The Effectiveness of a Program Based on Digital Stories in Developing Reading Aloud Skills among Fourth-Grade Female Students

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ABSTRACT: The study aimed to identify the effectiveness of a program based on digital stories in developing reading aloud among the fourth-grade female students. To achieve the study aims, the researchers adopted the experimental approach and chose a random sample of (63) female fourth graders from Osama Al-Najjar elementary School. The students were divided into two groups: an experimental group consisting of (33) female students who were taught using a program based on digital stories, and a control group consisting of (30) female students who were taught using the traditional method. The study was conducted in the first semester of the academic year 2020-2021. The study tools involved using an observation card for reading aloud skills after verifying their validity and reliability. The study results showed the positive effect of using digital stories in developing reading aloud skills among female fourth graders. The study showed that there are statistically significant differences at (α=0.01) in the mean scores of the students' experimental group and control one in the post application of the observation card of the reading aloud skills, in favour of the experimental group.

I.   INTRODUCTION:

The language is the conscience of the nation, its living conscience, its thinking mind, and its way to build its civilization and maintain its dignity. The Arabic language, which God Almighty has honored to be the language of the Holy Qur'an, is a language pure of prejudice and racism, and a language of creativity and originality where it enables the individual to think, learn and be creative through its vocabulary, meanings and history (Stom, 2019).Arabic language continued to grow and flourish over a period of centuries, and it was during the first centuries that they composed in it, and then the vernacular followed it due to the entry of non-Arab peoples into Islam and the mixing of Arabs with them (Abu al-Hija, 2001, p. 11).Today, the twenty-first century is witnessing a rapid and tremendous development in the field of technology, especially in the field of information and communication technology, whose development has been reflected in all aspects of economic, social, cultural and scientific life, which has led to the emergence of forms, tools, programs and methods that, in turn, outperform the traditional tools and methods used in all aspects of life. life, especially in the educational process.

Educational technology plays an important role in the educational process and its components, as it works to develop students' cognitive, emotional, social and motor skills, through tools and techniques that excite students and increase their motivation towards learning. (Mukhade: 2016).It is natural for the elements of the educational system to be affected by the innovations of educational technology, as the role of the teacher and the learner has changed, and the curricula have been affected by their objectives, content, activities, and methods of presentation and presentation. Electronic and the second generation of the Internet and digital stories (Alan: 2019, p. 19).Digital stories are among the modern technological technologies that the researchers see that they are witnessing great interest in recent years because of their educational and technical advantages that benefit the educational process as a whole, and different study skills have developed. Therefore, it has become necessary to identify ways to benefit from technological innovations in the field of education and to deepen them as a concept .Digital stories are one of the new and exciting applications in educational technologies, which have become easily available for use inside and outside the classroom, if they are well designed, developed and presented, and they are the ultimate output of multimedia, consisting of still images, animation, video, and commentary vocal, and musical backgrounds. (Al-Omari, 2017, p. 3) Several studies have proven the effectiveness of digital stories in achieving positive results in the educational process, and in developing various study skills, such as the study (Abu Dahrouj and Abu Shqair 2018), which demonstrated the effectiveness of digital stories in developing listening skill, and the study (Stom 2019), which demonstrated the effectiveness of digital stories on developing skills. Oral communication and the survival of the impact of education, and a study (Alan, 2019) that demonstrated the effectiveness of digital stories in developing reading comprehension skills.

The importance of the Arabic language increases, and its education is due to its impact on teaching the rest of the study subjects, as it is difficult without mastering its basic skill to make the required progress in these subjects and to control them (Al-Zaanin, 2019, p. 18).Reading is one of the most important academic skills that are taught in the primary stage, as it is the bridge that connects to other knowledge, and through it the student is able to follow up on his lessons, and the level of his achievement depends on it (Alan, 2019, p. 16).Reading aloud is a simple and enjoyable activity, in which written symbols and letters are translated into spoken words and audible sounds of varying significance.

The researchers believe that activating digital stories in developing oral reading skills and oral expression has become a necessity, especially in our present age, the era of technology and the explosion of knowledge which sought to develop oral reading skills through animated cartoons, and Ahmed's study (2019), which sought to develop oral reading and writing skills through the remembrance strategy for learning Arabic language. Pupils in oral reading skills, and to address this problem, the researcher adopted a new approach to teaching oral reading skills and oral expression, which is the employment of a program based on digital stories and its impact on developing oral reading skills.

The research problem is determined in answering the main question:

What is the effectiveness of a program based on digital stories in developing the oral reading skills of the fourth graders?

This question has several sub-questions:
1. What are the oral reading skills to be developed for the fourth graders?
2. What is the general framework of the program based on digital stories used in developing the oral reading skills of the fourth graders?
3. Are there statistically significant differences at the level ($\square = 0.01$) in the observation card scale for the oral reading skills of the female students of the experimental group and the control group in the post application?

Research aims:
- Identifying the oral reading skills to be developed for the fourth grade students.
- Building a program based on digital stories in developing the oral reading skills of the fourth grade girls.
- To identify the effectiveness of digital stories in developing the oral reading skills of the fourth grade students.
- research importance:
- Working to raise the level of the fourth grade students in reading through modern and advanced methods.
- It can serve primary school teachers in developing their educational practice through the use of digital stories.
- It serves the supervisors in directing their attention towards conducting workshops and holding educational meetings on developing the use of technology and integrating it into the educational process in a way that develops the basic pillars of the educational curricula.
- Directing educational experts to the importance of using digital stories in teaching the Arabic language course.
- It can spread awareness about the importance of employing technology in school curricula and the educational return from it.

Literature Review : The story is one of the best methods of learning accompanied by fun and entertainment, as it is one of the original literary arts, and it is a form of recitation appropriate for human instinct, as the narrative style by its nature has the most impact on human behavior, given the great position of the story in the Holy Qur'an. Muhammad (2003, p. 291), Al-Anezi (2000, p. 73), Alastal et al. (2022), Aladini and Jalambo (2020), Hussein and Abdul Latif (2016, p. 111) define a story as "an expressive template in which the writer relies on narrating specific events that take place between one character and another, or multiple characters, whose stories and narration are based on the description with The element of suspense, until the reader or listener reaches a certain point in which events escalate, which is called the knot, and one looks with it for a solution until it comes at the end. The researchers define a story as "a type of prose literature that narrates, from reality or fiction, events written in prose that take place on a group of people aiming to arouse interest and pleasure young and old, help them form their consciences, develop their pride in their homeland, enrich their language and enhance their positive attitudes towards authentic human values".

Story building elements:

Al-Jajji (1999, pp. 121-128) reported that the story has a set of elements that are not without them, and they are as follows:

➢ Idea: It is what takes place in the story.
➢ Structure and plot: it is the tight construction of the story in a logical and interesting way.
➢ Style (the texture of the story): It is the artist's mood, nature and means of expressing the idea, or the method of choosing words.
➢ The event: It is a group of successive events in an impressive artistic manner, characterized by the movement that affects the child's entity and enriches him psychologically, spiritually and mentally.
➢ Characters: A group of live anthropomorphic characters carefully chosen by the author.
➢ Time and place: The story must include the specified time and place.

Conditions for using the story in the educational process:

Shuber and Jamil (2010 , p. 168) indicated that the story has a set of conditions that must be met when it is used in the educational process, which are as follows:

• There is a link between the story and the topic of the lesson.
• The story is appropriate for the students' age and level of mental maturity.
• The story serves to achieve educational goals.
• Fit the story to the time allotted for the lesson.
• The teacher presented the story well, and presented it in clear language and in an easy manner.
• Use educational aids at the appropriate time and situation.
• The incidents presented in the context of the story are sequential and sequential.
• The teacher uses the method of representing the situation as much as possible.
• The information and ideas included in the story are few, so that their abundance does not lead to distraction and lack of focus.

The researchers believe that when using the story in the educational process, the teacher must have sufficient knowledge in using the narrative method, and a set of appropriate stories for the students of the primary stage, related to the subjects of the course.

Digital stories : By reviewing the definitions of Abdul Basit (2010, pg. 200), Nubi and others (2013, p. 7), and Wake (2012: 20) for digital stories, the researchers define it as "the use of multimedia in a digital, dramatic, educational way that provides the opportunity to create a dramatic digital story through Its events, carried out by the characters, are carried out in a new form that keeps pace with the developments of the current era.

Importance of using digital stories: Muhammad (2019, pp. 4-5) and Aladini, (2020) indicated the importance of using the digital story in the educational process, as follows:

▪ Helps learners to easily remember information.
  It develops the different aspects of the student, as it (satisfies his curiosity, nourishes his senses, opens up horizons of knowledge for him.(
▪ Mixing technological media with the oral method of digital storytelling creates a powerful opportunity for students to think about life.
▪ Digital stories allow students to express themselves not only in their own words but also with their own voice, promoting individual sentiment and creative ideas for each one.
▪ It gives students the opportunity to go through the experience of self-representation to tell a story that embodies or highlights specific characteristics or events that are an essential part of shaping their identity during the school stages.
  The researchers add that the use of digital stories in the teaching process works to attract students' attention towards learning and teaching, and allows them to think, imagine and propose solutions to the problem contained in the story, thus developing higher-order thinking skills, as the optimal and interactive use of technology leads to students' thinking in a wide and different way, especially in Today's age calls for the integration of various means of technology into learning environments.

The researchers agreed on this with Stumm's study (2019), Ibrahim (2018), Jamhawi study (2018), Al-Omari study (2017), Al-Harbi study (2016), Abu Shukair et al. (2018), Al-Tatri study (2016), Darwish et al. (2016), Sejersi and Gultekin (2017), Yilmaz et al. (2017) and Aladini andAldeeb (2021).

Elements of digital stories:
Digital stories include a set of educational elements, as Robin (2006: 710) indicated that digital stories consist of seven basic elements, which are as follows:

- Point of view: It is the main point in digital stories that shows the impression of the author, and his point of view.
- Dramatic question: It is the question that draws the attention of the students or viewers to the subject of the story.
- Emotional content: It represents the feelings and emotions that digital stories carry, affect viewers, and work to attract their attention.
- Audio: This is an important element that helps viewers understand the context of the story and encourages them to follow its events.
- Soundtrack: Music supports the story and makes it exciting and interesting for viewers, and is able to move them from one situation to another, and influence their attitude and attitude.
- Economy: Where the digital story is economic in time and events, so that it is not short that disturbs the meaning, and is not long that leads to the viewers feeling bored.
- Rhythm of the story: It includes the presentation of sound, image and video with an appropriate rhythm and speed, so that the viewer moves from one scene to another in a logical sequence and arrangement.

Digital Stories classifications
➢ Ahmad (2015 AD, pp. 257-258) Hillary (2006::75) classified Digital stories to:
▪ Morals and ideals stories: They educate students to love and respect people, help them, and endear them to truth.
▪ Social stories: which aim to depict different patterns of life of the social segments that live in the student's community, with the aim of identifying the different ways of dealing with the community.
▪ Historical stories: in which the famous human symbols of the nation are narrated.
▪ Adventure stories: it deals with the lives of some explorers, travelers and explorers who help uncover crimes and track down criminals who are out of the values of society.
▪ Humorous stories: their aim is to provide fun to students, renew their activity, and give their lives a color of fun and happiness, and their humorous framework can be in the field of teaching some of the vocabulary of the subject.
▪ Allegorical stories: their purpose is to provide cues and lessons, and to direct good and benign behavior and aversion to bad behavior through representation and suggestion.
▪ Archival stories: These are stories that are shared by websites, and this is done through links and websites and publish people's stories, ideas and topics.
▪ Educational stories: which aim to develop digital culture skills and use technology among individuals in order to benefit from technologies and master their use.

Stages of digital story production : There are a set of steps and stages that must be followed in order to design digital stories. Sheng (chung, 2008: 38-44) and Al-Manjumi (2016, p. 54) identified the stages of producing a digital story in the following steps:
Determining the field of the story: It is necessary to define the field of the story, whether it is a cultural, religious, heritage, geographical or imaginary field.

➢ Writing the text of the story: Here it is necessary to define the main idea of the story, and it is allowed to write it more than once to reach its final formulation.
➢ Scenario preparation: The basic form of the story and the multimedia elements that are used in presenting it are determined.
➢ Preparing the illustrated scenario: In this step, the text and multimedia to be used in specific places in the story are determined.
➢ Obtaining the sources: The multimedia required to produce the story is obtaine .Production: The digital story is produced using appropriate software for digital story production .Sharing: The digital story is shared by making it available to the public either on the Internet, on CDs or on a network within an institution.

We note that the stages of developing and designing digital stories are overlapping and interrelated, as it is not possible to work on developing a stage before the other, as all stages are interconnected and the teacher must employ all of them when using stories.

Digital Stories Design Criteria : Mahdi et al. (2016, pp. 160-161) and Tatar (2016, p. 21) identified several criteria that must be followed when designing digital stories:

- Clearly describe the content of the digital story.
- The content of the digital story should be derived from the objectives and be characterized by integration and sequence.
- The presence of activities commensurate with the educational goals in the content of the digital story.
- Taking into account the sound structure of the story when designing the digital story.
- The digital story should follow an appropriate design model.
- The digital story should contain appropriately written texts.
- The digital story should contain animated and static images and be added appropriately.
- To use the video scenes in the digital story in a sound and clear manner.
- The digital story should include voices, which are used appropriately.
- The artistic design of the digital story should be suitable for the presentation.
- The digital story scenario followed should be clear.
- The researchers took into account the above criteria when producing digital stories and added:
- Avoiding the crowding of digital stories with elements, which distracts students, especially the primary stage.

Since the educational process is constantly evolving, and technological and educational applications are talking and increasing in light of this development, in order to make the educational process more fun and exciting, and perhaps animation software is one of the most attractive programs that attract students and draw their attention in the educational process, and among these applications is the Toontastic application as mentioned by Al-Faqawy (2020).

Toontastic : It is a mobile application used to produce short animated films, a new application (2017), available free of charge on Android and IOS operating systems, developed by Google, aimed at people who want to express their ideas through animation.

Toontastic program in process instruction:

- It can be used in teaching different languages (English - Arabic) for the lower levels.
- The teacher can use his stories as a prelude to one of the lessons in different topics.
- It can be used to display content to support students' values and attitudes.
- The teacher can direct the students to write and produce story scenarios.
- Enhancing the student by adding his personal photo to the cartoon character.
- Encouraging students to produce stories.

Oral reading: There are many definitions of the concept of reading, and this multiplicity is due to the magnitude, complexity and multiplicity of its aspects. Therefore, there are many studies and research conducted by specialists and psychologists studying reading to study the subject of reading :The researchers believe that through the definitions of Khaza'ala et al. (2011, p. 204), Jaballah, Makkawi and Abdel Bari (2010, p. 21), Helles (2017, p. 57) that reading:

- Cognitive process based on decoding symbols and converting written letters into sounds
- A mental process based on seeing printed or written words, and here the visual response and the role of the nervous system in the reading process appear.
- Active process through which interaction with the material read.

The development of the concept of reading as seen (Al-Hassan 2000)

- The concept of reading initially consisted in enabling the learner to be able to recognize letters and words and pronounce them, so a good reader was a healthy performer, as reading in this sense is a "perceptual, visual, acoustic process".
- The concept of reading changed as a result of educational research, so the concept of reading became "recognizing and pronouncing symbols and translating these symbols into the meanings and ideas they indicate," meaning that reading is an intellectual process aimed at understanding.
- This concept changed after the First World War, as a result of the political, social and economic changes that affected international societies, and another element was added to it, which is "the reader's interaction with the read text, an interaction that makes him satisfied, indignant, sad or pleased, as a result of criticism and interaction with the reading".

- Then the last concept moved to a broader picture in defining the meaning of reading to use what he understands, and what he extracts from what he reads in facing problems and benefiting from it in practical life situations. Thus, the concept of reading became in addition to the above "enabling the reader to use what he understands from reading." And what he extracts from it in facing life's problems, and benefiting from it in vital situations".

- Then this concept finally developed after the problem of free time and its exploitation, and the human need for recreation and self-entertainment from the hardships that he suffers from his daily work, became clear, so the concept of reading took on a new meaning that was added to its previous meanings, which is that reading is a tool for man to enjoy what he reads. This basis has become the modern concept of reading is "the pronunciation and understanding of symbols, analyzing and criticizing what is written, interacting with it, and benefiting from it in solving problems".

It is clear from the above that reading in its modern sense is an emotional mental process that includes interpreting symbols and drawings that the reader receives through his eyes, understanding meanings, and linking past experiences in order to understand and deal consciously with what he reads.

The importance of reading : Reading is important in the life of the individual and society in general and the lives of students in particular, as pointed out by Aoun (2013, pp. 139-140). The development and progress of mankind is the first way to explode creativity and make creators, discoverers, scientists and thinkers.Since the individual is part of the society, and affects and is affected by it, individual readers have a role in the development and progress of their society, and from here we can show the importance of reading for society. Abu Al-Daba'at (2007, p. 111) listed the importance of reading to society as follows:

- It raises the cultural level of the individuals who make up one community.
- Reading works to organize the ideas of society, and it also works to bring these ideas together so that you find one society, even if opinions and trends differ, its members live with each other in harmony and harmony.
- Reading is an important means of community communication with each other.

Reading readiness : Al-Shakhriti (2009, p. 30) defined readiness for reading as "a cumulative product of the evolutionary process that reflects the influence of all genetic factors, episodic experiences, cognitive learning, training and previous practice, and also reflects the effects of cognitive, muscular and capacity growth".In light of this concept, the factors of readiness for reading can be identified as mentioned by Eid (2010, p. 49) as follows:

- Physical readiness: It is the child being physically able to learn, and this readiness is represented in the safety of the body in general, and speech defects in children are due to several factors, including:
- Mental readiness: meaning that the child's mind has reached a level of maturity that can acquire experience and skill and deal with experiences, and there are individual differences between children, even among those of equal age, and the role of the teacher in this field is determined by his ability to know the mental abilities of the students.
- Emotional readiness: they are born with different abilities and aptitudes, and they are brought up from different environments with different social centers, so we find every child has a different personality from the other.
- Educational readiness: We notice the children's disparity in their experiences, knowledge, and behaviors, as a result of what they have acquired from home, whether in terms of language, concepts, manners and morals.

The researchers believe that reading is not an easy mechanical process in interpreting symbols, linking them to meaning only, or just recognizing letters and words and then the correct pronunciation of them. reading process.

Reading problems and their treatment : Learners face a number of problems that limit the skill of reading mastery. The reading problems are many and varied, and the following are the most important problems that Nusairat (2006 AD, pp. 145-146) with ways to treat:

1. The problem of slow reading.
2. The problem of reading word by word.
3. The problem of understanding by paying attention to detail and letting go of the main idea.

The researchers believe that no matter how many reading problems there are, educational activities aimed at practicing reading of all kinds are indispensable, which encourage each individual's self-esteem, give an opportunity for all students to read and provide experiences, give various coordinated exercises in general

reading, and discuss students in their general reading and their academic problems. And the use of advanced means that attract students' attention, such as digital story programs and other advanced means, and the greater responsibility lies with the teacher in how to use strategies and means that develop students' reading, and employ them properly, and then reveal strengths, weaknesses, and imbalances in reading skills.

Reading skills : Reading is a complex process that requires a large number of skills. Attia (2007, pp. 94-95) and Zaqout (2013, pp. 90-91) identified it in the following points:

- Understand letter and word symbols.
- Pronunciation of letters with their sounds.
- Synthesis of sound syllables and words.
- Distinguishing the forms of a single letter according to its position in the word.
- Distinguish between similar letters in different sound.
- Distinguishing between different letters of similar sound.
- Distinguish between vowels and vowels.
- Synthesizing words and understanding the relationship between them in the structure of sentences.
- Understanding meanings through context.

The researchers believe that reading skills are many and varied, due to the nature of the educational stage, the mental age of the student, and also reading skills need joint cooperation between the school, the family, the library and the media, in order to help the student benefit from sources of information, and these parties also contribute to the development of skills Reading, as the family is the first stop for the student to acquire the initial skills of reading, then the role of the school comes, especially the role of the teacher. Achieving reading goals.Through the definitions of al-Dulaimi, al-Waeli (2005, p. 106), Maarouf (2003, p. 90), the researchers see that aloud reading is "the students' ability to pronounce letters and written words correctly, taking into account good performance and interaction with the thing read, and using what the reader understands in facing problems." and different life situations.

Elements of Oral Reading:

- Oral reading depends on three elements, as seen by Issa (2013 , p. 44)
- The activity of the mind in realizing the meaning of the symbol.
- Pronouncing the sound that expresses what that symbol indicates.

Oral reading goals : Abu Al-Hija (2000, p. 74) believes that the most important objectives of oral reading in the basic stage are as follows:

- Recognizing words in terms of shape, as well as analyzing them into their letters and then understanding their meaning.
- Creating a linguistic wealth or linguistic balance that helps the student to understand what is read.
- Proper speech and good performance.
- Know the punctuation marks and the function of each mark.
- Training the student to extract ideas.
- Developing students' speed skill.

The researchers state that if linguistic integrity and expressive performance with phonemic performance are achieved, we will have achieved the main goal of oral reading .The researchers agreed on this with Al-Omari study (2020), Al-Hawamdeh study (2019), Al- Rashwan study (2019), Ahmed study (2019), Al-Jaafari study (2018), Al-Shara'a study (2018), Al-Harbi study (2017), Al-Obaidi study (2016), Al-Uwaidi study (2015), and Al-Khawaldeh study (2019).This type of reading has advantages that are associated with it from a psychological, educational and social point of view, as seen by Zayed (2006, pp. 61-62:(

Research Methodology : The experimental method was used in the research due to its relevance to the nature of the objective of the research and its problem. The experimental method is defined as "a method that studies a current phenomenon with changes in one or more factors and monitoring the results of this change" (Al-Agha and Al-Ustad, 2008, p. 83)Where the independent variable in this research, which is the program based on digital stories, was subjected to the experiment to measure its impact on the dependent variable (reading skills aloud), and the experimental method is the most appropriate method for the research topic.

Research Design : The two researchers followed the experimental design with two groups (control and experimental), where the experimental group was taught by the program based on digital stories, and the control

group by the normal method. The research community consisted of all fourth grade students in the schools of the Ministry of Education in Khan Yunis Governorate in the second semester of the year 2020/2021.

Research sample: The research sample consisted of:

Survey sample :A sample of (32) students from the fifth grade of primary school was chosen, and they were chosen randomly in order to ensure the validity, validity and stability of the research tools.

Actual sample (original:(The researchers chose the sample in an intentional way, due to the presence of technical capabilities within the school that help to conduct the research, and the Osama Al-Najjar Basic School was chosen, and the number of the sample was (63) female students from the fourth grade of basic education, and the sample members were divided into two groups, an experimental group amounted to (33) students were studied The program based on digital stories, and a control group of (30) taught in the normal way, and the following table shows the distribution of sample members.

Research variables:

Independent Variable: Program based on digital stories.

Dependent variable: Oral reading skills.

Program design based on digital stories:

Building a digital story program according to the ADDIE model:

Azmy (2013, p. 108) indicated that the general model of instructional design (ADDIE) is the basis of all educational design models, and it is "a systematic method of the instructional design process that provides the designer with a procedural framework that ensures that educational products are effective and efficient in achieving the objectives. More From (100) different models of instructional design, the researcher has followed the steps of the ADDIE instructional design model when writing digital stories, because it includes all stages of instructional design and is clear and simple.

Stages of the ADDIE Instructional Design Model:
 1.   Analysis phase.
 2.   The design stage.
 3.   Development stage.
 4.   Implementation stage.
 5.   Calendar stage.

The first stage: analysis

This stage included the following steps :Analysis of the general goal: In this step, the researcher determined the general goal of learning using a program based on digital stories and revealed its impact on developing the oral reading skills of the fourth graders.

Analysis of the characteristics of the students: The two researchers analyzed the characteristics of the fourth grade students, through:

• Their ages range between (9-10) years, in addition to the homogeneity of their current level of performance and level of achievement in the Arabic language subject through reviewing the evaluation results between the experimental and control groups.
• The students' motivation towards using digital stories, as it was found that they have the ability to use modern technology.
• The input behavior is the prior knowledge about oral reading skills.

Analysis of the educational content: The two researchers analyzed the content of four reading lessons from the book Our Beautiful Language (a tender flower - a good doll - my will is the secret of my success - a drop of water that tells its story) in order to determine the oral reading skills.

The second stage: the design : At this stage, the educational objectives of the research topic were formulated, and the methods that were used in how to implement it.

Educational Objectives:

•Orally express the pictures of the lesson story in sound language.

•Orally answers the story's questions in a proper manner.

•The story is read aloud, peaceful, correct and expressive.

•It expresses the general understanding of the content of the story lesson orally.

•Deduce the main idea of the topic of the lesson.

•Deduce the sub-ideas of the lesson paragraphs.

•Recognize the vocabulary included in the lesson story.

•Determine the types of methods mentioned in the lesson.

•Employing linguistic structures properly.

•She expresses her opinion on some of the situations mentioned in the story.

•Deduce the values and lessons included in the lesson.

•Summarize the topic of the lesson orally.

.2Teaching style:

The researchers employed the method of dialogue, discussion, role playing and cooperative learning during the application of the program based on digital stories.

The third stage: development

This stage means acquiring materials and media, and producing components for digital stories.

•Toontastic, a digital story production program, was used.

•Produced the media elements used images - texts – audio .

Fourth stage: implementation

At this stage, the actual implementation was carried out, and it was applied in the classroom with the creation of appropriate and appropriate conditions for the application of the stories after testing them on a sample of the fifth grade students, where the researcher designed the electronic lessons through the Toontastic program and presented them to the students of the experimental group via the LCD.

Fifth stage: Evaluation At this stage, the researchers made a continuous evaluation of all stages of the digital story production steps. At this stage, the effectiveness of a program based on digital stories was made to develop oral reading skills and oral expression, and the evaluation was done through a note card for oral reading skills.

Research tools and materials:

Oral reading skills list :The researchers prepared a list of the necessary oral reading skills for the fourth grade students. The list was prepared according to the following steps:

Determine the goal of the list of oral reading skills :The list aimed to determine the appropriate oral reading skills for fourth-grade students, and to identify the degree of importance of these skills and their suitability for fourth-grade students, through the opinions of specialists in curricula and teaching methods, educational supervisors and Arabic language teachers in order to develop them through the program based on digital stories.
List Preparation Sources:

•Previous research and studies related to oral reading skills.
•Books methods of teaching Arabic language.
•The objectives of reading in the lower stage.
•Teacher's Guide to Teaching Arabic for the Fourth Grade of the Ministry of Education and Higher Education.

•Our Beautiful Language book, which is scheduled for the fourth grade.

The list in its first form :The initial list of oral reading skills included three main skills, including (14) sub-skills, and the main skills were: letter reading skills (5) sub-skills, word reading skill (3) sub-skills, and paragraph reading skill (6) sub-skills..

Validity and reliability of the list of oral reading skills :The validity of the list of skills was verified by presenting it to a group of arbitrators, specialists in the Arabic language, curricula and teaching methods, to express their opinion on modifying the formulation of skills, deleting some skills or adding new skills. Where Appendix No. (1) shows a list of arbitrators, and Appendix No. (3) shows a list of oral reading skills in its initial form.

.**List of Oral Reading Skills in Final Form**: After presenting the list to the arbitrators, the researchers came up with a list of oral reading skills, which came in its final form, consisting of three main skills, and a set of sub-skills emerge from them, as follows:

➢ The skill of reading letters: It includes 5 sub-skills.
➢ Word reading skills: It includes 3 sub-skills.
➢ Paragraph reading skills: It includes 6 sub-skills.

Oral reading skills note card :A note card was prepared to measure some oral reading skills, and it was built according to a set of steps as follows:
The purpose of the note card :The aim of the observation card is to identify the degree of development of the program based on digital stories for the oral reading skills of the fourth grade students.

Sources of building this card :It was based on the list of oral reading skills that were reached, as it was the basis.

Drafting the Card Paragraphs :The list includes three main areas for the performance of some oral reading skills, and each area contains a number of sub-skills, so that the field of reading letters contains (5) paragraphs, the field of reading words (3) paragraphs, and the field of reading paragraph (6) paragraphs. Format the paragraphs of the note card as follows:
•The integrity of the linguistic wording of the paragraphs of the note card.
•The logical sequence of paragraphs.
•The phrases do not contain the letters of denial and prohibition.
•Use short phrases when drafting paragraphs.
•The verb should be in the singular and in the present tense.

Choosing an Appropriate Observation Method :In designing the observation card, it was based on the method known as the regularity of grades, where the behavior was predetermined before starting the observation, and in the light of the development of performance, what happened from the students was monitored before and after the application of the oral reading skills. skill or delete it.

Quantitative assessment of the students' performance :After formulating the paragraphs of the observation card, it became important to determine the method of estimating the levels of students in the performance of each skill, by informing the researcher of several note cards that were prepared to note the oral reading skills in previous studies, and a grade estimate was determined for each specific skill (excellent, very good). We give five marks for the first level, four marks for the second level, three marks for the third level, two marks for the fourth level, and one degree for the fifth level.

Card Instructions :Appropriate instructions have been identified that help the observer to do the observation, with the aim of evaluating the performance of the students of the fourth grade at Osama Al-Najjar Primary School in oral reading skills. A schoolgirl and her association with the degree.

Set the card :After completing the design of the note card in its initial form, it was adjusted through:
First, the apparent sincerity:

The card was presented in its initial form to a group of arbitrators, professors, specialists, supervisors and teachers of the Arabic language, in order to ensure the integrity and clarity of the linguistic formulation of the phrases and the inclusion of the card for the skills that the program aims to achieve, as well as the connection of the mentioned skills with the skills of reading aloud, to produce the card in its final form consisting of (14)) a paragraph, distributed on three axes, and table (4.3) shows the distribution of the paragraphs of the observation card on its skills:

Distribution of Note Card Paragraphs

percentage	total	items	Performance
%36	5	5-1	**letters reading**
%21	3	8-6	**words reading**
%43	6	14-9	**sentences reading**
%100	14	total	

Secondly, the internal consistency:

The internal consistency honestly means "the consistency of each of the card's paragraphs with the field to which this paragraph belongs" (Al-Jerjawi, 2010 AD, p. 109). The following explains it:

Correlation coefficient between the card paragraphs and the total score of the card

sig	correlation coefficient	items	م
0.001	0.851**	The letters come out correctly	1.
0.001	0.763**	The same and different letters are pronounced in writing and verbally	2.
0.001	0.823**	Pronouncing the solar and lunar (L) correctly	3.
0.001	0.765**	Differentiate between hamzat al-wasl and hamzat al-qat` while reading	4.
0.001	0.680**	Distinguish between the movements on the letters)Al-Fatha - Damma - Kasra - Sukoon - Shadda(	5.
0.001	0.754**	Pronounce the words correctly	6.
0.001	0.833**	Read the word without deleting one or more letters or adding one or more letters	7.
0.001	0.763**	The student reads on her own without alteration or repetition	8.
0.001	0.821**	Read the whole sentence without deleting or adding a word to it	9.
0.001	0.879**	Take into account the tones of voice while reading, such as questions and exclamations	10.
0.001	0.863**	Pay attention to punctuation and stops while reading	11.
0.001	0.752**	Take into account reading in standard Arabic and avoid colloquial	12.
0.001	0.821**	Uses movements and gestures while reading	13.
0.001	**0.798	Understand what you are reading by stopping the student at the end of the sentence	14.

** 0. 01 * 0. 05

-Tabular value (t) at a degree of freedom (31) and a level of significance (0.01) = 0.449

-Tabular value (t) at the degree of freedom (31) and the level of significance (0.05) = 0.349

It is clear from the results of the previous tables that all the paragraphs of the note card are statistically significant at the level of significance (0.01), and this indicates that the paragraphs of the card have an appropriate internal consistency, so that the note card appears in its final form from (14) paragraphs of Supplement No. (5.(

Card Stability :The stability of the tool is intended "that the tool gives the same results if it is re-applied several times in a row" (Al-Jerjawi, 2010 AD, p. 96), the stability coefficient of the oral reading skills observation card was calculated through Cronbach's alpha coefficient in order to find the stability coefficient of the oral reading skills observation card, and the table The following explains:

Cronbach's alpha coefficient

Cronbach's alpha	items number	tool
0.87	**14**	Oral reading skills note card

It is clear from the previous table that the overall stability coefficient of the observation card is (0.87), and this indicates that the observation card enjoys a high degree of stability of oral reading skills, reassuring the researcher to apply it to the research sample.

Observer agreement :The researchers used the method of the observers' agreement in calculating the stability of the card, where the researcher carried out the observation process and another teacher participated in the observation process as a second observation by applying the observation card initially, on a sample of students and their number was (35) students from outside the research sample, and after the scores were monitored in the card. The data was processed statistically, by calculating the extent of agreement and difference between the researcher and the other parameter using Cooper's equation:

$$100\% \times \frac{\text{agreement points}}{\text{agreement points} + disagreement\ points}$$

Observer stability

Observer stability coefficient	domain
91%	**reading letters skill**
89%	**reading words skill**
92%	**reading paragraphs skill**
90.6%	**total**

It is noted from the previous table that the total coefficient of agreement of the note card was (90.6%); This can ensure the stability of the note card.

Oral reading skills : To ensure the equivalence of the experimental and control groups, a t-test was used to detect the significance of the differences between the two research groups, the experimental group and the control group in the observation card for oral reading skills and the following table illustrates this:

level	Sig	T	SD	mean	number	group	variable
non-sig	0.285	1.07	10.1	36.9	33	experimental	reading aloud skills
			5.6	34.6	30	control	

Tabular value (t) at a degree of freedom (df=61) and a significance level of 0.05=2.00

Tabular value (t) at degree of freedom (df=61) and significance level 0.01=2.66

It is clear from the previous table that the tabular (T) value is greater than the calculated (T) value, which means that there are no statistically significant differences at the level of significance (0.05) between the mean scores of the experimental group and the control group in the variable of oral reading skills; This indicates that there is an equivalence between the control and experimental groups, and accordingly, the researcher is assured of applying the research tools without the presence of an influence of extraneous variables.

Statistical methods used to adjust the research tools:
➢ Pearson's correlation coefficient to find internal consistency.
➢ Cronbach's alpha equation to calculate stability.
➢ The method of halving. Statistical methods were used to analyze the results:
➢ T-test for two independent groups to identify the differences between the control and experimental groups.
➢ Eta square coefficient to calculate the effect size.

Research results, discussion and interpretation

This chapter deals with the results of the research questions and their discussion, where the aim of this research is to identify the impact of the effectiveness of a program based on digital stories in developing oral reading skills and oral expression skills for the fourth grade students. This chapter presents the results that were reached, as the statistical program (SPSS) was used to process the research data and present and interpret the results, in preparation for providing recommendations and suggestions. First, to answer the first question, which states: What are the oral reading skills to be developed for the fourth graders? To answer this question, the two researchers reviewed educational literature and previous studies and research in the field of developing oral reading skills, and prepared a list of the oral reading skills to be developed, and then presented the list to a group of specialized arbitrators for control and approval. So that the skills to be developed for the fourth grade students were selected, and this was mentioned previously, so that the skills were identified (14) skills distributed over three areas, see Appendix No. (5). Secondly, the answer to the second question, which states: What are the oral expression skills to be developed for the fourth graders? To answer this question, the researchers reviewed the educational literature and previous studies and research in the field of developing oral expression skills, and prepared a list of oral expression skills to be developed, and then presented the list to a group of specialized arbitrators for control and approval. So that the skills to be developed for the fourth grade students were selected, and this was mentioned previously, so that the skills were identified (13) skills distributed over three areas, see Appendix No. (6).

Third, the answer to the third question, which states: What is the general framework of the program based on digital stories used in developing the oral reading skills and oral expression of the fourth graders? After reviewing the educational literature and previous studies that dealt with digital stories, the researchers crystallized the idea that will be addressed to identify the effectiveness of the program based on digital stories, through research procedures in the fourth chapter and preparing a guide for the teacher where we explained the procedures through which the program based on stories was employed. Digital in developing oral reading skills and oral expression skills, where applied procedures were carried out through the use of the program. Fourth, the answer to the fourth question, which states: Are there statistically significant differences at the level ($\alpha = 0.01$) in the observation card scale for the oral reading skills of the students of the experimental group and the control group in the post application? To answer the previous question, the following hypothesis was formulated: - There are no statistically significant differences at the level of significance ($\alpha = 0.01$) between the mean scores of the students in the experimental group and the control group in the post application of the observation card for oral reading skills. Where the answer was reached through the field experiment of the study, and the application of its tools (note card for oral reading skills) on the control and experimental group, then statistically processing the data using the statistical program (SPSS), in order to calculate the differences between the mean scores of the control and experimental group in the post application of the observation card for oral reading skills. The following table shows the value of (T), and its statistical significance for the scores of the two groups in the post-application of the card, noting the skills of reading aloud

The value of (T) and its level of significance for the scores of the control and experimental groups in the post application of the reading skills observation card

level	sig value	T	SD	mean	number	group	variable
sig	0.001	4.308	11.7	58	33	experimental	reading aloud observation card
			17.08	42	30	control	

Tabular value (t) at a degree of freedom (df=61) and a significance level of 0.05=2.00

Tabular value (t) at degree of freedom (df=61) and significance level 0.01=2.66

It is clear from the previous table that the arithmetic mean of the experimental group was (58), which is greater than the arithmetic mean of the control group (42), and that the calculated (T) value amounted to (4.308) greater than the table (T) value, and accordingly the null hypothesis is rejected and the hypothesis is accepted The alternative that states that there are statistically significant differences (α = 0.01) between the mean scores of the students of the control group and the experimental group in the observation card for oral reading skills in favor of the experimental group. The effect on the size of the differences or the strength of the relationship between the variables, regardless of the level of statistical significance (Afaneh, 2000, p. 28). In order to find out whether the differences are the result of chance or are really the result of the effect of the program based on digital stories, use the Eta square ($\eta2$) to calculate the size of the effect, using the following equations (Afaneh, 2000 AD, p. 42):

$$\eta^2 = \frac{t^2}{t^2 + df}$$

$$d = \frac{\sqrt{2\eta^2}}{1-\eta^2}$$

($\eta2$) **Level of effect size**

larg	middle	small	effect size
0.14	0.06	0.01	($\eta2$)
1.1	0.5	0.2	D

Eta Value

D	($\eta2$)	calculated T
2.1	0.23	3.514.30

.1

It is clear from the previous table that the value of ($\eta2$) amounted to (0.23) which is a great degree because it is greater than (0.14), and the degree of (d) was (2.1), which is a great degree because it is greater than (1.1), which indicates that the result of the (t) test They are real differences due to the research variables and not due to chance.

The researchers explain the results of the research that employing the program based on digital stories in a way that suits the students helped to develop the students' oral reading skills in order to introduce interesting multimedia for the students of the lower stage, as it adds fun and excitement to the students. Al-Hawamdeh (2019), Al-Khawaldeh study (2019), Rashwan study (2019), Ahmed study (2019), Al-Jaafari study (2018), Al-Shara' study (2018), Al-Harbi study (2017), Al-Obaidi study (2016), Al-Uwaidi study (2015), the results of which showed the positive impact of the effectiveness of the program based on digital stories in developing oral reading skills.

Research recommendations:

In light of the results of the research, the researcher recommends the following:

- Employing educational programs based on digital stories to develop various skills of students, such as listening skills, expressive skills of all kinds and other skills.

- Curriculum organizers should pay attention to preparing digital stories that reflect the content of the curriculum.
- Supervisors held workshops for Arabic language teachers to train them on the use of digital stories in teaching Arabic.
- Attention to include oral reading skills in the curricula of the basic stage.
- Using new methods and techniques to develop students' oral reading skills.
- The need to pay attention to organizing language activities that depend on oral expression skills in an organized manner, such as school radio, and competitions, in order to motivate students to master oral expression skills.

Research Suggestions:

In light of the study results and recommendations, some suggestions can be made to conduct other studies, including:

- Conducting studies dealing with the program based on digital stories and its impact on different study subjects, various grades, and various dependent variables.
- A study to determine the necessary training needs for teachers in the field of planning, implementing and evaluating Arabic language lessons in the primary stage classes in digital stories.
- Studying the development of oral reading skills and oral expression through different strategies.
- An investigation into the impact of teaching the skills of listening and speaking according to digital stories of the Arabic language on improving the two skills of third grade students.

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