

# THE EFFECTIVENESS OF USING PORTFOLIO FOR ARABIC SYLLABUS IN IMPROVING BEYOND KNOWLEDGE THONG SKIILS TO THE THIRD YEAR INTERMEDIATE FEMALE STUDENTS IN RIYADH

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**ABSTRACT\_** This study aims at specifying the skills of meta knowledge-based education that the third intermediate female students should have, and knowing how effective it is to use the achievements' file in improving the skills of meta knowledge-based education (planning, supervision, coordination and assessment), and to examine, as a whole, meta\_knowledge education on female 3d intermediate students in reading understanding skill. A semi-descriptive curriculum has been used, the research sample encompassed 54 students, Quran memorization intermediate school, 3d year. They have been randomly distributed into two groups: experimental (27 students who studied using the achievement file), and the second is standardizing (27 students who studied using the traditional approach). The research's tools (meta-knowledge education's standard in reading understanding) have been pre-applied on both groups. The researcher taught both groups, then applied meta-knowledge education's standard in reading understanding on both groups, too, along with the credit of the achievement's file assessment in improving the skills of meta-knowledge education later on the descriptive group. The study has come to some results, the most important of which are: The researcher has set a list of meta-knowledge education's skills that suit the 3d year students. And there are indicative statistical differences ( $0,05 \geq a$ ) between the two averages of the group that studied with the achievement's file compared the group that followed the traditional approach, according to the standard of meta knowledge-based education (planning, supervision, coordination and assessment), this is on one hand, on the other hand, there is a difference in the scale as a whole in reading understanding, this difference is attributed to using the file achievement in teaching and assessing.

**KEYWORD:** Portfolio, meta knowledge-based education, reading understanding