

The Effect of Implementing the Interactive Board in Teaching English Language on Improving the Writing Skill of Students with Learning Difficulties and Their Attitudes towards it in the Southern Mazar District

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Abstract

This study aimed to reveal the effect of implementing the interactive board in teaching English language on improving the writing skill of students with learning difficulties and their attitudes towards it in the Southern Mazar District. The scale included seven questions distributed over seven criteria and an attitude scale consisted of (20) items with a triple Liker scale. The study sample consisted of (50) male and female students in two sections, in the first semester of the academic year 2021/2022. They were chosen by the purposive method. One of the sections was randomly chosen as an experimental group with (25) male and female students taught using the interactive board, and the second group as a control group with (25) male and female students taught through the traditional method. The study results showed that there was a statistically significant difference at the significance level ($\alpha = 0.05$) between the two arithmetic means for the performance of the two study groups on the writing skills test collectively and individually attributed to the variable of teaching method in favor of the performance of the experimental group which was taught writing skills using the interactive board compared to the performance of the control group which was taught using the traditional method where the effect size was also high. The study also showed that there were no statistically significant differences at the significance level ($\alpha = 0.05$) between the arithmetic means of the performance of the two study groups on the writing skills test collectively and individually ascribed to the gender variable, and the interaction among the variables of teaching method and gender. The results also showed positive attitudes of the experimental group towards the use of the interactive board.

Keywords: interactive board, writing skill, attitudes, learning difficulties.

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INTRODUCTION

The teaching profession is one of the greatest professions because it plays an important role in constructing the future of individuals and societies. Teachers seek to provide knowledge to individuals at all stages, starting from kindergarten to university, but they often encounter great challenges represented in increasing interest for learning among students in different school stages as well as different difficulties that students may encounter.

Education has been and still is mainly concerned with children who suffer from many problems, including educational problems such as problems in learning to read and write, audio and visual memory disorders- and they were called children with learning disability (Al-Sayed, 2003).

Educators realized that there are a number of children with learning difficulties, especially in terms of disability, deficiency or disorder in written language. The literature indicates that the first interest in difficulties of learning writing was in 1971 AD when James Hinshelwood, a French doctor, presented the first acceptable leaflet describing the causes of disorders and methods of intervention to deal with them (Rashid, 2002).

Therefore, the modern approach of education and teaching has sought to take advantage of modern technology tools due to their benefits and facilities and to achieve an added value to the educational and learning process. There is no doubt that technological developments have improve the learning and teaching process due to their ability to communicate the idea to the learner through sound and image .and video. Further more ,they are time and effort – saving. This provides the teacher with enough time to help the learner to have theoretical and applied practice of what he has learned for further enhancement of experience or skill that are accessible and longer retention. (Al-Omari and Al-Momani, 2011).

The previous years witnessed huge break through sin the technological innovations related to the field of education, and the elements of the education system at their different levels were affected by these technological innovations. as a result, the role of both the teacher and the learner have changed and the patterns and forms of knowledge and methods have also varied to meet the requirements of the age.

The introduction of technological innovations into the classroom will change the form of the existing relationship between the teacher and the learner and reformulate it through development and changing the roles where the teacher's role will shift from the controlling tutor to the facilitator, guide and planner of the educational-learning process in proportion to the learners' needs and attitudes. (Amin, 2007).

The interactive board is one of the technological innovations that are dealt with by touch, and it is used to display face to face or online educational activities and programs for the learners. It is a kind of sensitive board that is interactive and used to make presentations on the computer from a variety of applications, including PowerPoint, Microsoft Office programs and others (Suwaidan, 2008).

THE PROBLEM OF THE STUDY IS DETERMINED BY THE FOLLOWING QUESTIONS:

- 1- What is the effect of using the interactive board on improving the writing skill of students with learning difficulties?
- 2- Were there statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the two arithmetic means for the performance of the study sample on the writing skills test collectively and individually attributed to the two variables: teaching method (traditional, interactive board), gender and the interaction between them?
- 3- What are the attitudes of the experimental group towards implementing the interactive board?

STUDY HYPOTHESES:

- **H01:** "There was no statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the two arithmetic means for the performance of the study sample on the writing skills test ascribed to the teaching method (traditional, interactive board)".
- **H02:** "There was no statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the two arithmetic mean of the study's performance on the writing skills test due to gender."
- **H03:** "There were no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the arithmetic means of the study members' performance on the writing skills test due to the interaction between the two variables: the teaching method (traditional, interactive board) and gender."

OBJECTIVES STUDY:

This study aimed to reveal the effect of using the interactive board in improving the writing skill of students with learning difficulties in its basic standards, and to determine the differences between the study members according to the method of teaching and gender. It also sought to reveal the attitudes of students with learning difficulties towards implementing the interactive board.

STUDY SIGNIFICANCE:

This study derives its importance in that it is an attempt to find out the effect of using the interactive board in improving the writing skill of students with learning difficulties and their attitudes towards it. The importance of this study is that:

- It may add new generalizations and ideas about the effectiveness of using the interactive board in improving students' performance, especially students with learning difficulties.
- It may provide an educational guide for the impact of using the interactive board in education which may tackling the poor performance of students with learning difficulties, especially their weakness in writing skill.
- It may help teachers identify the importance of the application and use of the interactive board in education .This may result in the development of teaching methods used in schools with the aim of improving the performance of students with learning difficulties, especially in writing skill.
- It may provide teachers with useful knowledge about the procedures for implementing lessons using the interactive board for students with learning difficulties, and how to choose the most effective activities that are expected to provide students with the targeted knowledge, skills and understanding.
- It may help educational supervisors to encourage, train and guide learning difficulties teachers to use the interactive board in line with modern learning theories in educational psychology.
- It may be useful for those in charge of planning learning difficulties curricula to include interactive board-based activities or modern technological tools in general as provided by the guide prepared by the researcher.

STUDY LIMITATIONS:

This study was conducted within the following limits:

1. This study was applied to students with learning difficulties in public schools containing a smart board in their private sections in the Southern Mazar District.
2. The study was conducted in Southern Mazar district schools in the first and second semesters of 2021/2022 AD.
3. The writing skill exercises and activities were selected from the English language book.
- 4.The study tool was prepared by the researcher, the interactive board software to display the written exercises in the special guide, an achievement test to measure the degree of achievement, and a tool to measure students' attitudes towards using the interactive board.

5. The results of the study were determined by the validity and reliability of the study tool and the responses of the study sample.

RESEARCH TERMS:

-EFFECT: It is the score left by something as a result of the event (Abdul-Fattah Hassan, 2001, pg. 30).

- ENGLISH : a Germanic language that originated in England and is the most widespread language in the world due to the cultural, economic, scientific, political and military influences in the British Empire and then the United States of America (Mohammed Al-Hassan, 1993, p. 1).

-INTERACTIVE BOARD: A sensitive electronic display screen that is dealt with by touch and is connected to a data display device where interaction with different applications occurs to enrich the process with various activities, programs and videos. (Hamza Al-Jabali, 2006, p. 92).

- LEARNING DIFFICULTIES: a condition that results in a continuous decline in the student's academic achievement compared to his classmates. The reason for this is not due to a visual, motor, or hearing handicap, dementia, psychological instability, family and social conditions. They refer to decline in one or more different learning skills such as basic skills of reading, writing, arithmetic skills, intellectual processes (memory, discrimination, concentration), the ability to speak, listen, perceive and think.

THEORETICAL LITERATURE:

This chapter includes a presentation of the theoretical framework and previous studies related to the subject of the study, as follows:

FIRST, THE THEORETICAL LITERATURE:

Writing is one of the most important means of human communication. It can even be said that it is one of the main products that we seek to achieve through teaching Arabic language. It is one of the life skills by which a person serves himself. If, in ordinary everyday situations, a person expresses his thoughts and feelings without the need to be eloquent, it becomes a necessity when he writes an article for a newspaper or magazine. Written expression has great social values as society needs written expression to codify knowledge and science, to preserve public and private works. The writing value is manifested in preservation of human heritage along its ancient and new stages. In addition, it relates the achievements of the present peoples with their past. This value takes its high place through the respect and appreciation people with talents in written expression enjoy in their society as being reliable in various aspects of life such as propaganda, politics, and guidance as well as in the artistic and aesthetic writings (Hadeeb, 2003). The interactive whiteboard is a "board connected to a computer similar to a touch screen and the computer is monitored by this board which serves as a computer desktop. It is a substitute for a data show and has touches of modernization and change" (Saraya, 2009, p. 167).

Of the indicators of the existence of learning difficulties is the difficulty of school learning, which means that learning problems are considered as the main sign for difficulty in learning. As for the problems accompanying these difficulties, they are results rather than criteria. Learning difficulties appears in distraction, hyperkinetic behavior, and problems of basic psychological processes represented in the defects in the functions of auditory, visual and motor perception, attention, memory, language, imagination, emotion and so on. Furthermore, there are psychological and environmental problems related to the nature of the environmental climate, and psychological problems related to the teacher's weak behavior in the class, or his academic competency, and his ability to deal with the student's problems in the learning process (Rashid, 2002).

The interest in introducing modern technology into education has increased due to its benefits and facilities along with the added value to the educational and learning process. The interactive board is among the most important of these developments due to its importance and its recent introduction into the educational process in our schools where is possible to display learning materials in an attractively and interactively (Al-Omari, 2014).

The interactive board has an important effect on the educational process, and it also helps teachers plan before starting the lesson by arranging, organizing and adding some effects and media. It also provides an opportunity to learners to effective interaction and participation in the teaching process and thus the effect of learning remains. The lesson can be reintroduced after it has been recorded to absent students or the entire lesson can be printed out for the class instead of being written, and it can be sent by e-mail. Shortage of teacher scan be solved by using the interactive board in some majors and schools. It can also be used to teach people with special needs where the images used through the interactive board, for example and their movement would attract the attention of people with special needs and maintain the effect of learning. The interactive board flexible in the teaching and learning process (Salem, 2004).

THE ADVANTAGES OF THE SMART BOARD (HAMZA AL-JABALI, 2006, P. 92).

1. Saving time and effort.
2. Storage, playback and printing.

3. Distance learning.
4. Dispensing with pens and chalk.
5. Taking into account individual differences.
6. Interesting and enjoyable presentation of information.

SECOND: PREVIOUS STUDIES:

The researcher reviewed many Arab and foreign studies relevant to the variables of the current study and its topics, arranged from newest to oldest as follows:

Dalabeeh study (2020) aimed to investigate the effect of using smart board on first grade learners' achievement and Attitude in Jordan. The participants of the study consisted of (40) first grade learners. They were assigned randomly into two groups: An experimental group (20 learners) which was taught the four language skills using smart board and group two (20 learners) which was assigned as a control group and taught the four language skills using the traditional method of teaching. Both groups were taught the same material, on the same days of the week. Both groups sat for a pre-posttest to assure that they have the same linguistic ability level in the four skills. Data were collected within six weeks. Means, standard deviations, One-way ANOVA, test were used. The findings revealed that there were statistically significant differences between the mean scores of the experimental and control groups in favor of the experimental group due to the method of teaching (smart board vs. conventional method) in the four skills on the posttest. The findings also showed that there were statistically significant differences between the mean scores of the experimental group learners in the four language skills due to using smart board. The responses of the experimental group learners of the questionnaire for using smart board indicated positive results. Smart board improved to be a vital tool of Attitude regardless time, effort. Several recommendations were presented

Al Hroot study (2019) aimed at investigating the effect of using the interactive board iPad on developing writing skills among 10th grade students and the effect of gender on developing writing skills. The study sample consists of (86) students from the 10th grade students, selected purposely from Alhassad Schools, which is affiliated to The Department of Special Education/ Amman, Khansa and Hosny Fariz Schools which follow the education directorate in Salt. The sample is divided into two groups; experimental group consisting of (23) male students and (20) female students, and a control group consisting of (22) male students and (21) female students. To achieve the objectives of the study the researcher has built writing skills exam, then he guarantees its validity and reliability. He has also built a guide for teaching Unit Twelve "The Earth is Our Mather" and Unit Thirteen "Autism" from Arabic language course for 10th grade. The guide applies experimental group in the second semester of the year 2016-2017. The control group is studied through a conventional way. The study reveals that there is a statistically significant effect at the level of significance ($\alpha = 0.05$) to the use of the interactive board iPad on the developing writing skills, and there was no statistically significant effect to the interaction between using interactive board iPad and gender on developing writing skills among 10th grade students in the Arabic course. In light of these findings the researcher recommends that the ministry of education in Jordan to provide interactive board iPad to Arabic teachers to use it in teaching Arabic skills.

in Hawash study (2018), the objective was to identify the role of using the interactive board in developing educational skills, and identify the attitudes of the students and teachers at upper basic stage towards using the interactive board. The study sample consisted of students and teachers at the upper basic stage across the University County in Jordan. A stratified cluster random sample was drawn from the target population during the second semester of the year 2013/2014. The total number of interviewed persons in the sample is (651), (376) female and male students and (275) female and male teachers in private and public schools. To achieve the objectives of the study, a scale consisted of (40) items was used to assess the perception of the students on the role of interactive board in developing learning skills. Moreover, a scale that consisted of (34) items was used to identify the attitudes towards using interactive board among teachers, in addition to using a scale that consisted of (30) items to identify the attitudes towards utilizing interactive board among students. The credibility and reliability of both instruments were verified using iterative methods and Parson correlation coefficient. The results show that students perceive the interactive board to be highly useful in developing learning skills. The attitudes of the students and teachers towards the use of the interactive board were high. The results show that there are no statistically significant differences between the arithmetic mean of the teachers of the upper basic stage and their tendency towards the use of the interactive table due to the variables of qualification and experience. The study recommends the need to promote the use of interactive board in the educational process, especially in public school.

Hazaimah (2016) conducted a study to find out the effect of using the interactive board in improving writing skill performance of second-grade students in the United Arab Emirates. The researcher chose (61) male and female students from two sections: the first was a control and the second was an experimental. A pre-test was conducted for the two groups to ensure equivalence between the two groups. The students were then trained on writing skills according to the criteria adopted in the study through the use of the interactive board. The

experiment lasted for two months with two sessions per week. The post test was conducted and the results extracted showed a general weakness in the second grade students' performance in writing skill and statistically significant differences between the students' performance of the two groups in writing skill according to the intended standards and in favor of the experimental group that was trained using the interactive board.

(Ting, Tai & Lin, 2015) conducted a study in Taiwan that aimed to reveal the effect of using the interactive board in enhancing learning, developing vocabulary and its impact on the level of language proficiency among basic stage students. To achieve the objectives of the study, a vocabulary test was used. In addition, a questionnaire was used to collect data and conduct interviews to identify the impact of the interactive board on the level of language proficiency among students. The study sample consisted of (134) male and female students from the basic stage and (56) male and female teachers. The study results showed a positive, statistically significant effect of the interactive board to enhances the students' vocabulary learning. The results indicated a positive effect of the interactive board on the students' language proficiency level.

Dahlan (2014) also conducted a study aimed at identifying the effect of the interactive board implementation on academic achievement and the retention of the learning impact of seventh-grade students in Arabic language and their attitudes towards it in UNRWA in Deir al-Balah and Maghazi region. The researcher used the quasi-experimental approach and the study tools consisted of an achievement test and an attitude scale that were applied to a sample of (70) students from the seventh grade students, distributed into a control and an experimental group

The results showed statistically significant differences between the mean scores of the experimental and control groups in the post-achievement test, the deferred test, and the attitude scale in favor of the experimental group and the effect size was large.

STUDY APPROACH:

To achieve the objectives of the study, the quasi-experimental approach was used to reveal the effect of using the interactive board in improving the writing skill of students with learning difficulties in the Directorate of Education in the Southern Mazar District through an experimental and a control group. The experimental group was taught the educational material through the interactive board, while the control group was taught the same educational material by the traditional method. A pre and post achievement test was used for the two groups to measure the extent to which their writing skill improved and another scale was used to investigate the attitudes of the experimental group students towards using the interactive board.

THE STUDY SAMPLE:

The study sample consisted of a group of (50) students with learning difficulties who in particular suffer from difficulty in writing skills. They were randomly distributed into two groups in all schools of the Directorate of Education of the Southern Mazar District which contain an interactive board. The two study groups were chosen in a simple random way, as follows:

- A control group (25) male and female students, who were taught by the traditional method.
- An experimental group (25) male and female students, who were taught using the interactive board.

THE TWO STUDY TOOLS:

To achieve the objectives of the study, the researcher prepared an educational material on the interactive board program for the students with learning difficulties. It consisted of exercises and drills to learn writing suitable for all ages from the second grade to the sixth grade where the student pass through their learning stages. An achievement test was prepared for the two groups for all aspects of the educational material to reveal the effect of the interactive board on improving writing skill .It consisted of (7) questions consisting of 20 -items prepared by the researcher for (7) criteria and a questionnaire was used to measure the attitudes of students with learning difficulties in the experimental group towards using the interactive board.

STUDY VARIABLES:

This study dealt with the following variables:

-INDEPENDENT VARIABLE: Teaching method: (normal method, interactive board) and gender.

-DEPENDENT VARIABLES: writing skills collectively and individually, and students' ratings on the items of the attitude scale together.

RESULTS

This chapter presented the results of the study, which aimed to reveal the effect of the interactive board on improving writing skills in light of the two questions of the study as follows:

THE RESULTS OF THE FIRST QUESTION, WHICH STATED: "WAS THERE A STATISTICALLY SIGNIFICANT DIFFERENCE AT THE LEVEL OF STATISTICAL SIGNIFICANCE (A = 0.05)

BETWEEN THE TWO ARITHMETIC MEANS FOR THE PERFORMANCE OF THE STUDY SAMPLE ON THE WRITING SKILLS TEST ATTRIBUTED TO THE TWO VARIABLES COLLECTIVELY AND INDIVIDUALLY: TEACHING METHOD (TRADITIONAL, INTERACTIVE BOARD), GENDER AND THE INTERACTION BETWEEN THEM?"

The following null hypotheses emerged from this question:

- **H01:** "There was no statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the two arithmetic means for the performance of the study sample on the writing skills test collectively and individually due to the teaching method (traditional, interactive board)".
- **H02:** "There was no statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the two arithmetic means of the study sample performance on the writing skills test collectively and individually due to gender."
- **H03:** "There were no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the arithmetic means of the study sample performance on the writing skills test collectively and individually due to the interaction between the two variables: teaching method (traditional, interactive board) and gender."

To answer this question and verify its accompanying hypotheses; The arithmetic means and standard deviations of the pre-, post- and post-modified performance of the study sample on the writing skills test collectively were calculated, according to the teaching method, as shown in Table (1).

TABLE (1): ARITHMETIC MEANS, AND STANDARD DEVIATIONS OF THE PRE, POST AND POST-MODIFIED PERFORMANCE OF THE STUDY SAMPLE ON THE TEST OF WRITING SKILLS COLLECTIVELY, ACCORDING TO THE TEACHING METHOD

PRE PERFORMANCE				POST PERFORMANCE		MODIFIED ARITHMETIC MEAN	STANDARD ERROR
TEACHING METHOD	GENDER	ARITHMETIC MEAN	STANDARD DEVIATION	ARITHMETIC MEAN	STANDARD DEVIATION		
TRADITIONAL	MALE	198.15	112.59	313.96	70.81	318.92	12.18
	FEMALE	234.00	101.32	324.63	20.42	325.55	11.33
	TOTAL	216.79	106.19	319.51	50.36	420.80	8.37
INTERACTIVE WHITEBOARD	MALE	310.40	52.92	530.38	37.29	522.68	12.72
	FEMALE	227.85	60.30	542.35	17.73	543.96	11.36
	TOTAL	267.47	69.81	536.60	28.84	434.75	8.04
TOTAL	MALE	254.27	103.39	422.17	123.62	318.92	12.18
	FEMALE	230.92	81.75	433.49	112.58	325.55	11.33
	TOTAL	242.13	92.55	428.06	116.93		

Table (1) shows that there was an apparent difference between the pre and post arithmetic mean for the performance of the experimental group taught through the interactive board on the writing skills test collectively, where the value of the post arithmetic mean was higher than the pre arithmetic mean, and there was an apparent difference between the post mean of the performance of the control study group which was taught by the traditional method, and the experimental one who was taught by the interactive board, where the value of the post mean for the performance of the experimental group was higher than the post mean for the performance of the control group. To investigate the statistical significance of the post apparent differences according to the teaching method and after isolating - neutralizing (deleting) the pre differences of the performance of the two study groups on the writing skills test collectively; Two Way ANCOVA was used, as shown in Table (2).

TABLE (2): RESULTS OF THE ASSOCIATED TWO-WAY ANALYSIS OF VARIANCE WITH THE ARITHMETIC MEANS FOR THE PERFORMANCE OF THE POST STUDY MEMBERS ON THE COLLECTIVE WRITING SKILLS TEST ACCORDING TO THE TEACHING METHOD.

SOURCE OF VARIANCE	SUM OF SQUIRES	D.F	MEAN SQUIRE	F VALUE	STATISTICAL SIGNIFICANCE	EFFECT SIZE
PRE TEST (ACCOMPANYING)	4288.049	1	4288.049	2.575	0.116	0.870
TEACHING METHOD	503579.151	1	503579.151	*302.384	0.000	
GENDER	2383.017	1	2383.017	1.431	0.238	
TEACHING METHOD×GENDER	592.676	1	592.676	0.356	0.554	
ERROR	74941.387	45	1665.364			
MODIFIED TOTAL	669935.786	49				

Statistically significant at the level of statistical significance ($\alpha = 0.05$).*

Having a look at the results of the analysis of variance shown in Table (3), it is noted that:

-The value of the statistical significance of the teaching method was (0.000), which is less than the level of statistical significance ($\alpha = 0.05$).

Thus, the first null hypothesis was rejected, and the alternative one was accepted and it stated: **“There was a statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the two arithmetic means for the performance of the study on the writing skills test collectively due to the teaching method (traditional, interactive board).”** From the table of arithmetic means, it is clear that the statistically significant difference was in favor of the performance of the experimental group taught by the interactive board with an average arithmetic mean higher than the modified arithmetic mean for the performance of the control group who taught by the traditional method. The effect size was calculated using the Eta square, which was (0.870); This means that (87.0%) of the variance (improvement) in the performance of the post study sample on the writing skills test was collectively due to the interactive whiteboard.

- The value of the statistical significance of the gender was (0.238), which is greater than the level of statistical significance ($\alpha = 0.05$).

Thus, the second null hypothesis was accepted, and it stated: **“There was no statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the two arithmetic means of the study's performance on the writing skills test collectively attributed to gender.”**

The value of the statistical significance of the binary interaction between the two variables: teaching method and gender was (0.554), which is greater than the level of statistical significance ($\alpha = 0.05$).

Thus, the third null hypothesis was accepted and it stated: **“There were no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the arithmetic means of the study's performance on the writing skills test was collectively due to the binary interaction between the two variables: teaching method and gender.”**

With regard to the performance of the study sample on each of the writing skills test criteria; The arithmetic means and standard deviations of the pre, post and post modified performance of the study sample on each of the criteria of the writing skills test were calculated individually, according to the teaching method, as shown in Table (4).

TABLE (4): ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE STUDY'S PRE, POST AND MODIFIED POST PERFORMANCE ON EACH OF THE WRITING SKILLS TEST CRITERIA INDIVIDUALLY, ACCORDING TO THE TEACHING METHOD.

CRITERION	POST PERFORMANCE					PRE PERFORMANCE		
	TEACHING METHOD	GENDER	STANDARD ERROR	MODIFIED ARITHMETIC MEAN	STANDARD DEVIATION	ARITHMETIC MEAN	STANDARD DEVIATION	ARITHMETIC MEAN
WRITING THE COMPLETE ALPHABETS (TS = 570)	TRADITIONAL	MALE	3.64	48.82	20.85	48.96	15.00	39.34
		FEMALE	3.15	58.82	10.29	57.52	21.00	47.85
		TOTAL	2.35	53.82	16.47	53.41	18.62	43.95
	INTERACTIVE WHITEBOARD	MALE	3.71	67.27	1.41	68.71	8.35	55.60
		FEMALE	3.18	68.49	1.55	68.88	10.98	42.08
		TOTAL	2.29	67.88	1.45	68.80	11.82	48.57
	TOTAL	MALE	2.34	58.04	17.62	58.83	14.36	47.83
		FEMALE	2.20	63.66	9.25	63.20	16.68	44.96
		TOTAL				61.11	15.54	46.31
WRITING WORDS IN A SENTENCE)TS = 570(	TRADITIONAL	MALE	3.80	35.01	18.07	36.04	15.15	17.50
		FEMALE	3.30	45.76	12.02	43.65	20.67	28.08
		TOTAL	2.46	40.39	15.39	40.00	18.65	23.00
	INTERACTIVE WHITEBOARD	MALE	3.87	74.48	9.01	74.79	14.90	41.04
		FEMALE	3.32	74.71	2.58	75.77	8.38	24.23
		TOTAL	2.40	74.59	6.39	75.30	14.50	32.30
	TOTAL	MALE	2.44	54.75	24.22	55.42	18.99	29.27
		FEMALE	2.30	60.24	18.46	59.71	15.58	26.15
		TOTAL				21.31	17.19	27.65
WRITING WORDS IN A PARAGRAPH)TS = 570(	TRADITIONAL	MALE	3.02	40.22	15.88	40.42	16.53	18.75
		FEMALE	2.62	40.80	8.86	39.23	16.97	18.85
		TOTAL	1.96	40.51	12.46	39.80	16.41	18.80
	INTERACTIVE WHITEBOARD	MALE	3.08	74.12	4.87	74.58	14.28	29.17
		FEMALE	2.64	73.48	4.27	74.04	10.13	22.69
		TOTAL	1.91	73.80	4.48	74.30	12.47	25.80
	TOTAL	MALE	1.94	57.17	20.89	57.50	16.01	23.96
		FEMALE	1.83	57.14	19.01	56.63	13.83	20.77
		TOTAL				19.73	14.85	22.30
WRITING WORDS IN AN ESSAY)TS = 570(	TRADITIONAL	MALE	2.75	42.07	13.84	40.21	17.52	22.50
		FEMALE	2.39	44.48	9.87	43.46	23.95	27.31
		TOTAL	1.78	43.28	11.80	41.90	20.82	25.00
	INTERACTIVE WHITEBOARD	MALE	2.81	74.80	5.98	77.71	15.03	37.08
		FEMALE	2.41	79.72	1.58	79.23	10.68	26.54
		TOTAL	1.74	77.26	4.27	78.50	13.77	31.60
	TOTAL	MALE	1.77	58.44	21.81	58.96	17.61	29.79
		FEMALE	1.66	62.10	19.51	61.35	18.17	26.92
		TOTAL				20.47	17.78	28.30
WRITING WORDS THAT EXPRESS YOUR FEELINGS)TS = 570(	TRADITIONAL	MALE	3.41	35.36	10.31	33.75	13.39	17.08
		FEMALE	2.95	30.73	6.28	30.38	16.15	22.31
		TOTAL	2.20	33.05	8.45	32.00	14.82	19.80
	INTERACTIVE WHITEBOARD	MALE	3.47	66.59	11.97	68.13	7.75	34.58
		FEMALE	2.98	73.27	11.17	72.88	8.51	21.54
		TOTAL	2.19	69.93	11.58	70.60	10.39	27.80
	TOTAL	MALE	2.19	50.98	20.68	50.94	13.94	25.83
		FEMALE	2.06	52.00	23.42	51.63	12.66	21.92
		TOTAL				21.92	13.30	23.80
WRITING SENTENCES CONSISTING OF TWO OR THREE WORDS)TS = 570(	TRADITIONAL	MALE	2.67	34.24	11.46	33.75	18.63	23.33
		FEMALE	2.32	37.73	9.47	36.92	18.54	24.62
		TOTAL	1.73	35.98	10.38	35.40	18.20	24.00
	INTERACTIVE WHITEBOARD	MALE	2.72	72.29	4.32	73.96	15.87	36.25
		FEMALE	2.33	74.65	3.93	74.62	12.10	23.85
		TOTAL	2.48	73.47	4.05	74.30	15.12	29.80
	TOTAL	MALE	1.72	53.27	22.21	53.85	18.16	29.79
		FEMALE	1.61	56.19	20.49	55.77	15.34	24.23
		TOTAL				21.14	16.82	26.90
ANALYZING SENTENCES INTO WORDS, WORDS INTO SYLLABLES, AND SYLLABLES INTO SOUNDS)TS = 570(	TRADITIONAL	MALE	3.84	79.97	17.43	80.83	34.34	62.92
		FEMALE	3.33	73.30	10.49	73.46	29.79	65.00
		TOTAL	2.48	76.64	14.43	77.00	31.39	64.00
	INTERACTIVE WHITEBOARD	MALE	3.91	92.28	8.39	92.50	4.92	76.67
		FEMALE	3.36	96.92	5.60	96.92	19.95	66.92
		TOTAL	2.42	94.60	7.29	94.80	15.32	71.60
	TOTAL	MALE	2.47	86.13	14.65	86.67	25.00	69.79
		FEMALE	2.32	85.11	14.52	85.19	24.86	65.96
		TOTAL				14.45	24.75	67.80

* Statistically significant at the level of statistical significance ($\alpha = 0.05$).

As seen in the results of the analysis of variance in Table (4), it is noted that:

-The value of the statistical significance of the teaching strategy and for all criteria is less than the level of statistical significance ($\alpha = 0.05$).

Thus, the first null hypothesis was rejected and the alternative one was accepted, which stated: "There was a statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the two arithmetic means for the performance of the study sample on each of the criteria of the writing skills test individually due to the teaching method (traditional, and interactive whiteboard).

From the table of arithmetic means, it is clear that the statistically significant difference was in favor of the performance of the experimental group which was taught using the interactive board with an arithmetic mean higher than the arithmetic modified mean for the performance the control group which was taught by the traditional method. The effect size was calculated using the Eta square, which was (0.308, 0.707, 0.783, 0.820, 0.778, 0.855, 0.395); This means that (30.8%, 70.7%, 78.3%, 82.0%, 77.8%, 85.5%, 39.5%) of the variance (improvement) in the performance of the post-study sample on each of the writing skills test criteria individually was due to the interactive board.

-The value of the statistical significance for gender and for all criteria is greater than the level of statistical significance ($\alpha = 0.05$).

Thus, the second null hypothesis was accepted, and it stated: **"There was no statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the two arithmetic means of the study's performance on each of the writing skills test criteria individually that was attributed to gender."**

-The value of the statistical significance of the binary interaction between the two variables: teaching method, gender and for all criteria is greater than the level of statistical significance ($\alpha = 0.05$).

Thus, the third null hypothesis was accepted and it stated: **"There were no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the arithmetic means of the performance of the study sample on each of the criteria of the writing skills test individually due to the binary interaction between the two variables: Teaching method and gender."**

The results of the second question, which stated: "What were the attitudes of the experimental group towards using the interactive board?"

In order to answer this question, the arithmetic means and standard deviations of the estimates of the experimental group were calculated to each item of the attitude scale and to them together, as shown in Table (5).

DISCUSSION OF THE RESULTS:

FIRST: DISCUSSION THE RESULTS RELATED TO THE FIRST QUESTION: WHICH STATES "WAS THERE A STATISTICALLY SIGNIFICANT DIFFERENCE AT THE LEVEL OF STATISTICAL SIGNIFICANCE ($\alpha = 0.05$) BETWEEN THE TWO ARITHMETIC MEANS OF THE STUDY'S PERFORMANCE ON THE WRITING SKILLS TEST COLLECTIVELY AND INDIVIDUALLY DUE TO THE TWO VARIABLES: THE TEACHING METHOD (TRADITIONAL, AND THE INTERACTIVE BOARD) GENDER, AND THE INTERACTION BETWEEN THEM?

The results showed that there were statistically significant differences between the arithmetic means of the performance of students with learning difficulties for the performance of the writing skills test collectively and individually in favor of the experimental group. That is, the performance of the students who were exposed to the intended activities using the interactive board was better than the performance of the students who were taught by the traditional method.

The researcher explained this result that the use of the interactive board has a clear impact on the development of many language skills in general and writing skill in particular since its construction depends mainly on attracting attention, stimulating motivation and considering students' needs and abilities through interesting organization and this is what the interactive board may have achieved among students as Students' responses showed during the study application.

This may stem from the multiple features of the interactive board that attracts students' attention and encourages them to be self-motivated while performing the skills. This is a logical result as the performance of writing skills with its various cognitive dimensions is based on the writing standards approved in the study. This was obvious from the high size of impact as a result of their use. This was in accord with what was indicated by some studies, such as Al-Asmari study ((2011), Al Hazaimeh (2016); (Smith, Hardman & Higgins, (2006), and Al Hroot (2019), which showed that the development of students' performance in the targeted skills depends on practice and training, and this is what the interactive board provides.

SECOND: DISCUSSING THE RESULTS RELATED TO THE SECOND QUESTION: WHAT WERE THE ATTITUDES OF THE EXPERIMENTAL GROUP TOWARDS USING THE INTERACTIVE BOARD?

The results showed that the attitudes of the experimental group towards the use of the interactive board was (positive), as students emphasized that the use of the interactive board in teaching makes it interesting, and that it breaks the monotony. The researcher ascribed this to the characteristics and advantages of the interactive board as it attracts attention and triggers motivation through integration of sound, image and movement in the presentation of the educational material and the possible of the learner's kin esthetical and auditory interaction. During the application of the study, the researcher realized the amount of excitement and fun that the students experienced as their reactions confirmed the desire to continue using the interactive board. Thus, the results agreed with (Mathews & Elaziz, 2010), Al-Dalabih (2020). The researcher believed that this confirms the effect of using the interactive board in the educational process, especially for students with learning difficulties, as the results showed that the impact size of its use was high compared to the traditional method.

RECOMMENDATIONS:

1. Supporting teachers and raise their awareness with regard to the use of the interactive board in teaching writing skills for students in basic classes, especially students with learning difficulties.
2. Paying attention to providing in-service teachers with all the knowledge and skills related to technological innovations and their use in the educational process, especially the interactive board
3. The necessity of providing the interactive board technology with its various accessories in schools as possible

because of its special importance to motivate students and increase their active and positive interaction with educational content and applied activities.

4. Drawing specialists in private education to the importance of introducing educational technology into their academic programs and teaching curricula to overcome problems.

5. Conducting more studies on the use of the interactive board in teaching different subjects at various stages, and their impact on some of the different learning outcomes.

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