

Teachers Voices-Using E-Portfolios as an Alternative Evaluation Tool with Students Suffering from Reading Difficulties

Dr. Mansour Alwraikat

Department of Curriculum & Instruction
Faculty of Educational Sciences
The University of Jordan
Amman 11942 Jordan

Abstract

The purpose of this study was to examine teachers' estimates towards the use of e-portfolios as an alternative evaluation tool with students suffering from reading difficulties. The study sample consisted of (122) students; a self-administered questionnaire was used for data collection. Content validity was achieved by submitting the questionnaire for evaluation by educational experts. Reliability was ensured by computing the Cronbach's alpha coefficient of the internal consistency (0.87). Results showed that teachers' evaluation for the reading weakness using the e-portfolio in general for the student in their first classes was moderate, with a mean of (3.59), and standard deviation (0.49). There were statistical differences between mean scores for the reading weakness from teachers' point of view, with regard to their (gender, academic qualification, experience, and age). There were statistical significant differences due to the interaction between gender and experience, and between gender and age.

Keywords: E-portfolio, teachers, reading, difficulties, evaluation, primary education.

1.0 Introduction

As part of its quest for educational reform project toward a more knowledge-based economy since 2002, the Ministry of Education in Jordan had adopted the use of modern techniques of evaluation, which is one of its most prominent features manifested with the use of portfolio by teachers to assess students' performance to support and activate the learning process (Weshah, 2010).

The e-portfolio "is a collection of ideas, insights, feelings, beliefs, and observations that shows a student's efforts, progress, and achievement in one or more areas" (Winzer, 2002, p. 34). The collection of ideas that explain child growth and development over a period of time, and it is marked with the use of several methods to measure the growth and development of maturity over an extended period of time up to a year and then write notes on the evaluation results and save them on a CD (Winzer, 2002). Hughes (2008) has pointed out to the educational possibilities inherent results and learning outcomes of the use of e-portfolio with all learners. The students get the benefit of diversity and flexibility of authentic assessment strategies, which differ in essence from standardized tests, as it can be modified for the benefit of students with different abilities and those with differing learning styles and different cultural backgrounds (Grace, 1992).

The e-portfolio enables teachers to evaluate the growth for the child in his first years in partial through noticing, following up, and documenting how the child observe and act in his first learning skills, for example if he can recognize his name, or if he can differentiate the colors. Through the portfolio, the teacher can format an initial idea about how the child's language has developed during his first years; also, he can point to the aspects of child reading weakness.

The ministry of education in Jordan was affected by the modern developments that give it the opportunity to care about the student primarily, providing all the appropriate and available potentials for the student to make the process of teaching easy inside its educational institutions, and paid more attention for the primary level, specially the first classes which is a very important stage for the student, seeking to increase their thinking and stimulate them through a modern educational frameworks, like using the e-portfolio as a instrument to evaluate and to learn, which used to stimulate teachers on continuing the child education inside and outside the class room.

1.1 Statement of the Problem and Research Questions

Using the e-portfolio considered as one of the development process outputs, and the educational reform that were pursued by the ministry of education in Jordan in light of the Knowledge Economy Project. We noticed that there are some factors that faced the teachers while using e-portfolio as an alternative instrument to evaluate the students with difficulties in reading and writing.

In this study, the researcher has noticed some aspects of the reading weakness with some student at the primary level, during his visits for some primary teachers while he attended some of their summer classes. The researcher found some of the students who cannot remember the alphabets, which means that the student who study the alphabets and memorized them after a while he cannot remember any of them because he did not concentrate and pay attention, also their incapacity to analyze the word to letters and syllables, and they cannot read simple sentences, its syntax, the inability to pronounce words in the right articulation, also they faced difficulties in writing a paragraph, sentences, and even a word. Instead of writing the word and spelled out they draw it, and we can find the lack of incapacity to pronounce the word in its three shapes.

The reasons of the continuing problem of reading weakness are: Lack of teaching methods that satisfy the needs of students, which lead the student to fail in acquiring the basic skills, the length of the curriculum which takes a lot of time and effort from the teacher, failure in estimating the differences between the students and lack of suitability of teaching methods, the curriculum ignorance of students' interests, the summer activities are not linked with the reading program which leads to reading disabilities (Abed, 2008, P. 257).

In light of the researcher insight and notes, some variables were emerged that may affect the teacher in using e-portfolio to reveal the reading weakness with some students such as gender, academic qualification, experience, age, the interactions among them. This study sought to answer the following research questions:

1. What are the important aspects of reading weakness for students at the first primary classes (1st, 2nd, and 3rd) as a result of using the e-portfolio as an evaluation tool from their teachers' point of view?
2. Is there is any statistical differences in reading weakness for students at the first primary classes (1st,2nd,3rd) as a result of using the e-portfolio as an evaluation tool from their teachers point of view with regard to their: gender, academic qualification, experience, and age?
3. Is there is any statistical differences in reading weakness for students at the first primary classes (1st,2nd,3rd) as a result of using the e-portfolio as an evaluation tool from their teachers point of view attributed to the interactions among the variables: gender, academic qualification, experience, and age?

1. 2 The Importance of the Study

The importance of the study stands out on the steady and remarkably increasing of the student is who have difficulties in learning (Alwagfi, 2004, p. 264). We can find that the child learn the reading skill when he realized the relationship between the written symbols, the experience, and the language that he gained from others or from his local environment. After that, he acquires the ability to write and the knowledge of spelling. The child improves his ability in depth understanding of various of reading material and getting the benefits from it through identify it or what he sees of pictures and symbols that transit in his life (Mustafa, 1994, p. 80).

Allam (2007) stated, "the e-portfolio was used way more in language skills, specially writing, and that's referred to the importance of these skills in communication, verbal expression, writing reports, articles, abstracts, and other. This shows the importance of using the e-portfolio to evaluate the student performance and his achievement in Arabic language materials in particular" (p. 196).

If we want to pave the road to the researchers and the teachers of the material to study the reading weakness of the student at their primary level or in any other level, they should determine the weakness aspects and locate a treatment methods and work to fix it once we discovered the mistakes when the student red, after determine these mistakes from the words and sentences that have been on the cards. They should start teaching reading based on a scientific educational method, and modern basis to develop their teaching and to exert an intensive effort to achieve that.

Because the ability to use the textbooks in the main different stages depends on learning reading at the primary level, and to follow up the student's level and improve it, also giving the student a lot of activities or paper work on each lesson or letter so it can be stored in the child memory for the sake of using it in other lessons that will emerge through his studies. That is why it is of great importance to study the impact of variables such as gender, experience, academic qualification, age, and interactions between them and how they affect the teacher's evaluation while using the e-portfolio to evaluate the reading weakness aspects of the student who suffer from difficulties in learning.

1.3 The Purpose of the Study

This study aimed to know the most important areas of reading weakness to the student at their first three classes and to study the impact of gender, experience, academic qualification, and age of teachers while using the e-portfolio as an alternative instrument to evaluate the reading weakness aspects of students in public primary schools in first education directorate of Amman.

1.4 Limitation of the study

- This study was only for the teachers of the primary level (1st, 2nd,3rd) in the governmental schools of first education directorate of Amman, and they put their notes through distributed questionnaire.
- The results of the study depend on the validity and reliability of the study instruments used for this study.

2.0 Literature Review

The existing literature disclosed that only limited number of published studies have been conducted in Arab countries about the use of e-portfolios by teachers as an alternative evaluation tool with students suffering from reading difficulties. Studies were conducted in Saudi Arabia, Jordan, and Egypt. Gersons-Wolfensberger and Ruijssenaars (1997) believe that the reading teachers in the first grade have a huge responsibility on determining the hardness of problems in reading, spelling, and trying to solve these problems.

Flmban (2010) conducted a study in Saudi Arabia to highlight the importance of the portfolio and its use; it reveals different statistical significant point of views between Arabic language teachers for the primary level and the educational supervisors. The group consists of (153) Arabic teachers, (21) educational supervisors. The questionnaire was applied and it consisted of (53) item to achieve the study goals. The study also shows a positive responds with a high degree on the importance of using the portfolio to evaluate the language performance for the 6th grade student. The results show the degree of use for the Arabic teacher of the portfolio to evaluate the language performance was moderate. Also it showed that there were no statistical significant differences between the teachers and the supervisor including the importance of the portfolio, with regard to their qualifications, years of experience, and training courses.

Weshah (2010) conducted a study aimed at exploring the perceived issues of developing a professional portfolio in a Jordanian school. The sample of the study consisted of 43 teachers (19 males and 24 females). The researcher developed a checklist of (15) items distributed on three areas: preparation, organization and evaluation. The researcher calculated means and standard deviations, T-test, One Way (ANOVA), and Scheffé test for post-hoc comparisons. The results of the study revealed that the teachers' perception of the levels of difficulty in developing portfolios was high. There were statistically significant difference ($\alpha = 0.05$) in teachers' perceptions with regard to their gender, experience, and academic qualifications. In addition, results showed that there were no statistically significant differences ($\alpha = 0.05$) in teachers' perceptions with regard to their specialization.

Qahooof (2007) study which aimed to know the effect of the language activities related to the portfolio in developing some of the reading comprehension and writing skills to the 6th grade student, through using the experimental method. The group was chosen from two schools in Egypt at Aljeeza. The experimental group consisted of 40 students; also the control group has 40 students and it has been taught by the regular way. The study instrument was a questionnaire for the reading comprehension skills and writing skills and it has two tests; one of them for the reading comprehension and the other for writing. The researcher has prepared a portfolio which contains a collection of appropriate reading and writing activities, the teacher's guide shows the targets that must be accomplished through activities, and the steps that teacher must follow in teaching and evaluation.

The study reached many results such as, using the language activities that is connected with the portfolio lead to develop reading comprehension skills, and writing skills to the experimental group student, also it give them the chance to practice the good reading and writing. That was confirmed by a comprehension reading and writing application test, also analyzing the content of the portfolio, were the results show differences between the experimental and the control group for the benefit of the experimental group.

Alsaed (2007) conducted a study in Egypt aimed to identify the effectiveness of the portfolio evaluation in developing the collection and creative thinking, also reduce exams anxiety for the student at the primary level in science. The researcher has used a semi experimental approach and this was applied on 80 students from the 5th grade. The study instrument was an achievement, creative thinking, and exam anxiety tests. The results show the superiority of the experimental group in creative thinking and collecting tests, using the portfolio to help to reduce the exam anxiety for them.

The literature indicated that the use of e-portfolio in the field of education has clearly increased in the last twenty years. This use is gaining momentum within educational systems in the world due to its advantages in advancing students learning especially in reading through the ability to link reading activities with daily lives of students. While, the Arabic literature revealed that there are only limited studies that tackled the use of portfolio in its electronic copy by teachers as an evaluation tool with students suffering from learning or reading difficulties.

3.0 Methodology

This study aimed to the know the usage of the e-portfolio as an alternative instrument to evaluate the reading weakness for the student at their first three primary classes and to study the impact of teachers gender, experience, academic qualification, age, and interactions among them, through using survey research method.

3.1 The Sample of the Study

The study population included the first classes teacher (1st, 2nd, and 3rd) at the government schools in Amman first education directorate. The sample was chosen randomly from Amman first education directorate teachers, who participated in the portfolio project in 2008 / 2009 and used the portfolio in its electronic copy to evaluate students who have difficulties in learning including reading. The sample was about (122) teachers.

3. 2 The Instrument

The researcher created a questionnaire formed from two parts; the first one is personal data and the second includes 42 items in its initial image. The validity of the questionnaire has been achieved through sending it to nine educational experts, five of them in curriculum and instruction, and four of them in educational technology.

The researcher had an open mind for all opinions and suggestions proposed by experts and deleted the items which have been consensus to delete it, and editing some items and redrafting it. The instrument consisted in its final draft of 33 item and the answers were given in each item as the following: 1) strongly disagree 2) disagree 3) not sure 4) agree 5) strongly agree. And to make sure of the study instrument stability, the reliability coefficient was calculated in the internal consistency way using cronbach alpha equation for the questionnaire and it reached (0.87).

3. 3 The Study Procedures

The questionnaire was distributed on the sample members to obtain the data, then questionnaires were collected, after that the data was entered on the computer for statistical analysis through the program (SPSS 17-00). In order to explain the results the researcher depends on these averages to evaluate the responses of the sample members on the study instrument items as follows: (3.69-5 high degree) (2.69-3.68 moderate degree) (less than 2.68 low degree). An alpha level of 0.05 was placed prior to examine if data were statistically significant.

3. 4 The Study Variables

1. Gender: it has two categories (male, female).
2. Academic Qualification: it has three levels (bachelor, diploma, high studies).
3. Age: it has three levels (less than 25 years, from 25-29 years, 30 years or more).
4. Experience: it has three levels (less than 5 years, from 5-9 years, 10 years or more).

The dependant variables are the teacher's evaluation degree for the first three primary classes on each item from the reading weakness questionnaire for the students, by using e-portfolio as an instrument to evaluate the reading weakness issue.

4.0 Results and Discussion

The study aimed to know the important aspects of reading weakness for students and to study the impact of gender, academic qualification, experience, age, and the interactions among them on the teacher's evaluation for the reading weakness in student at their primary level-using e-portfolio:

The first question: What are the important aspects of reading weakness for students at the first primary classes (1st, 2nd, and 3rd) as a result of using the e-portfolio as an evaluation tool from their teachers' point of view? To answer the first research question, means and standard deviations for teachers' answers toward the use of e-portfolios on each item on the questionnaire and for the scale as a whole were calculated. Table (1) shows teachers' evaluation for the reading weakness using the e-portfolio in general for the student in their first classes was moderate, with a mean of (3.59), and standard deviation (0.49). This finding corresponds with Flmban (2010) study findings, which indicated a moderate degree of the use of portfolio by teachers. The researcher attributed this weakness to the common mistakes in the curriculum and related to the skills, concepts and values mentioned in the lesson, also choosing the non-suitable strategy to teach the student. In addition, the main reasons related to the teacher who should take advanced courses that makes him capable on simplify the big concepts. Through these courses, the teacher becomes capable on adjusting the levels of various activities, which help him to know the varying of student abilities, which creates the challenging climate among the students.

The nature of these courses aims to increase the motivation of the learner and help him to learn through the instruction provided by the teacher from the activities and the various education methods, which suit their abilities. The teacher should have patience while he is listening to the students so he won't let them feel that they are unable to learn reading skill, also he should listen to them very good, encourage dialogue and discussion with them, pay attention to the psychological state of the student while he is reading so he can continue his successful performance, and avoid helping the students when he can not read fast and open the way for him to continue.

Teachers estimate on the reading weakness of the questionnaire items ranged (2.69-3.95); the weakness was high in 13 items and moderate in 20 items. The highest reading weakness was in the item that stated (lack of student's participation in loud reading) with a mean of (3.95) and a standard deviation of (0.95). The researcher attributed that to the inability of students to stand the concepts used by the teacher since they are new. In addition, the teacher himself unable to simplify these concepts for them and that's what make them unable to participate in the loud reading only after few times from group reading.

The item (lack of recognizing the new word) has a mean of (3.92) and a standard deviation (0.78) that due to the inability of the teacher to simplify the new concepts for the students, and that is lead to the teachers' failure to deliver this skill and the new ideas for them. The researcher recommends that there should be modern courses that suit the approach so it can help the teacher to deal with students during the various activities that is connected with the local environment reaching to the necessary skills to simplify it for them.

The lowest score was for the item that stated (Difficulty in copying simple shapes) with a mean of (3.18) and a standard deviation of (1.14). And that's because the student have difficulties in copying the words due to their inability on reading skill capacity and understanding the new skills. Therefore, the teacher is responsible for providing the alternative activities to know their capabilities and needs. Moreover, to work on increasing their moral through convincing the students to do the required assignments, and assign the right tasks that suit their movement potential on copying gradually which means to start from the easier to the moderate to the difficult.

The item that stated (Suffering from some visual problems) has a mean of (2.69) and a standard deviation of (1.29). The researcher think that the teacher is able to find out the provision of proper lighting in the places of sitting, especially for students who suffer from poor vision, being keen to provide enough light in the classroom, and to encourage vulnerable students with poor vision to wear medical glasses constantly.

Second question: Is there is any statistical differences in reading weakness for students at the first primary classes (1st,2nd,3rd) as a result of using the e-portfolio as an evaluation tool from their teachers point of view with regard to their: gender, academic qualification, experience, and age?

Third question: Is there is any statistical differences in reading weakness for students at the first primary classes (1st,2nd,3rd) as a result of using the e-portfolio as an evaluation tool from their teachers point of view attributed to the interactions among the variables: gender, academic qualification, experience, and age?

To answer the second and third research question, means and standard deviations for reading weakness degree for the student from teachers' answers toward the use of e-portfolios with regard to their gender, academic qualification, age, and experience were calculated: Table (2) shows that that there are statistical differences between mean scores for the reading weakness degree for the student from teachers point of view with regard to their (gender, academic qualification, experience, and age). This finding corresponds with the findings of Weshah (2010), where the findings indicated significant statistical differences among teachers using the portfolio with regard to their gender, academic qualification, and experience. The researcher attributed that to the educational experience, which is playing an important role in teaching the student, and using appropriate educational strategies that suit their potentials. In addition, the diversity in educational activities, the use of alternatives solutions and appropriate proposals to the mentality of the student. There was no relationship, which indicates that gender, academic qualification, experience, and age are connected with teaching the student reading skills. Analysis of variance was conducted to determine any statistically significant differences. Table (3) shows that:

- There was no statistical significant differences between the means for the reading weakness of the students from the teachers point of view attributed to gender, where $p = (.125)$, (at $p < 0.05$). The researcher thinks that gender has nothing to do with the weakness of the students, in terms of receiving information, which both of male and female receive the information at the same level, but the difference attributed to the individual differences between them.
- The lack of statistical differences between the means for the reading weakness of the students from the teachers' point of view attributed to the academic qualification for the teachers, where $p = (.305)$, (at $p < 0.05$). The researcher believes that academic qualification has nothing to do with the weakness, since it has the same specialist. The reading skill does not need any high scientific qualifications. Where any teacher can pass this skill to the students; the issue is how to pass the information and present this skill. This is where we may find some variations among teachers due to their academic qualification.
- The lack of statistical differences between the means for the reading weakness of the students from the teachers' point of view attributed to the experience, where $p = (.079)$, (at $p < 0.05$). The weakness in reading does not attribute to the experience variable among the teachers, because reading skill does not need a high experience it needs a capable and competent personality in giving the information to the students.
- The lack of statistical differences between the means for the reading weakness of the students from the teachers' point of view attributed to the age, where $p = (.864)$, (at $p < 0.05$). According to the researcher age has no role in the delivery of information to students, as age does not pose any motive when the teacher improves the information he delivers, and the reading skills of students depend on how the delivery of information and the establishment of this information with the students minds.
- The lack of statistical significant differences between the means for the reading weakness of the students from the teachers' point of view due to the interaction between age and experience, where $p = (.478)$, (at $p < 0.05$). Neither individually nor combined the age and experience, all of them had statistically significant differences for the reading weakness of students from the point view of the teachers.
- The lack of statistical significant differences between the means for the reading weakness of the students from the teachers' point of view due to the interaction between the academic qualification and age, where $p = (.813)$, (at $p < 0.05$). Neither individually nor combined the academic qualification and the age, all of them had statistically significant differences for the reading weakness of students from the point view of the teachers.
- There was a statistical significant differences between the means for the reading weakness of the students from the teachers' point of view due to the interaction between gender and experience, where $p = (.043)$, (at $p < 0.05$). Neither individually nor combined the gender and the experience, all of them had statistically significant differences for the reading weakness of students from the point view of the teachers.

- The lack of statistical significant differences between the means for the reading weakness of students from the teachers' point of view due to the interaction between academic qualification and experience, where $p = (.113)$, (at $p < 0.05$). Neither individually nor combined the academic qualification and the experience, all of them had statistically significant differences for the reading weakness of students from the point view of the teachers.
- The lack of statistical significant differences between the means for the reading weakness of student from teacher's point of view attributed to the interaction between gender and academic qualification, where $p = (.925)$, (at $p < 0.05$). Neither individually nor combined the gender and the academic qualification, all of them had statistically significant differences for the reading weakness of students from the point view of the teachers.
- There was a statistical significant differences between the means for the reading weakness of students from the teacher's point of view due to the interaction between gender and age, where $p = (.049)$, (at $p < 0.05$). Neither individually nor combined gender and age, all of them had statistically significant differences for the reading weakness of students from the point view of the teachers. Figure (1) illustrates interaction between gender and age:

We can see from figure (1) that the teacher's evaluation for the reading weakness increased directly with the age. For the female teachers the highest estimate for reading weakness of student was for the age group (26-30) years. In figure (1) for the interaction between gender and age indicates that the teachers evaluation for the reading weakness of students increased directly with the age, which implies that whenever the teacher gets old the less his estimate became for reading weakness through using e-portfolio. While this weakness appears on the females who are among (26-30), there is no specific explanation for this limited age group, but the researcher may attribute that to some psychological factors and this beyond the goal of our research.

- There was a statistical significant differences between the means for the reading weakness of students from the teachers point of view due to the interaction between gender and experience, where $p = (.043)$, (at $p < 0.05$). Figure (2) illustrates interaction between gender and experience:
- It appears from figure (2) that the highest evaluation for the reading weakness of students was for the female teachers who have more than 10 years of experience, where the less evaluation for the reading weakness was for the male teachers who have more than 10 years of experience. Through figure (2), we can see the interaction between gender and experience shows that the highest estimate for reading weakness was for female teachers who have more than 10 years of experience, and the lowest estimates for male teachers who have more than 10 years of experience. While the differences in experience between the male and female teachers were equal, we can notice that the increasing of experience has negative role in learning reading skill to the students. Moreover, that does implies that the experience has no limits in reading skill.

5.0 Recommendations

1. The necessary need of using e-portfolio as one of the alternative evaluation methods with children who have difficulties in learning.
2. Hold training courses for teachers in service to train them on how to evaluate the performance of the children who have difficulties in learning.
3. The need for universities and institutions to prepare their graduates to have all the knowledge, and efficiency, in the way of using e-portfolios as one of the alternative evaluation methods.

References

- Alsaed, A, A. (2007). The evaluation effectiveness in portfolios to improve gaining, creative thinking and to minimize the anxiety in the science exams of primary level students. The Science Education Magazine, The Egyptian association for science and education. Ain Shams University, 10 (4), 87-113.
- Mustafa, F. (1994). Child and reading. (1st ed.). Egyptian Lebanese Institution: Cairo.
- Alwaqfee, R. (2004). Basics of special education, Johiana's Institution for Publishing: Amman, Jordan.
- Abed, S. (2008). Educational preparation and training, Train and develop the potential of schools manager and supervisor. (1st ed.). Al khaleej Institution: Amman, Jordan.
- Flmban, A, A. (2010). The reality of using the e-portfolio by the arabic teachers for the 6th grade students in Mecca. Unpublished Master Thesis, Umm Al Qura University.

- Qahooof, A, I. (2007). The impact of the language activities that is related to the e-portfolio in developing the writing and reading skills for the 6th grade students. Unpublished Dissertation, Egypt, Ain Shams University.
- Allam, S, A. (2007). The alternative educational evaluation: Its methodology and theoretical basics and its field application. Cairo, Arabic Thought Institution.
- Gersons-Wolfensberger, D., & Ruijssenaars, W. (1997). Definition and treatment of dyslexia: A report by the committee on dyslexia of the health council of the Netherlands. *Journal of Learning Disabilities*, 30, 209-213.
- Grace, C. (1992). The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children. Retrieved on May 4, 2012 from <http://searcheric.org/digests/ed351150.html>
- Hughes, J. (2008). Exploring eportfolios and weblogs as learning narratives in a community of new teachers. *Journal of International Society for Teacher Education*, 12(1), 38-48.
- Weshah, H. (2010). Issues of developing a professional teaching portfolio in Jordan. *European Journal of Social Sciences*, 15(1), 97-114.
- Winzer, W. (2002). Portfolio use in undergraduate special education introductory offerings. *International Journal of Special Education*, 17(1). Retrieved on March 12, 2012 from <http://www.internationaljournalofspecialeducation.com/>

Table 1: Means and standards deviations for teachers' answers toward the use of e-portfolios.

No.	Item	Means	Standard deviations	Degree of weaknesses
25	lack of student's participation in loud reading.	3.95	.95	high
3	lack of recognizing the new word.	3.92	.78	high
15	Unable to write and pronounce the alphabet letters when hearing it.	3.92	.91	high
26	Weak references and books in the school, which does not fit with the preferences and the level of students causing a reading weakness.	3.89	1.05	high
1	Inability for the student to use inflections correctly with words.	3.88	.76	high
27	Lack of proper alphabet letter within schoolbooks.	3.83	1.17	high
24	Deficiency within school curriculum for treating and developing students reading and writing.	3.81	1.07	high
6	Utterance of letters correctly.	3.74	.87	high
2	Recognizing the meaning of new vocabulary.	3.73	.80	high
21	Usually erasing during writing.	3.72	.99	high
8	Accuracy of the reactionary movement of the eye from the last line of writing to the first next line.	3.70	.88	high
11	Using dialogue and discussion during lessons.	3.70	.96	high
4	Using inflections tools correctly in the end of words.	3.69	.87	high
28	Difficulty in realizing letters and words.	3.67	1.06	moderate
32	Mispronouncing between silent and pronounced definition letter. *	3.65	1.37	moderate
10	Using new words in useful sentences.	3.60	.91	moderate
29	Writing letters with odd forms.	3.59	1.16	moderate
13	Conform words within its internal construction.	3.58	.86	moderate
16	Mistakes in reading similar words and letters.	3.58	.87	moderate
5	Correct pronunciation in terms of: non-additive, deletion, substitution, the progress or delay, and repetition.	3.57	.86	moderate
31	Uncertainty of direction while reading.	3.57	1.32	moderate
12	Fully aware of syntax in terms of correct pronunciation and writing.	3.55	.91	moderate
7	Fully aware of the rhythm in terms of high or low sound.	3.54	.91	moderate
9	Correctly using inflections for a whole word.	3.50	.93	moderate
23	Distances are not equal and non-logical between letters and words.	3.50	1.00	moderate
20	Tiredness and staring while writing.	3.46	1.13	moderate
30	Missing a line or more during reading.	3.44	1.22	moderate
14	Quick reading according to the proper speech.	3.41	.94	moderate
22	Missing letters, sections, and full words.	3.40	.97	moderate
18	Distorts the word in the forms of letters during reading.	3.32	1.10	moderate
17	Write letters and words from back to front (opposite direction).	3.19	1.08	moderate
19	Difficulty in copying simple shapes.	3.18	1.14	moderate
33	Suffering from some visual problems.	2.69	1.29	moderate
	Total	3.59	.49	moderate

* Silent and pronounced definition letter in Arabic language refer to using the (AL), /ashams, /alqamar/.

Table 2: Means and standard deviations for teachers answer with regard to their gender, academic qualification, age, and experience.

Variable	Variable Levels	Gender								
		Male			Female			Total		
		No.	Mean	S.D	No.	Mean	S.D	No.	Mean	S.D
Experience	Less than 5 years	41	3.02	.33	18	2.85	.30	59	2.97	.33
	5-9 years	30	3.01	.36	17	3.01	.36	47	3.01	.36
	More than 10 years	8	2.72	.37	5	3.26	.12	13	2.93	.40
Age	Less than 25 years	17	3.02	.27	5	2.88	.23	22	2.99	.26
	25-29 years	41	3.02	.35	22	2.96	.36	63	3.00	.35
	More than 30 years	22	2.95	.36	13	3.02	.34	35	2.98	.35
Academic Qualification	Diploma	14	2.99	.34	8	3.06	.36	22	3.02	.34
	BA	58	2.97	.36	23	2.88	.33	81	2.95	.35
	Graduate Studies	8	3.09	.32	9	3.11	.29	17	3.10	.29

Table 3: Interactions of the variables: Gender, academic qualification, experience, and age.

Source of variations	Sum of Squares	Df	Mean Square	F	P
Gender	.509	1	.509	2.398	.125
Academic Qualification	.511	2	.255	1.204	.305
Experience	1.106	2	.553	2.607	.079
Age	.062	2	.031	.146	.864
Age # Experience	.315	2	.158	.743	.478
Gender # Age	1.325	2	.663	3.123	.049*
Academic qualification # Age	.334	4	.083	.393	.813
Gender # Experience	1.381	2	.691	3.255	.043*
Academic qualification # Experience	1.632	4	.408	1.923	.113
Gender # Academic qualification	.033	2	.017	.078	.925
Standard deviation	19.943	94	.212		
Total	27.116	117			

Figure 1: Shows interaction between gender and age.

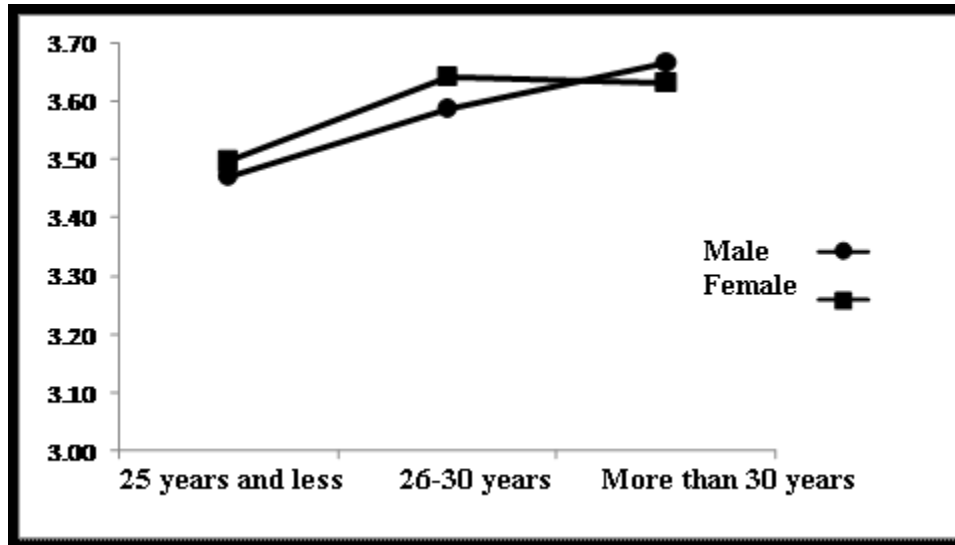


Figure 2: Shows interaction between gender and experience.

