

The Effect of Using Phonemic Awareness Skills in Improving Reading Difficulties from the Point of View of Teachers in Jerash District

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Abstract

This study aimed to demonstrate the impact of using phonemic awareness skills in improving the difficulties of learning reading from the point of view of the teachers of Jerash Directorate. Arabic for the basic stage, and the necessary data were collected using a questionnaire, and it was applied to the study sample. The results of the study and the evaluation of the study sample revealed that the effect of using phonemic awareness skills in improving phonemic awareness skills and reading in the basic stage in improving reading learning difficulties from the point of view of Jerash directorate teachers from their point of view was average, and the researcher recommended holding training courses in phonemic awareness skill. And the need to pay attention to supporting and improving the skill of phonemic awareness for teaching literary texts for male and female teachers of the Arabic language for the basic stage, and the need to encourage teachers to obtain advanced training courses in phonemic awareness necessary to teach in educational situations in the Ministry of Education.

Keywords: Phonemic Awareness Skills, Reading Difficulties, Basic Stage

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INTRODUCTION

The foundational stage in education is the first educational stage that provides students with basic knowledge and skills for reading, and at this stage their mental and linguistic ability is developed, which is important for them in their acquisition of knowledge and learning to read. The student - who suffers from reading difficulties - faces other problems in many other areas that depend on reading skill in school education (Al-Shahat, 2012).

Reading is one of the most important language skills for basic stage students, and thus the activation of reading is the criterion by which nations are judged on the progress or backwardness of nations. The student learns the facts of the various subjects by resorting to reading these subjects from her prescribed books, and that any weakness in reading will lead to his achievement in all subjects, and this means that all teachers must take great care of their students' mastery of reading skills, otherwise they will suffer with their students In understanding and comprehending the read texts (Abdul-Majid, 2005).

Reading difficulties are among the disorders that affect a large segment of children. The prevalence rate among them ranges between (5-12%), and one of the most important symptoms of reading difficulties in a child is the increase or decrease of a letter in the word, or its pronunciation in the wrong way, as well as slow reading accompanied by poor understanding.

Abd al-Bari (2010) defines phonemic awareness as: the contemplation of the sounds of the (spoken) linguistic structure and their response to it, and their ability to analyze it into its phonemic units (phonemes or syllables) that make up the word, or the formation of a word from different or similar phonemic units, through a process Deletion, addition, or switching between phonemic units, while linking them to these sounds with their letters, to extract the linguistic significance of the word, sentence or text, and these responses are measured through the phonemic awareness skills test that seeks for this purpose.

THE STUDY PROBLEM:

The weakness that appears in the Arabic language has become a clear phenomenon, and it does not need proofs and evidence. It has witnessed weakness and a decline in the linguistic and spelling outcome and in the structures and reading necessary for correct meaning, or related to phonemic awareness skills such as understanding through tracking students in schools.

The researcher reviewed those studies that talked about students' weakness in reading skills, El-Sayed (2016), Al-Darwish (2014), and Marjana (2017).

Based on the foregoing, the researcher finds that the Arabic language teachers for the basic stage have the greatest duty to develop, improve and develop reading skills, especially phonemic awareness in the educational process of Arabic language teachers in the educational field, and to strengthen the linguistic outcome in improving the Arabic language skills for them and their students in the basic stage.

In light of the foregoing, we noticed that teaching phonemic awareness and improving reading difficulties in the basic stage seems to suffer from problems, and then the problem of my research was identified in two

questions as follows:

STUDY QUESTIONS:

1. What is the effect of gender, specialization and experience variables on the use of phonemic awareness skills in improving reading difficulties from the point of view of Jerash District teachers.
2. Is there a statistically significant correlation at the significance level ($\alpha = 0.05$) between the averages of using phonemic awareness skills in improving reading learning difficulties from the point of view of Jerash directorate teachers?

THE IMPORTANCE OF STUDYING:

This study gains its importance from the following points:

1. This study may contribute to shedding light on phonological awareness skills in improving reading difficulties.
2. This study is expected to be a scientific addition to educational research in phonemic awareness skills in improving reading difficulties, and it is expected to pave the way for other scientific studies.
3. Providing Arabic language curricula designers with phonemic awareness skills in a broader way that would contribute to increasing the effectiveness of teaching reading learning, and taking them into consideration when developing teachers' guides.
4. Reducing students' difficulties in learning reading skills.

OBJECTIVES OF THE STUDY

- Revealing the most important causes of difficulties in learning reading for the basic stage from the point of view of their teachers.
- Revealing the methods that teachers can use when improving reading difficulties and the impact of their use on the study sample.
- Revealing the ways of developing phonemic awareness skills and how to use them for primary school teachers.
- Determining the appropriate phonemic awareness skills to improve reading difficulties from the point of view of the teachers of the study sample.

PROCEDURAL TERMS OF THE STUDY:

READING: a complex educational process with a hierarchical shape linked to the age stage in its various degrees, so that each educational stage depends on what is below it, and does not take place without it, and it requires understanding, linking and conclusion (Ashour, 2003).

THE BASIC STAGE: a stage of education that includes grades (first, second, third and fourth) in government schools affiliated with the Jordanian Ministry of Education for the academic year 2020/2021.

PHONOLOGICAL AWARENESS: is the child's ability to perceive the mechanism of linguistic sounds output, and how the sounds are formed together to form syllables, words and sentences, and his ability to intonation and divide the sentence into words, words into syllables, and syllables into sounds; In addition to mixing sounds to form words (Abdul Hamid, 2014).

SKILL: It is the speed, ease and accuracy of performing a work, and it grows as a result of the educational process. (Shehata&Al-Najjar, 2003).

THE LIMITS OF THE STUDY:

This study was carried out within the following limits:

- **HUMAN LIMITS:** This study was applied to the first semester (2021/ 2022).
- **SPATIAL LIMITS:** This study was limited to the schools of Jerash Governorate for the basic stage of the Jerash Directorate of Education.
- **TIME LIMITS:** This study was implemented in the first semester (2021/ 2022).
- **OBJECTIVE LIMITS:** This study dealt with the effect of using phonemic awareness skills in improving the difficulties of learning reading from the point of view of teachers of Jerash Directorate, and used a questionnaire characterized by honesty and reliability coefficient.

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES:

This chapter presents the theoretical framework on which this study is based, which is the use of phonemic awareness skills to improve reading difficulties in terms of their concept, classification, characteristics, specifications, standards, in addition to previous studies related to the subject of the study.

THE FIRST FIELD: reading its concept, its importance, and the causes of weakness

Reading is one of the most important language skills that allow the child to develop his abilities. It is the basis of education in the school, and it represents one of the basic processes that an individual can have in terms of the means of knowledge and multiplication of experience. It is based in its development on the linguistic understanding and the motor and sensory training of skills related to reading. Weakness in reading leads to weakness in all subjects, so teachers must take care of students to master the skill of reading.

Reading is the basis of teaching, learning and success in school. The learner's success in it at the beginning of his life determines his idea of himself, his view of it and also determines his position on his social environment. And his interaction with it, and his personal and social compatibility and help him in the future to form his mind, thought and language (Abdul Hamid, 2003).

The groups that benefit most from phonemic awareness are students of the basic stage in general, and children who face problems in writing, spelling and dictation must be trained in activities to enhance and develop phonemic awareness skills in the early stages of the child, because of this has a great positive impact on the educational process in the coming stages and early treatment of his reading problems (Ashour, 2012).

REASONS FOR STUDENTS' POOR READING:

Al-Buhairi (2006) identified some aspects of reading weakness among students, especially in the lower basic stage of education, including: difficulty in recognizing the sounds within words, replacing words with similar meaning when reading aloud with others, and sometimes reversing, deleting or adding letters in words. When reading, the reading speed always tends to be slow, appearing hesitant, and less expressive when reading.

There are several reasons for students' poor reading, including: (Hafez, 2000, Al-Sheikh, 2001, Abu Al-Dabaan, 2007).

FIRST: Reasons belonging to the learner himself, which are reasons related to specific issues such as physical and health reasons, visual defects, auditory defects, speech and speech defects, poor general health, and lack of mental abilities.

SECOND: The reasons belong to the teacher, and the teacher plays a prominent role in learning to read. Therefore, its efficiency and effectiveness affect the achievement of its students as well as its weakness, and that the teacher is the strong influence on the development of students' reading ability, as it may contribute to poor learning to read, including: 1- The teacher is not aware of the students' linguistic level at the beginning of the school year. 2- Lack of diversity in activities and teaching methods during reading, so that it depends on a repetitive stereotyped style. Teachers often describe students with stupidity, failure, reluctance to study, and delay in achievement. In fact, the teacher himself may be a fundamental reason for everything that the student reaches. From the difficulty of reading, the teacher is the most effective and influential component of the educational process.

THIRD: THE CURRICULUM:

The curriculum may be long and takes more time and effort, so it cannot take into account the individual differences between students, and keep pace with the speed to cover the largest amount of the scheduled curriculum.

FOURTH: LEARNING SOURCES:

Learning resources are among the problems that occupy many researchers in different fields of life. Students with learning resources have mental abilities that are similar to their ordinary counterparts, and may even exceed them. Despite this, their level of achievement is lower than that of their colleagues. There is a classroom attached to the school called the resource room in which students receive Difficulties special educational services, whose conditions and circumstances require more intensive assistance than can be provided to them among ordinary students in the regular classroom; So that they can benefit and learn in the right place, which contains specialized educational programs that guarantee students an education that suits their needs and abilities.

PREVIOUS STUDIES:

Baksh study (2005) Study title: The effect of a summer program on kindergarten children in phonemic awareness skills. This study aimed to develop the phonological awareness skills of kindergarten children at risk of learning difficulties in word recognition, comprehension and pronunciation skills. During the application of the basic indicators test for acquiring word recognition, comprehension and pronunciation skills as a pre and posttest, and then applying remedial programs. The study used the two-group experimental approach. (Results of the study: The results indicate an improvement in the level of children's performance in the speed of recognizing letter sounds at the beginning of writing, and recognizing letter names.

Study (Grawburg, Meghann, 2004): Study title: A training program based on the awareness of phonemic awareness for kindergarten children with speech disorders among students with learning difficulties. The study aimed to identify the impact and effectiveness of a training program based on verbal (phonetic) awareness for the treatment of speech disorders among a sample of students with learning difficulties. The study sample consisted of (28) students with learning difficulties, their ages ranged between (4-6 years) who They have a speech disorder.

Beach, Douglas Study Title: The Impact of a Summer Program on Kindergarten Children on Phonological Awareness Skills. This study aimed to develop the phonological awareness skills of kindergarten children at risk of learning difficulties in word recognition, comprehension and pronunciation skills. Those responsible for the program to develop readiness to learn to read in exchange for an equivalent control, and the procedures for their recognition, the total of the study tools The study used the two-group experimental method (experimental - control). Study results: The results indicate a progression in the children's performance level by (16-18%) in the

speed of recognizing letter sounds at the beginning of a word, and recognizing letter names.

Solomon's study (2015): The study aimed to identify the effect of a phonemic level development program in improving reading skills for a sample of children with Down syndrome, as well as knowing the extent of the program's continuity during the follow-up period. The study sample consisted of (20) children with Down syndrome in Jeddah. They were divided into two homogeneous groups, experimental (10 children) and control (10 children), and their chronological age ranged from (8-12) years. The researcher used the following tools: The Phonological Awareness Scale for Children with Down Syndrome (prepared by the researcher). And a scale of reading skills for the mentally handicapped (prepared by / Farouk Al-Rosan, 1994), and the training program on phonological awareness in developing reading skills for children with Down syndrome (prepared by the researcher). The results of the study indicated the effectiveness of the proposed program in developing the level of phonemic awareness and improving reading skills for children with Down syndrome.

A study (Loudemil, 2015) The study aimed to identify the relationship between reading, reading comprehension and phonemic awareness skills. The study sample consisted of (60) fourth-grade students in Arkansas, and they were divided into two groups, one experimental and the other control. The results of the study concluded that there were statistically significant differences between the two groups in favor of the experimental group, and there was a positive correlation between reading comprehension and phonemic awareness.

The study of Sheta (2016): aimed to determine the impact of a proposed program for developing phonological awareness and its impact on alleviating dyslexia among first-grade students with learning difficulties in Rafha Governorate, Saudi Arabia. The study sample consisted of (34) first-grade students with learning difficulties, their ages ranged between (6-6.5), and they were divided into two groups of equal numbers: experimental and control (17 students in each). The study tools included: the phonological awareness scale, the dyslexia diagnosis test, and the proposed program for developing phonological awareness (prepared by the researcher). The results of the study indicated the effectiveness of the proposed program in developing phonological awareness and alleviating dyslexia among students with learning difficulties in the first grade of primary school.

Zuhair's study (2017): The study aimed to highlight the impact of phonological awareness on learning and comprehension of reading skill as a cognitive function among a sample of 100 children in the primary stage in Algeria, whose ages ranged between 9-11 years, who were randomly selected, and the researcher followed the approach Descriptive to prove or negate the relationship between these two variables by using the French phonological awareness test, and the researcher found a strong correlation between phonemic awareness and reading comprehension of the research group.

The study of Babli (2006): aimed to investigate the effect of a cognitive training program in developing phonemic awareness skills on reading speed and reading comprehension among students with learning difficulties in the primary stage in the State of Qatar. The study sample consisted of (31) students with learning difficulties who were enrolled in the resource room in the fourth grade of primary school for boys, and they were divided into two groups, the first was experimental (15 students), and the other was control (16 students). The researcher applied the oral reading speed test (prepared by / the researcher), the reading comprehension test (prepared by / the researcher), and the standardized audio processing test for children (prepared by / Al-Buhairi et al., 2015) and codified on the Gulf environment. The results of the study showed the effectiveness of the cognitive training program in developing phonemic awareness skills, and the positive impact on reading speed and reading comprehension among students with learning difficulties.

A summary of previous studies and the location of the current study, including:

A review of previous studies shows a number of observations. I have tried to use phonemic awareness. And improving the difficulties of learning to read, and indicated the diversity of the study members, starting from the kindergarten stage, as in the study (Grawburg, Meghann, 2004) and ending with the students of the basic stage, as in the study of Zuhair (2017), and this confirms the appropriateness of using the phonological awareness skill for all ages of the basic stage at different levels. And it revealed the existence of difficulty and weakness among the students in learning to read, which motivated the researcher to conduct this study.

The researcher has benefited from previous studies in developing her study, learning about the curricula of those studies and adopting their procedures, and the researcher has benefited from previous studies in developing research tools, crystallizing the study problem, using the quasi-experimental approach, and benefiting from its results in interpreting the results.

The current study shares with previous studies in its handling of phonemic awareness skills as an independent variable, and the study of improving reading learning, but it was distinguished from previous studies in its handling of phonemic awareness skills within improving reading learning difficulties. The effect of using phonemic awareness skills in improving reading difficulties, which is what the current study sought to achieve.

STUDY METHODOLOGY AND PROCEDURES:

The study relied on the descriptive survey method, as a questionnaire was prepared and developed as a main tool

for collecting data and information from the study sample.

STUDY POPULATION:

The study population consisted of all male and female teachers of the Directorate of Education in Jerash Governorate, for the academic year 2021/2022, according to Jerash Governorate statistics.

THE STUDY SAMPLE:

The study population consisted of male and female teachers, as the sample consisted of (98) male and female teachers from the sample of the study variables in the schools of the Directorate of Jerash Governorate. They were chosen by the stratified random method, where the sample was divided into layers that were taken into account to represent the various variables of the study. The questionnaires were distributed electronically due to the pandemic that the country is going through (Covid-19); Where all the questionnaires were retrieved, and were able to be analyzed and encoded.

The following table shows the study sample by gender, years of experience, and educational qualification.

TABLE NO. (1): FREQUENCIES AND PERCENTAGES ACCORDING TO STUDY VARIABLES

	Categories	Frequencies	Percentages
Job Experience	More than 10	41	41.8
	From 5-9	35	35.7
	Less than 5	22	22.5
Sex	Male	4	4
	Female	94	96
Qualification	Bachelor	72	73.5
	High Studies	26	26.5
	Total	98	100.0%

STUDY TOOL:

The researcher used a questionnaire to identify the degree of using phonemic awareness skills in improving the difficulties of learning reading from the point of view of the teachers of Jerash Directorate.

The researcher also developed the study tool in the form of a questionnaire, which consisted of (27) items distributed on two fields:

- The first field: phonemic awareness skills. It contains (16) items.
- The second field: proving reading difficulties. It contains (11) items.

VALIDITY OF THE TOOL:

To extract the construct validity of the scale, the correlation coefficients of the scale items were extracted with the total score, where the scale items were analyzed and the correlation coefficient of each item was calculated, as the correlation coefficient here represents an indication of the validity for each item in the form of a correlation coefficient between each item and the total score of On the one hand, and between each paragraph and its connection to the field to which it belongs.

The following table shows this.

TABLE(2): CORRELATION COEFFICIENTS BETWEEN PARAGRAPHS, TOTAL SCORE, AND THE DOMAIN TO WHICH THEY BELONG

Item NO	Correlation coefficient with domain	Correlation coefficient with scale	Item NO	Correlation coefficient with domain	Correlation coefficient with scale	Item NO	Correlation coefficient with domain	Correlation coefficient with scale
1	.621**	.746**	12	.853**	.831**	23	.876**	.770**
2	.711**	.676**	13	.602**	.811**	24	.821**	.732**
3	.879**	.787**	14	.885**	.632**	25	.913**	.851**
4	.809**	.689**	15	.893**	.691**	26	.747**	.752**
5	.900**	.840**	16	.890**	.747**	27	.713**	.773**
6	.825**	.808**	17	.797**	.805**			
7	.801**	.697**	18	.889**	.716**			
8	.897**	.821**	19	.913**	.836**			
9	.881**	.832**	20	.889**	.811**			
10	.805**	.731**	21	.871**	.809**			
11	.806**	.796**	22	.937**	.869**			

* Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees. Therefore, none of these paragraphs has been deleted.

Table No. (3) shows the values of the Pearson correlation coefficient; Between the fields of the study tool and

the total score of the tool, as shown in the following table:

TABLE(3): MATRIX OF CORRELATION COEFFICIENTS BETWEEN THE AXES AND THE TOTAL SCORE

Field	Phonemic awareness skill	Improve reading difficulties	the scale as a whole
Phonemic awareness skill	1	0.675	0.865
Improve reading difficulties		1	0.787
the scale as a whole			1

It is noted that there are high and statistically significant correlation coefficients at ($\alpha = 0.05$) between the two axes with the total score of the scale, which ranged between (0.865-0.787), which indicates a degree of internal consistency between the two axes and the total score on the scale.

STABILITY OF THE STUDY INSTRUMENT:

To check the reliability of the study tool, the internal consistency method Cronbach's Alpha was applied. Table 4 shows the results for you.

TABLE(4): CRONBACH'S ALPHA

NO	Field	Cronbach Alpha	Items NO
1	Use of phonemic awareness	0.898	16
2	Improve reading difficulties	0.901	11
	The tool as a whole	0.910	27

It is noted from the table that the values of Cronbach's alpha stability coefficients for the study tool ranged between (0.901-0.898), on the axes, and the value of the Cronbach's alpha coefficient for the tool as a whole was (0.91). These values are suitable for study purposes.

PRESENTATION AND DISCUSSION OF THE STUDY RESULTS AND RECOMMENDATIONS RESULTS

THE RESULTS OF THE FIRST QUESTION: What is the degree of using phonemic awareness skills in improving reading difficulties from the point of view of male and female teachers in Jerash District?

To answer this question, the arithmetic means and standard deviations were calculated for the use of phonemic awareness skills in improving reading difficulties from the point of view of the teachers of Jerash Directorate. The following tables explain this.

FIRST: IMPROVING READING DIFFICULTIES

TABLE NO. (5): ARITHMETIC MEANS AND STANDARD DEVIATIONS OF IMPROVEMENT IN READING DIFFICULTIES, RANK ORDER IN DESCENDING ORDER OF ARITHMETIC MEAN

Rank	NO	Item	Arithmetic Mean	Standard Deviation	Level
1	16	Pay attention to punctuation while reading.	3.96	0.387	High
2	3	He has difficulty reading without deleting some letters while reading.	3.94	0.778	High
3	2	He has difficulty reading without changing some letters and words while reading.	3.87	0.736	High
4	11	He has difficulty reading at an appropriate speed.	3.85	.94	High
5	10	He has difficulty reading without stuttering, shyness or fear.	3.64	0.736	Average
6	4	He has difficulty reading without adding some letters while reading.	3.63	0.842	Average
7	8	He has difficulty pronouncing words in which the t is connected according to their position in the sentence perfectly.	3.59	0.797	Average
8	9	He has difficulty reading spelled words correctly.	3.58	0.731	Average
9	5	He has difficulty distinguishing between J tide and Alpha cabin.	3.57	0.825	Average
10	15	The endowment improves when the meaning is complete.	3.53	0.446	Average
11	12	He has difficulty reading sentences and structures in complete units.	3.50	0.865	Average
12	6	He has difficulty distinguishing between vowels and inflections while reading.	3.49	0.803	Average

13	13	Has difficulty in students reading simulated text, with constant guidance for proper adherence to words.	3.46	0.762	Average
14	14	He has difficulty adjusting the endings of words in the text while reading.	3.44	0.774	Average
15	1	He has difficulty pronouncing letters correctly.	3.43	.746	Average
16	7	He has difficulty reading words with the stressed letter fluently.	3.41	0.939	Average
		Overall score in improving learning difficulties.	3.74	0.438	High

The table (5) shows that the arithmetic averages ranged between (3.41-3.96), as came paragraph No. (16) which states: "He takes into account the punctuation marks while reading." In the first place, with an arithmetic average of (3.96), and Paragraph No. (7), which states: "He has difficulty reading words that contain an stressed letter with perfection" in the last rank, with an arithmetic average of (3.41), and the arithmetic average of the field of improving learning difficulties was as a whole (3.74).

SECOND, THE USE OF PHONEMIC AWARENESS SKILLS

TABLE NO. (6): ARITHMETIC MEANS AND STANDARD DEVIATIONS OF USING PHONEMIC AWARENESS SKILLS IN DESCENDING ORDER BY ARITHMETIC MEANS

Rank	NO	Item	Arithmetic Mean	Standard Deviation	Level
1	17	The student mentions the last sound of the word.	3.96	0.387	High
2	23	The student deletes the first syllable from the word and replaces it with the replaced syllable in the table, then he must mention the new word.	3.81	0.411	High
3	24	The student deletes the first sound and mentions the rest of the word, then replaces the deleted sound with the replaced sound in the table and mentions the new word.	3.63	0.362	Average
4	19	The student matches one of the three words mentioned to the word in the examples given according to the soundness of the first, it is possible to use two words instead of three depending on the level of the student.	3.63	0.468	Average
5	20	The student analyzes the closed syllables with a consonant, into a body and a vowel, such as: money: what (a body) for (a vowel).	3.63	0.468	Average
6	22	The student analyzes the long open and closed syllables with a consonant into their smallest sounds (phonemes).	3.55	0.537	Average
7	26	The student distinguishes two words that are similar in rhyme (weight).	3.51	0.529	Average
8	18	The student remembers the first sound of the word.	3.32	0.322	Average
9	27	The student distinguishes whether the two words begin with the same sound.	3.28	0.353	Average
10	25	The student rides phonemes to form words, pausing for a few moments between one sound and the next - if the student is difficult to make the pauses shorter between sounds - the teacher mentions the sounds.	3.22	0.402	Average
11	21	The student analyzes short open and closed syllables, as well as closed and consonantal syllables, into phonemes.	3.17	0.368	Average
		Total score for using phonemic awareness skills.	3.74	0.438	Average

The table (6) shows that the arithmetic averages ranged between (3.17-3.96), as came paragraph No. (17) which states: "The student mentions the last sound of the word." In the first place, with an arithmetic average of (3.96), and paragraph No. (21) which states: "The student analyzes the short syllables that are open and closed with a consonant, as well as closed syllables with consonants into phonemes." Use of phonemic awareness skills as a whole (3.74).

RESULTS RELATED TO THE SECOND QUESTION:

Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the response averages of the study sample members for using phonemic awareness skills in improving reading learning difficulties from the point of view of Jerash directorate teachers that are attributed to the variables: (gender, years of experience, and educational qualification)?

To answer this question, the arithmetic means and standard deviations of the responses of the study sample members to using phonemic awareness skills in improving reading learning difficulties were calculated from the point of view of Jerash District teachers according to the variables (gender, years of experience, and educational qualification), and the tables below illustrate this.

TABLE (7): ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE EFFECT (GENDER, YEARS OF EXPERIENCE, EDUCATIONAL QUALIFICATION) FOR USING PHONEMIC AWARENESS SKILLS

Variable	Category	NO	Arithmetic Mean	Standard Deviation
Job Experience	More than 10 years	41	3.53	0.446
	From 5 – 9	35	3.96	0.387
	5 years	22	3.32	0.322
	Total	98	3.74	0.438
Sex	Male	4	3.61	0.804
	Female	94	3.55	0.456
	Total	98	3.88	0.742
Qualification	Bachelor	72	3.65	0.561
	High Studies	26	3.35	0.364
	Total	98	3.43	0.462

It is noted from Table (7) that there are apparent differences between the average responses of the study sample members on the total degree of the effect of using phonemic awareness skills in improving reading learning difficulties from the point of view of teachers of Jerash District, according to gender, years of experience, and academic qualification, and to show the statistical differences between the means Arithmetic The Way ANOVA-3 test was used on the total score of the scale.

Table (8) shows the results.

TABLE (8): THREE -WAY ANALYSIS OF VARIANCE FOR THE EFFECT (GENDER, YEARS OF EXPERIENCE, AND EDUCATIONAL QUALIFICATION) OF USING PHONEMIC AWARENESS SKILLS

Contrast Source	Squares Sum	Freedom Degree	Squares Mean	F value	Sig Value
Sex	0.85	1	058.	335.	564.
Job Experience	0.80	2	282.	1.629	199.
Qualification	0.80	1	003.	017.	897.
Total	0.91	97	343.	2.22	1.60

*Statistically significant at ($\alpha=0.05$) level.

It was found that there were no statistically significant differences at the level of statistical significance (0.05) between the average estimates of the sample members on the total degree of the effect of using phonemic awareness skills in improving reading learning difficulties from the point of view of teachers of Jerash Directorate, due to the difference of gender. The statistical value of the test (f) was on the scale as a whole (.335) at the significance level (.564) and this value is not statistically significant at ($\alpha = 0.05$).

It was found that there were no statistically significant differences at the level of statistical significance (0.05) between the average estimates of the sample members on the total degree of the effect of using phonemic awareness skills in improving reading learning difficulties from the point of view of teachers of Jerash Directorate due to the difference in years of experience. The statistical value of the test (f) was on the scale as a whole (1.629) at the significance level (.199), this value is not statistically significant at ($\alpha = 0.05$).

It was found that there were no statistically significant differences at the level of statistical significance (0.05) between the average estimates of the sample members on the impact of using phonemic awareness skills in improving reading learning difficulties from the point of view of Jerash directorate teachers due to the difference in academic qualification. The statistical value of the (f) test on The scale as a whole is (.017) with a significance level (.897) and this value is not statistically significant at ($\alpha = 0.05$).

RECOMMENDATIONS

Through the results of the current research, the researcher recommends the following:

1. The necessity of paying attention to supporting and improving the skill of phonemic awareness for teaching literary texts for male and female teachers of the Arabic language for the basic stage.
2. The necessity of preparing and presenting periodic training courses for male and female teachers dealing with the skill of phonemic awareness to improve reading for teachers of the primary stage.
3. Paying attention to training female teachers on reading skills and dealing with the institution's educational website before starting to learn through it and before engaging in work to deal with its tools and interact with each other.
4. Encouraging male and female teachers to obtain advanced training courses in the skill of phonemic

- awareness to teach educational situations.
5. The necessity of linking the job performance evaluation for male and female teachers to the attendance of specialized training courses in the Arabic language for the basic stage.
 6. Hiring specialists and supervisors who have experience in teaching literary texts to new teachers.

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