English language teachers.
2. Detecting the effect of the factor (gender, years of experience) on the extent to which English language supervisors practice remedial supervision.
3. Identifying some ways to develop remedial supervisory practices for English language supervisors in government schools in Jerash.

THE IMPORTANCE OF THE STUDY:

The importance of the study is that it may benefit from:

1. English language supervisors in particular and educational supervisors in general in improving and developing their supervisory performance.
2. Teachers to improve their teaching practices in the classroom.
3. Educational supervisors in the professional development of their teachers during class visits and in developing the relationship with their teachers.
4. Researchers in the field of educational supervision, male and female, and others, in order to identify the advantages of supervision.

TERMINOLOGY OF THE STUDY:

EDUCATIONAL SUPERVISOR: (Al-Harthy, 2001:11) defines him as an academically and administratively qualified person with long experience in the field of education, enabling him to assume the task of educational supervision and achieve his goals at any stage of education.

PROCEDURAL DEFINITION: The researcher defines the educational supervisor as an educational leader who possesses experiences and qualifications that help him to provide advice to teachers in order to improve the teaching-learning process.

ENGLISH LANGUAGE SUPERVISOR: The researcher defines the English Language Supervisor as a leader and educational expert who seeks, through his linguistic expertise, methods and teaching methods in the English language, to help English language teachers to raise their scientific and professional levels, which helps improve the scientific level of students.

REMEDIAL SUPERVISION, defined by (Ahmed, 1999:354), "is a supervisory direction directed towards improving the teachers' classroom behavior and classroom educational practice by recording the entire

classroom educational situation, and analyzing the interaction patterns taking place in it with the aim of improving the education of the students”.

(Wishah and Al-Younis, 2005: 261) define it as “a method of educational supervision that focuses on classroom observation and analysis of classroom educational behavior by adopting records of everything that happens in the classroom during the teaching and learning processes and its main objective is to improve teaching.

PROCEDURAL DEFINITION: The researcher defines remedial supervision as a human process that begins with tribal planning and focuses on direct classroom observation and recording of everything that goes on in the classroom from educational situations to be analyzed in a post-supervisory meeting in which strengths and weaknesses are determined and re-planning to introduce changes to address weaknesses and strengthen strengths.

THE LIMITS OF THE STUDY:

-**OBJECTIVE LIMITS:** the subject of the study was limited to the reality of the degree of practice of remedial supervision by English language supervisors from the point of view of English language teachers in government schools in Jerash education.

- **SPATIAL LIMITS:** the study was limited to government schools in Jerash Education.

- **TEMPORAL LIMITS:** This study was conducted in the academic year 2021/2022.

THEORETICAL LITERATURE AND PREVIOUS STUDIES:

EDUCATIONAL SUPERVISION: Educational supervision is considered one of the main pillars in the educational construction, as it includes, in its modern sense, all aspects of the educational process, which is its field of work, and for this reason it is considered an important means for developing the quality of education, considering this development as its primary and first objective, in order for education to achieve its goals and objectives efficiently and effectively. The process in which the teaching and learning process is improved and developed through the supervisory services provided by the educational supervisor .

THE CONCEPT OF EDUCATIONAL SUPERVISION: when talking about educational supervision idiomatically, it can be said that there are many educational definitions that deal with educational supervision. Humanitarian and cooperative aims to develop and develop the teaching and learning process with all it includes of curriculum, means, methods of teaching and preparation, etc. of the school program, through a specialized educator, through continuous and clear communication with teachers in order to develop their level of performance Achieving their needs, solving their problems, providing them with educational developments, and providing them with a helping hand, which will reflect positively on the growth of students, refine their skills, discover their abilities and talents and direct them, and build their personalities in a sober and integrated building.

(Tafesh, 2004: 73) sees it as “a set of studied activities offered by specialized educators to help teachers develop themselves, improve their educational and assessment practices inside and outside the classroom, overcome all the difficulties they face, to be able to implement the prescribed curricula, and achieve The drawn educational goals, with the aim of bringing about desirable changes in the students’ behavior and ways of thinking, so that they will be able to build their society and defend their homeland.

By looking at the concept of educational supervision, the researcher believes that the educational supervision process is a conscious human process based on communication and communication between the educational supervisor as a sender and the rest of the elements of the educational process as a future, with the aim of bringing about a quantitative and qualitative change in the teachers’ performance practically and professionally, which is reflected in the teaching and learning processes in the Develop students' skills, which helps in the development and development of society.

FOUNDATIONS OF EDUCATIONAL SUPERVISION:

(Abu Malluh, 2005:79) indicated that the most important foundations of modern educational supervision are the following:

1. Foreseeing the future: Through the supervisor’s experience in life, he can be creative through his scientific study of the past, present and the ability to anticipate problems and difficulties and take preventive measures that enable him to avoid problems before they occur.
2. Communication and continuity, where development requires the development of the teaching-learning process and its continuous renewal. And success leads to another success, and the activity and work to achieve the goals continue.
3. Comprehensiveness, the educational supervisor must take into account in his planning all domains of the educational community to meet all its needs.
4. Criticism and self-criticism, the educational supervisor should work on the principle of criticism and self-criticism, and train the work team he works with to accept it as he accepts them, and criticism in both directions

likes to be scientific criticism free of personal whims, and based on complete freedom, and the creative supervisor is a role model for his teachers He is self-confident and his chest expands on the observations of others.

It seems that the foundations of modern educational supervision focus on all educational inputs, and are concerned with guiding teachers towards self-development by planting the principle of self-supervision with a focus on the principle of cooperation between the supervisor and the teacher. The relationship between the supervisor and the teacher, without this element, the supervision process is a sterile process that does not perform its role and it is impossible to achieve the desired goals, and one of the features on which educational supervision is built is the strong belief in the value of the teacher and his position, and that he is the strongest link in the educational process and the most capable of determining his own abilities and capabilities Munoz, G, 1988).

OBJECTIVES OF EDUCATIONAL SUPERVISION:

Educational supervision aims to improve the teaching and learning processes by diagnosing the factors affecting them and addressing them and raising the professional and scientific level of teachers, which is positively reflected on the level of students and is the supreme goal of supervision. Inside and outside the school and here (Al-Badri, 2001:20) indicates that one of the most important things educational supervision seeks to achieve:

1. Helping teachers to understand the objectives of the school in general and the objectives of the subject or subjects they teach in particular.
2. Studying the various factors that facilitate or hinder the education process, whether they are related to the student, the school, or the local environment.
3. Introducing new educational methods and modern trends in school curricula and teaching aids, and studying them consciously, allowing teachers the opportunity for professional growth and a sense of adequacy and effectiveness.
4. Encouraging teachers to think and professionally experiment on scientific bases, sound thinking, and draw conclusions.
5. Achieving cooperation among the school's staff to achieve their common goals.
6. Detecting the special talents, the personal preparations and hobbies of the employees, and working to develop them through training and guidance.
7. Evaluating students and identifying their levels in different aspects of their development, tracking the growth of these levels and drawing plans to treat the retarded, as well as evaluating teachers and helping them to grow properly.

It is noted here that the goal of educational supervision is not limited to the professional aspect, but is concerned with the social and psychological aspect of each of the teachers and students, developing their talents, working to find a group of cooperating teachers among themselves, and working to link the school with the local community as well.

METHODS OF EDUCATIONAL SUPERVISION:

Educational supervision in its new concept has made a qualitative leap in its supervisory method after it was dependent on sudden visits in the stage of inspection and guidance, he mentions (Al-Badri, 2001). Teaching and helping teachers to avoid their mistakes and overcome their weaknesses instead of hunting for mistakes and lapses and monitoring teachers through sudden visits to them in the classroom, and as a result of this the emergence of various new methods as well as the development of old methods and all of them depend on positive cooperation between all those concerned with the educational matter. The active participation of teachers, in particular, in planning and evaluating methods .

JUSTIFICATIONS FOR USING REMEDIAL SUPERVISION:

1. Inadequate pre-service education and weak classroom teaching practices suffered by novice teachers who are graduates of pre-service teacher preparation institutions in general.
2. The failure of the erroneous practices prevalent in educational supervision programs with their methods, methods and tools, and the resulting negative relations between the parties to the supervisory process.
3. The pursuit of educational innovations and educational innovations, their abundance in quantity and quality, their continuous pressure on the school and on the parties to the supervisory process, and the lack of an effective technical supervisory system that absorbs them, represents them and benefits them in its practice, and in developing the positive attitude of teachers in selecting and experimenting with them, and in possessing the necessary performance competencies. In practicing what suits them and chooses them (Dweik and Adas, 1989).

OBJECTIVES OF REMEDIAL SUPERVISION:

1. Improving the teaching and learning process.
2. Helping the teacher to improve his performance in the classroom.

3. Using the classroom visit method is more effective by planning and determining what can be seen during teaching and recording the process of observation, then discussing and analyzing the teacher's performance and planning a new lesson by modifying the teacher's behavior and performance for the better by getting rid of his weaknesses and focusing on the strengths.
4. Helping the teacher to adjust his educational performance by accepting and experimenting with new appropriate methods and opinions.
5. Helping the teacher to gain more understanding about himself as a teacher.
6. Focusing on analyzing the teacher's work to arouse his desire to gradually change and assimilate a more effective teaching method in education (Al-Zuhri, 1985).

PREVIOUS STUDIES:

Al-Qasim (2007) conducted a study entitled the degree of importance of supervisory methods as perceived by supervisors in the directorates of education in the governorates of northern Palestine. This study aimed to determine the degree of importance of supervisory methods from the point of view of educational supervisors in the directorates of education affiliated to the Palestinian Ministry of Education and Higher Education. The study sample consisted of (176) male and female supervisors distributed over (6) directorates of education, and the study sample consisted of (136) male and female supervisors.

The researcher used statistical treatments of percentages, analysis of one-way variance and test.T. The results showed that the degree of importance of the supervisory methods addressed in the study was very important from the point of view of the educational supervisors, and that there were statistically significant differences between the two methods of classroom visit and educational concerns due to the experience The educational supervisor, especially those with more than (5) years of experience, and the study also showed that there is no statistical significance due to the gender and specialization of the supervisor. Modern and diverse training courses for supervisors to use modern supervisory methods and to diversify educational supervisors in supervisory methods and not to rely on one method of supervision.

Al-Moqed (2006) conducted a study entitled the reality of the supervisory practices of educational supervisors at the UNRWA in the light of the principles of total quality and ways to develop it. This study aimed to identify the reality of the supervisory practices of UNRWA educational supervisors in Gaza in the light of the principles of total quality and ways to develop it. On the quality of teachers' performance, attention to teamwork, effective educational leadership, continuous improvement and excellence, the researcher distributed this questionnaire to a community of (245) educational supervisors and school principals in the Gaza Relief Agency. SPSS the researcher has reached several results, the most important of which are: that the level of supervisory practices of educational supervisors was high, and that the principle of continuous improvement and change ranked first, and the principle of focus on the quality of teachers' performance ranked fifth in the estimates of the sample members. The results showed that there were no statistically significant differences at the significance level (05.0) between the average estimates of both supervisors and managers for the level of supervisory practices of educational supervisors due to the variable of academic qualifications and years of service in the questionnaire. The level of supervisory practices of educational supervisors was high, and the principle of continuous improvement ranked first, while the principle of focusing on quality occupied the performance of teachers in the fifth rank in the estimates of the sample members.

Al-Mudallal (2003) conducted a study entitled A Suggested Perception to Face the Obstacles of Educational Supervision in Gaza Governorates through Contemporary Trends. This study aimed to identify the most important obstacles to supervisory work in the governorates of Gaza from the point of view of educational supervisors in public schools and UNRWA. The professional and social dimension, and the questionnaire was applied to a sample of educational supervisors, which numbered (141) supervisors. To verify the results, the study used several statistical methods, including the standard deviation, T test, Pearson correlation coefficient and Cronbach's alpha correlation coefficient. The study showed that more Obstacles to educational work in the governorates of Gaza, as viewed by educational supervisors, are the economic handicap at (71) percent, the administrative handicap at (70) percent, followed by the occupational handicap at (67%) and the social handicap at (65%).

Karsaw&khawaldeh2006) conducted a study that aimed at evaluating the English language curriculum books from the first to the fifth grade in Jordan with regard to national goals, language skills, teaching aids, content, teaching methods, activity books, teacher's guide, and terminology in curriculum books, and to achieve the study A questionnaire was designed containing (57) paragraphs presented to supervisors and teachers and interviews with supervisors, teachers and students, where the sample consisted of (8) supervisors, (200) teachers and (300) students, and the study used a package of statistical methods, including percentages. The results showed the appropriateness of the curriculum book series in motivating students to communicate in the English language, and the supervisors and teachers expressed their approval of the suitability of the reading material to the level of the students, and the suitability of pictures with the vocabulary in the English language curriculum

books, and also the supervisors and teachers indicated that there is a weakness in the suitability of the objectives in the content. With reality, as well as weakness in reading and pronunciation of new English vocabulary. The study recommended that there be more congruence between the objectives in the books The curriculum and the realistic needs of the students, and that there should be an equal focus on the skills of reading, writing, listening and speaking, and the teacher should be more interested in regulating the use of the textbook while encouraging individual learning.

Al-Babtain (2005) conducted a study entitled Obstacles facing the educational supervisor in the supervision process in the city of Riyadh. This study aimed to identify the obstacles facing the educational supervisor in the supervision process in the city of Riyadh. From the effectiveness of supervisory practices, the researcher used a questionnaire consisting of (60) paragraphs distributed on the following axes (administrative obstacles, technical obstacles, social obstacles, personal obstacles, and material obstacles), and this questionnaire was applied to a sample of educational supervisors in the city of Riyadh, where The sample size was (241) supervisors, and the researcher also used several statistical methods, including Pearson's correlation coefficient, Cronbach's alpha correlation coefficient, percentages and arithmetic mean. The study reached several results, including that the material obstacles limit the effectiveness of supervisory practices to a high degree, and that administrative obstacles limit the effectiveness of supervisory practices to a high degree.

METHOD AND PROCEDURE

STUDY METHODOLOGY: To achieve the objectives of the study, the descriptive survey research method was used as the appropriate method for the current study, in the degree of English language supervisors' practice of remedial supervision from the point of view of English language teachers in public schools in Jerash Education.

STUDY COMMUNITY: The study community consisted of (316) public school teachers in Jerash Education in the academic year 2021/2022, and their number was (204) female teachers and (112) teachers.

STUDY SAMPLE: The study sample consisted of public school teachers in Jerash Education. The sample included (108) female teachers and (94) teachers from Jerash Education. = (202) male and female teachers, as shown in Table No. (1).

TABLE NO. (1). DISTRIBUTION OF THE STUDY SAMPLE BY GENDER, YEARS OF EXPERIENCE

Variable	Level	Repetition
Gender	Male	94
	Female	108
	Total	202
Service years	Less than 5 years	32
	6-10 years	60
	More than 11 years	110
	Total	202

STUDY TOOL: A questionnaire was developed to know the degree of English language supervisors' practice of remedial supervision from the perspective of English language teachers in public schools in Jerash, after reviewing the theoretical literature and referring to the studies, which consisted of four domains and (30) paragraphs.

THE VERACITY OF THE TOOL: The tool's veracity was verified by presenting it to a group of (10) arbitrators with expertise and competence.

THE STABILITY OF THE TOOL: To verify the stability of the tool, Cronbach's alpha coefficient of values was calculated for the domains of the tool, and Table No. 2 shows this

TABLE NO. (2): CRONBACH'S ALPHA VALUES FOR THE TOOL DOMAINS.

Domain	Stability coefficient
Making friendly relations with the teacher	.87
The meeting for planning(Pre).	.86
Observing the teaching process	.91
Analysis of the teaching process	.83

STATISTICAL PROCESSING:

To answer the first question: the arithmetic averages and standard deviations were extracted.

To answer the second question: t-test analysis and mono Anova were used to extract differences.

Standard for judging arithmetic averages. In order to judge the value of the arithmetic average within three categories: (high, medium, and low), the range was divided between the highest and lowest gradation of the resolution, which is $(5 - 1 = 4)$ on the number of arithmetic average distribution categories: 1) - 2.59 (low) and (2.60) - 3.39 (medium). and (3.40-5 high).

PRESENTATION AND DISCUSSION OF THE RESULTS:

First: The results related to the first question, which states: What is the degree to which English language supervisors practice remedial supervision from the perspective of English language teachers in public schools in Jerash Education?

THE FIRST DOMAIN: MAKING FRIENDLY RELATIONS WITH THE TEACHER

To answer this question, the arithmetic averages and standard deviations were calculated and the rank was determined.

TABLE NO. (3) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE DOMAINS, ALL ARRANGED IN DESCENDING ORDER

No	Paragraph	Arithmetic average	Standard deviation	Rank	Score
2	The supervisor uses praise in supervisory meetings	2.68	.50	1	Medium
3	The supervisor visits the teacher for an introductory visit accompanied by teachers of the English Language Committee in the school	2.65	.58	2	medium
4	The supervisor uses multiple types of communication such as phone and mobile to communicate with the teacher	2.64	.58	3	Medium
1	The supervisor asks the teacher to introduce it to the students the teacher is teaching	2.61	.60	4	Low
7	The supervisor refrains from asking for any task related to the teacher's work in the first supervisory meeting	2.56	.66	5	Low
6	The supervisor inquiries about the teacher's personal conditions	2.54	.73	6	Low
5	The supervisor communicates with the teacher outside the school in friendly informal meetings	2.52	.74	7	Low
	Total	2.59	.40	-	Low

Table (3) shows that the degree of English language supervisors' practice of remedial supervision from the perspective of English language teachers in public schools in Jerash Education, in the field of making friendly relations with the teacher, was low with an arithmetic average (2.59) and a standard deviation (40.) The table indicates that Paragraph (2) (the supervisor uses the language of praise and praise in the supervisory meetings), in the first place ranked first, with an arithmetic mean (2.68), a standard deviation (.50) and a medium degree, as came Paragraph (5) (the supervisor communicates with the teacher outside the school In friendly informal meetings.) ranked last with an arithmetic average (2.52) and a standard deviation (.47).

THE SECOND DOMAIN: THE MEETING FOR PLANNING (PRE).

To answer the paragraphs related to this domain, the arithmetic averages and standard deviations were calculated.

TABLE NO. (4) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE FLUENCY DOMAIN ARRANGED IN DESCENDING ORDER

No	Paragraph	Arithmetic average	Standard deviation	Rank	Score
12	The supervisor agrees with the teacher on the teaching skills that will be focused on	2.66	.67	1	Medium
13	The supervisor reviews the assessment tools that the teacher uses in the class	2.63	.69	2	Medium
11	The supervisor sees how the teacher plans the previous lessons	2.62	.70	3	Medium
15	The supervisor plans with the teacher how to view the lesson	2.61	.71	4	Medium
14	The supervisor ensures the teacher's psychological, academic and pedagogical readiness to carry out the lesson	2.60	.72	5	Medium
9	The supervisor helps the teacher prepare tests and enrichment materials	2.60	.72	5	Medium

No	Paragraph	Arithmetic average	Standard deviation	Rank	Score
10	The supervisor directs the teacher to the latest methods of teaching the English language	2.59	.75	6	Low
8	The teacher supervisor participates in preparing the annual and quarterly plans	2.55	.78	7	Low
	Total	2.65	.59	-	Medium

The results in Table (4) showed that the degree of English language supervisors' practice of remedial supervision from the perspective of English language teachers in public schools in Jerash Education, as a whole, was average with an arithmetic average (2.65) and a standard deviation (.59), and the table showed that paragraph (12) The supervisor communicates with the teacher on the teaching skills that will be focused on) she ranked first, with an arithmetic average (2.66) and a standard deviation (.76) and a medium degree, while paragraph (8) was occupied (the teacher's supervisor participates in preparing the annual and quarterly plans.) It ranked last with a average (2.55) and a standard deviation (.78), with a medium degree

THE THIRD DOMAIN: OBSERVING THE TEACHING PROCESS

To answer the paragraphs related to this domain, the arithmetic means and standard deviations were calculated

TABLE NO. (5) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE RISK AND CHALLENGE DOMAIN, ARRANGED IN DESCENDING ORDER

No	Paragraph	Arithmetic average	Standard deviation	Rank	Score
18	The supervisor records the teacher's instructional practices on the note card	2.67	.50	1	Medium
19	The supervisor intervenes in the teaching process	2.60	.57	2	Medium
16	The supervisor let the teacher choose the appropriate class	2.59	.54	3	Low
17	The supervisor sits in a place that does not affect the teaching process	2.59	.54	3	Low
21	The supervisor praises the teacher's performance in front of the students	2.55	.54	5	Low
22	The supervisor leaves before the time allotted for the session ends	2.55	.54	5	Low
20	The supervisor monitors the employment of the teaching aids used	2.54	.54	7	Low
	Total	2.57	.40	-	Low

The results in Table (5) showed that the degree of English language supervisors' practice of remedial supervision from the perspective of English language teachers in public schools in Jerash Education as a whole was weak with an arithmetic average (2.57) and a standard deviation (.40), and the table showed that paragraph (18) which It states that (the supervisor records the educational practices of the teacher in the note card) ranked first, with an arithmetic average (2.67) and a standard deviation (.50) with a medium degree, while paragraph (20) (the supervisor monitors the use of the teaching aids used.) ranked last with an average Arithmetic (2.54), standard deviation (.53), and a weak degree.

THE FOURTH DOMAIN: ANALYSIS OF THE TEACHING PROCESS

To answer the paragraphs related to this domain, the arithmetic averages and standard deviations were calculated.

TABLE NO. (6): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE RISK AND CHALLENGE DOMAIN, ARRANGED IN DESCENDING ORDER

No	Paragraph	Arithmetic average	Standard deviation	Rank	Score
25	The supervisor confirms the distribution of activities over the period of the class	2.68	.45	1	Medium
24	The supervisor directs the teacher to the importance of the role of peer learning "group system" in the classroom	2.64	.47	2	Medium
23	The supervisor instructs the teacher to diversify teaching methods in the English language	2.58	.50	3	Low
30	The supervisor urges the teacher to give the students enough time to solve the exercises	2.58	.54	4	low
29	The supervisor encourages the teacher to diversify the questions	2.54	.58	5	Low
26	The supervisor explains the importance of the teacher's tone of voice in attracting the students' attention	2.53	.59	6	Low
27	The supervisor stresses the importance of using the textbook during the teaching process	2.51	.60	7	Low
28	The supervisor instructs the teacher how to participate with weak students in the teaching process	2.50	.66	8	Low
	Total	2.56	.41	-	Low

The results in Table (6) showed that the degree of English language supervisors' practice of remedial supervision from the perspective of English language teachers in public schools in Jerash Education as a whole was weak with an arithmetic average (2.56) and a standard deviation (.41), and the table showed that paragraph (25) which states (the supervisor confirms the distribution of activities over the time of the class) has occupied the first place, with an arithmetic average (2.68) and a standard deviation (.45) and a medium degree, while paragraph (28) is occupied (the supervisor instructs the teacher how to participate with weak students in the teaching process.) ranked last with an arithmetic average(2.50) and standard deviation (.66), with a weak degree.

SECOND, THE RESULTS OF THE SECOND QUESTION:

The results related to the second question: Are there statistically significant differences at the level ($\alpha = 0.05$) in the degree of practice of English language supervisors in remedial supervision from the viewpoint of English language teachers in public schools in Jerash Education due to the variables (gender, years of experience)?

FIRST: THE GENDER VARIABLE

Arithmetic averages and standard deviations were calculated, and the "T" test was extracted for independent samples of the answers of the same individuals, a degree in the degree of English language supervisors' practice of remedial supervision from the point of view of English language teachers in public schools in Jerash education according to the gender variable, and table (7) illustrates this.

Gender	Number	Arithmetic average	Standard deviation	"T" value	Indication level
Male	94	2.76	.61	.068	.173
Female	108	2.65	.69		

The results in Table (7) indicate that there are no statistically significant differences at the significance level ($\alpha = 0.05$) in depending on the gender variable. Teaching, in addition to the unavailability of a number of qualified trainers to give training courses to teachers in different ways: In addition to the teachers following the traditional methods of teaching, and the failure of the supervisor to activate the different types of educational supervision.

According to the variable years of experience: Arithmetic averages and standard deviations of estimates in the degree of English language supervisors' practice of remedial supervision from the point of view of English language teachers in public schools in Jerash Education were calculated, according to the experience variable, and Table (8) illustrates this.

TABLE NO. (8): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF ENGLISH LANGUAGE SUPERVISORS' RATINGS FOR REMEDIAL SUPERVISION FROM THE PERSPECTIVE OF ENGLISH LANGUAGE TEACHERS IN PUBLIC SCHOOLS IN JERASH EDUCATION ACCORDING TO THE VARIABLE YEARS OF EXPERIENCE.

Domain	Experience	Number	Arithmetic average	Standard deviation
Making friendly relations with the teacher	Less than 5 years	32	2.46	.67
	6-10 years	60	2.52	.66
	More than 11 years	110	2.49	.69
Pre planning meeting	Less than 5 years	32	2.66	.71
	6-10 years	60	2.76	.74
	More than 11 years	110	2.64	.79
Teaching process observation	Less than 5 years	32	2.57	.80
	6-10 years	60	2.68	.82
	More than 11 years	110	2.70	.85
Teaching process analysis	Less than 5 years	32	2.50	.87
	6-10 years	60	2.57	.88
	More than 11 years	110	2.60	.89
Total	Less than 5 years	32	2.40	.88
	6-10 years	60	2.49	.76
	More than 11 years	110	2.55	.88

The results in Table (8) indicate that there are apparent differences between the arithmetic averages of a degree in the degree of English language supervisors' practice of remedial supervision from the viewpoint of English language teachers in public schools in Jerash, according to the experience variable, as the owners of his category (more than 11 years) obtained The total score on the highest arithmetic average reached (2.55), followed by the owners of the category (less than 5 years), as their arithmetic average reached (2.40), and to determine whether the differences between the averages are statistically significant at the level ($\alpha = 0.05$) a mono analysis of variance was applied and came The results of the analysis of variance are as shown in Table (9).

TABLE NO. (9): THE RESULTS OF THE ARITHMETIC MONO ANALYSIS OF VARIANCE TEST FOR THE DEGREE OF ENGLISH LANGUAGE SUPERVISORS' PRACTICE OF REMEDIAL SUPERVISION FROM THE POINT OF VIEW OF ENGLISH LANGUAGE TEACHERS IN PUBLIC SCHOOLS IN JERASH EDUCATION, ACCORDING TO THE VARIABLE YEARS OF SERVICE.

Domain	Contrast source	Sum of squares	Average squares	Calculated 'F' value	Indication level
Making friendly relations with the teacher	among groups	.109	.056	.165	.32
	within groups	107.8	.345		
	Total	107.			
Pre planning meeting	among groups	.937	.469	1.43	.27
	within groups	108.4	.346		
	Total	109.4			
Teaching process observation	among groups	.521	.261	1.68	.30
	within groups	80.9	.258		
	Total	81.5			
Teaching process analysis	among groups	.287	.148	.72	.41
	within groups	61.0	.196		
	Total	61.3			
Total	among groups	.006	.004	.018	.75
	within groups	82.6	.264		
	Total	82.6			

The results in Table (9) showed that there were no statistically significant differences at the level ($\alpha = 0.05$) of the degree of English language supervisors' practice of remedial supervision from the perspective of English language teachers in public schools in Jerash, according to the variable of experience.

RECOMMENDATIONS

1. Giving joint training courses between English language supervisors and teachers in remedial supervision.
2. Reducing the number of teachers of English language supervisors so that they can better implement the stages of remedial supervision.
3. Increasing interest in adopting the remedial supervision method in the English language in the supervision process in government schools.

4. Reducing the teaching burden on the English language teacher so that he can do his duty in the best way.

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