



The Challenges that English Teachers Face in the Employment of the Evaluation Matrix in Classes for Students with Learning Difficulties

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Abstract

The current study aimed at identifying the challenges that English teachers face when they employ the evaluation Matrix in classes for students with learning difficulties. The study followed the descriptive-analytical method. A questionnaire was designed to meet the study objectives. The study sample consisted of 136 English teachers of the primary education level in public schools in the city of Irbid. The findings revealed that the challenges that English teachers face in employing the evaluation Matrix in classes for students with learning difficulties came with a very high degree, they also revealed the absence of differences with statistical significance between the responses of the sample attributable to the variables of gender and experience years. Furthermore, the findings showed the presence of statistically significant differences between the responses of the sample attributable to the variable of academic qualification.

Introduction

There are many methods for evaluation and measurement in class that teachers can use to collect as much information as possible regarding the performance of students and their interactions. These methods help teachers have a sufficient amount of different data in terms of quality and quantity, so they can determine the type of teaching they will provide students with and the methods they will follow. Also, they help teachers meet the needs of those who face obstacles in the different fields of education that student's study in class. students differ and vary in their understanding and comprehension; some students have high abilities and students who have simple disabilities. Also, some students suffer from learning difficulties, and they are the most common group (Alkhatib, 2013).

Academic objectives vary in terms of the required materials which students study and that follow educational curricula in schools. This makes methods differ in terms of evaluation and measurement. English teachers use different Methods than mathematics or science teachers. English teachers use performance analysis to identify mistakes in spelling that are common between students. Evaluation has a significant role in improving the services provided to students, especially disabled students since it helps improve the quality of the programs offered to them and helps plan these programs (Boyle & et al, 2018).

The evaluation Matrix is one of the most significant methods that help teachers teach. It, also, allows teachers to evaluate the work of students. It is usually used either for measurement or

self-evaluation. Oral performance evaluation illustrates the assessments they are expected to have in different academic tasks. It is not based on a particular place or time to use the evaluation base at a class or topic level, but it depends on the objective of the evaluation (khasawneh, 2021a). The Matrix is an important common tool for teachers that makes the evaluation process fast and effective. This tool also benefits students, as teachers can establish evaluation models with the students which helps justify the performance of students for parents and illustrate the grades, they give to students understandably and clearly for everyone (khasawneh, 2021c)

Problem Statement

The use of achievement tests has spread in educational communities to evaluate the performance of students which led to link students' evaluation with academic achievement despite circumstances and variables that surround them. Some fields cannot be evaluated through conventional tests, and the evaluation matrix is one of the most important means that evaluate and measure the performance of students and assess their different academic skills either in writing, reading, or other academic Fields (khasawneh, 2021b). When these methods are used, it is hard to determine the expected performance from students which makes evaluating harder. Using the evaluation matrix has special results in leading, organizing, and directing education and interfering with students fast. Regarding writing skills, teachers can determine the current performance of students which allows them to draw future expectations. This makes teachers able to teach students according to particular steps. Furthermore, regarding reading comprehension skills, teachers can determine the level of students' proficiency for vocabulary and measure it using specific numbers, then they gradually move to weaker performances. The Objectives of Study (1) Identifying the challenges that English teachers face in the employment of the evaluation matrix in classes for students with learning difficulties; (2) Revealing the statistically significant differences regarding the challenges that face English teachers in the employment of the evaluation matrix in classes for students with learning difficulties attributable to the variable of gender; (3) Revealing the differences that have been statistically significant regarding the challenges that English teachers face in the employment of the evaluation Matrix in classes for students with learning difficulties attributable to the variable of academic qualification; (4) Revealing the statistically significant differences regarding the challenges that English teachers face in the employment of the evaluation Matrix in classes for students with learning difficulties attributable to the variable of experience years.

Significance of the Study

The significance of the current study is that it illustrates the significance of evaluation and its value because evaluation guarantees the continuity of the educational process as well as the significance of the evaluation matrix in leading the educational process and the significant role it plays in improving and developing the performances of students. The absence of the evaluation process from education does not necessarily mean the inability of the educational process, but its presence enriches it because it organizes the efforts of teachers in the educational process. The researcher hopes that this study would be a tributary for new studies and researchers in the field of evaluation matrix. The significance of a study is also in revealing the challenges that teachers face in the employment of the evaluation matrix in evaluating the performance of students especially those who have learning difficulties.

The Delimitations of the Study: (1) Human Delimitation: the study was limited to English teachers of the primary level which includes learning difficulty classes in the city of Irbid; (2) Spatial Delimitation: The current study was limited to the primary level schools that include

learning difficulty classes in the city of Irbid; (3) Time delimitations: He was carried out during the first semester of the academic year 2021/2022.

Definition of Operational Terms; (1) Evaluation matrix: it is the set of particular standards related to the objectives of the educational curriculum. These standards are used to evaluate students and tasks related to Performance (Alomari & Alhasani, 2021); (2) People with learning difficulties: (Prayogo et al,2018) define learning difficulties as the cases that appear during the learning process and are characterized by forming a set of obstacles that prevent students from achieving (3) the objectives of their learning (darmakhsih et al, 2020) define learning difficulties as the cases of inability that appear in the learning of a school subject including reading, writing, thinking, learning, memorization and mathematics.

Literature Review

Evaluation is considered a major pillar on which the educational process is based. classes include different types of students, and students show a variety of patterns and attitudes in terms of needs and abilities to respond to whatever the teacher offers. This applies to students with learning difficulties. In addition, students with learning difficulties show different patterns to express the information that they took and the experiences they acquired. some students have learning difficulties in writing others have them in reading, so teachers have to use the strategies of teaching and evaluation, allow students to express whatever they took in the way that suits them, and provide evaluation methods that adapt to individual differences between students (Hougen, 2015).

The types of evaluation matrix

(Brookhart, 2013) Mentioned that there are two types of the educational matrix; (1) The analytical evaluation matrix. its properties; (a) providing diagnostic information for teachers; (b) Provide formative observations of students; (c) making the process of linking instructions with the comprehensive oral evaluation easier; (d) suitable for formative evaluation and adapts with summative evaluation. (2) The comprehensive evaluation metric. Its properties; (a) faster in terms of recording than the analytical evaluation; (b) requires less time to achieve reliability between others; (c) suitable for summative evaluation.

The Significance of the Evaluation Matrix

(Loyola, 2015) mentions the significance of the valuation matrix in the following points; (1) It reveals the properties that the work of students should have; (2) it helps teachers in the teaching process; (3) it makes understanding learning objectives and knowing success standards easier for students; (4) it leads and directs the process of teaching; (5) it makes it easier for students to understand the expected performance from them; (6) it contributes to identifying the quality of the performance of both teachers and students; (7) it directs the students to proficiency levels and learning; (8) it saves time for teachers in classifying the works of students

Previous Studies

(Leader & Clinton, 2018) Carried out a study that aimed at identifying the perceptions of students for the effectiveness of using the evaluation matrix in different faculties according to multiple variables. The findings of the study revealed that the majority of students have positive perceptions regarding the evaluation Matrix. They also revealed the absence of statistically significant differences between the variables of this study.

In (Aboud, 2019)'s study aimed at identifying the effect of using the evaluation matrix in evaluating the performance on the achievement of female students in education faculty at the University of King Faisal. The findings of the study revealed that the evaluation matrix has a

positive effect on improving achievement and that using it helps increase the effectiveness of the academic self for students. They also showed that there are no differences with statistical significance between the experimental and control groups.

(Lee et al, 2020)'s study which aimed at determining the educational validity and value of the evaluation matrix model. The findings revealed that the elements of the evaluation matrix related to including the learner and their interaction have a significant positive effect only in terms of online interactions and that interaction effects between you want to dance and be counted positively and significantly only in terms of passing the course.

(Mize et al, 2020) prepared a study aimed at developing the oral evaluation model for performance to evaluate reading teaching applications for students who have learning difficulties used by teachers and parents. The study revealed that teachers are encouraged to use mobile devices as an assistive means for learning rather than an essential teaching tool.

(Crawford et al, 2020)'s study which aimed at developing a tool for performance evaluation. The findings indicated that the evidence for measurement understanding for the tool can provide valid assessments for application and instructions that can benefit teachers. They also showed teacher analysis, contents, lesson aspects, and psychometric properties good for the tool.

Methods

the researcher followed the descriptive-analytical method to answer the questions of the research, as it is appropriate for the nature of the study, its objectives, and the questions. Study objectives are identifying the challenges that English teachers face in the employment of the evaluation matrix in the classes of those who have learning difficulties.

Population and Sample

The sample consisted of 136 English teachers who work in primary public schools in the city of Irbid. They were chosen randomly. The following table illustrates the distribution of the study sample according to demographic variables.

Table 1. The graphic properties of the sample

Gender		
Male	59	43.4
Female	77	56.6
Academic qualification		
Bachelor	101	74.3
Postgraduate studies	35	25.7
Experience Years		
Less than 5 years	41	30.1
5- 10 Years	74	54.4
More than 10 years	21	15.4

Table one illustrates that the majority of participants were females, as they wear 77 compared to 59 males. regarding the variable of academic qualification, most participants were BA holders, as they wear 101 compared to 35 participants who continued their post-graduate studies. regarding experience years, the majority of participants (74) had 5-10 years of experience. After this, participants whose experience with less than five years came; they wear only 41. Finally, participants whose experience was more than ten years were 21.

Research Instrument

To answer the questions of the current research, the researcher designed a questionnaire using (Alomari & Alhasani's, 2021)'s study to identify the challenges that English teachers face in the employment of the evaluation matrix in classes for students who have learning difficulties. The questionnaire consisted of 8 articles which the participants answered using the "Liker" scale which consists of 5 degrees varying between one "strongly disagrees" to 5 "strongly agrees". The questionnaire was distributed online for teachers who work in primary public schools in the city of Irbid.

Validity and Reliability of the Instruments

the instrument of the research was shown to 11 specialized referees in education and psychology to assert its validity and reliability. They gave their opinion and suggestions about the instrument. Some articles were edited while others were eliminated in the light of their opinions and suggestions.

Data Analysis

To analyze the data and extract the findings, the researchers used the statistical packages for social sciences (Spss). He also used a set of statistical tests including mean scores, deviations, (T-test), and the ANOVA test

Results and Discussion

First: the findings of the first question: what are the challenges that English teachers face in the employment of the evaluation matrix in classes for students with learning difficulties?

Table 2. mean scores and deviations of the challenges that English teachers face in the employment of the evaluation Matrix in classes that have students with learning difficulties

	N	Mean	STD. Deviation
there is no interest in using the evaluation Matrix in the educational process	136	4.42	1.152
courses that show teachers how to use the evaluation Matrix are not held	136	4.32	1.147
I face difficulty when putting fair and coherent standards to evaluate the performance of students	136	4.32	1.185
there is no clear manuscript for using the evaluation matrix	136	4.19	1.256
I find difficulty in making an evaluation Matrix for each task required from students	136	4.16	1.151

the evaluation Matrix requires much effort and time to be completed	136	4.13	1.205
there are too many students and classes which stands as an obstacle in the process of evaluation Matrix preparation	136	4.09	1.270
it requires high and precise to be mastered well	136	4.05	1.289
average mean	136	4.21	.816

Table 2 illustrates the challenges that English teachers face in the employment of the evaluation Matrix in classes that have students with learning difficulties. The average mean was (4.21) which is a high degree of acceptance. It shows that the most significant challenges that face English teachers in the employment of the evaluation Matrix in classes that have students with learning difficulties is the lack of interest in using the evaluation Matrix in the educational process, and this came with a very high degree, as it had a mean of (4.42). The statements “courses that show teachers how to use the evaluation metrics are not held” and “I find difficulty in putting fair and coherent standards to evaluate the performance of students” came with a mean of (4.32) which is very high degree. Some participants stated that there is a lack of a manuscript that clearly shows how the evaluation Matrix is used with a mean of (4.19) which is high. Others think that there is difficulty in forming an evaluation Matrix for each task required from students with a mean of (4.16) which is high. Other participants stated that the evaluation Matrix requires much effort and time to be done with a mean of (4.13) which is high, too. Other participants think that the fact that there are too many students in the class stands as an obstacle for the process of preparing evaluation Matrix with a mean of (4.09) which is high. Finally, some stated that the evaluation matrix requires high and precise skills to be mastered with a mean of (4.05) which is high. This study disagrees with the study that was carried out by (Leader & Clinton, 2018), (Aboud, 2018), (leet et al, 2020), and (Mize et al, 2020) which look into the challenges of using evaluation matrix by teachers.

Question 2: are there differences with statistical significance regarding the challenges that English teachers face in the employment of the evaluation Matrix in classes of students with learning difficulties attributable to the variable of gender?

Table 3. the results of (T-test) find the differences between the responses of the research sample attributable to the variable of gender.

	Gender	N	Mean	Std. Deviation	T -Value	Sig
Challenges	Male	59	4.25	.944	.541	.589
	Female	77	4.18	.707		

Table 3 illustrates the absence of differences with the statistical significance between the responses of the study sample regarding the challenges that English teachers face in the employment of the evaluation matrix in the classes of students with learning difficulties attributable to the variable of gender, as the value of t was .541 which is low.

Question 3: are there differences with statistical significance regarding the challenges that English teachers face in the employment of the evaluation Matrix classes of students with learning difficulties attributable to the variable of academic qualification?

Table 4: the results of the (T-test) to find the differences between the responses of the research sample attributable to the variable of academic qualification.

	Gender	N	Mean	Std. Deviation	T Value	Sig
Challenges	Male	59	4.14	.892	2.363	.020
	Female	77	4.42	.491		

Table 4 reveals statistically significant differences between the responses of the study sample regarding the challenges the English teachers face in the employment of the evaluation matrix in learning difficulty classes attributable to the variable of academic qualification in favor of the females.

Question 4: are there differences with statistical significance regarding the challenges that English teachers face in the employment of the evaluation Matrix in classes of students with learning difficulties attributable to the variable of experience years?

Table 5. the results of the ANOVA test to find the differences between the responses of the research sample attributable to experience years

		Sum of Squares	Df	Variable	Means Scores	Deviation	F	Sig.
Challenges	Between Groups	.548	2	Less Than 5 Years	4.17	.971	.408	.666
	Within Groups	89.473	133	5-10 Year	4.19	.816		
	Total	90.022	135	More Than 10 Years	4.36	.389		

The table illustrates the absence of differences with a statistical significance between the responses of the study Sample about the challenges that English teachers face in the employment of the evaluation Matrix in teaching in classes for students with learning difficulties attributable to the variable of experience years, as the value of f was .408 which is low.

Conclusion

The current study aimed at identifying the challenges that English teachers face in the employment of the evaluation matrix in learning difficulties students' classes in primary schools in the city of Irbid. The findings revealed that teachers face a set of challenges that are preventing them from using the evaluation Matrix with the students with learning difficulties with a very high degree. The researchers attributed this to the fact that the tasks that teachers assign increase the burden and the pressure on them. This leads to losing their enthusiasm and motivation towards using strategies and technologies that help them carry out tasks with little effort and high-quality outcomes. Furthermore, the lack of experience that teachers have regarding the evaluation matrix leads to a lack of interest in it.

Recommendation

According to this, the study recommends to following; (1) Trying to reduce the number of students and classes so teachers can use the evaluation matrix and benefit from it and its

outcomes; (2) Holding training courses regularly regarding the evaluation matrix and how it is established in a way that suits the educational curricula and its students and its activation method; (3) Preparing comprehensive manuscripts that illustrate how the evaluation matrix is prepared and used; (4) Reducing the tasks assigned to teachers to lessen their burden and pressure.

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