World Teachers' Day 2022

Digital Story: A Teaching Medium to Enhance Palestinian Refugee Children's English Reading Micro-skills
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1 October 2022

The Out line

- ❑ Objectives
- ❑ Research questions
- ❑ Methodology
- ❑ Findings
- ❑ Conclusions and recommendations

Objectives

- To identify the English reading micro-skills Palestinian fourth graders are expected to develop.

- To design reading micro-skills-based digital stories using quality criteria and steps.

- To use micro-skills-based digital stories as a medium in English as a Foreign Language (EFL) classrooms to develop children's English micro-skills of reading.

- To identify the impact of digital story on the development of Palestinian children's English reading micro-skills.

The Problem

Mean Marks in the Four language Skills

3.87	3.74	3.27	3.87
Listening	Speaking	Reading	Writing
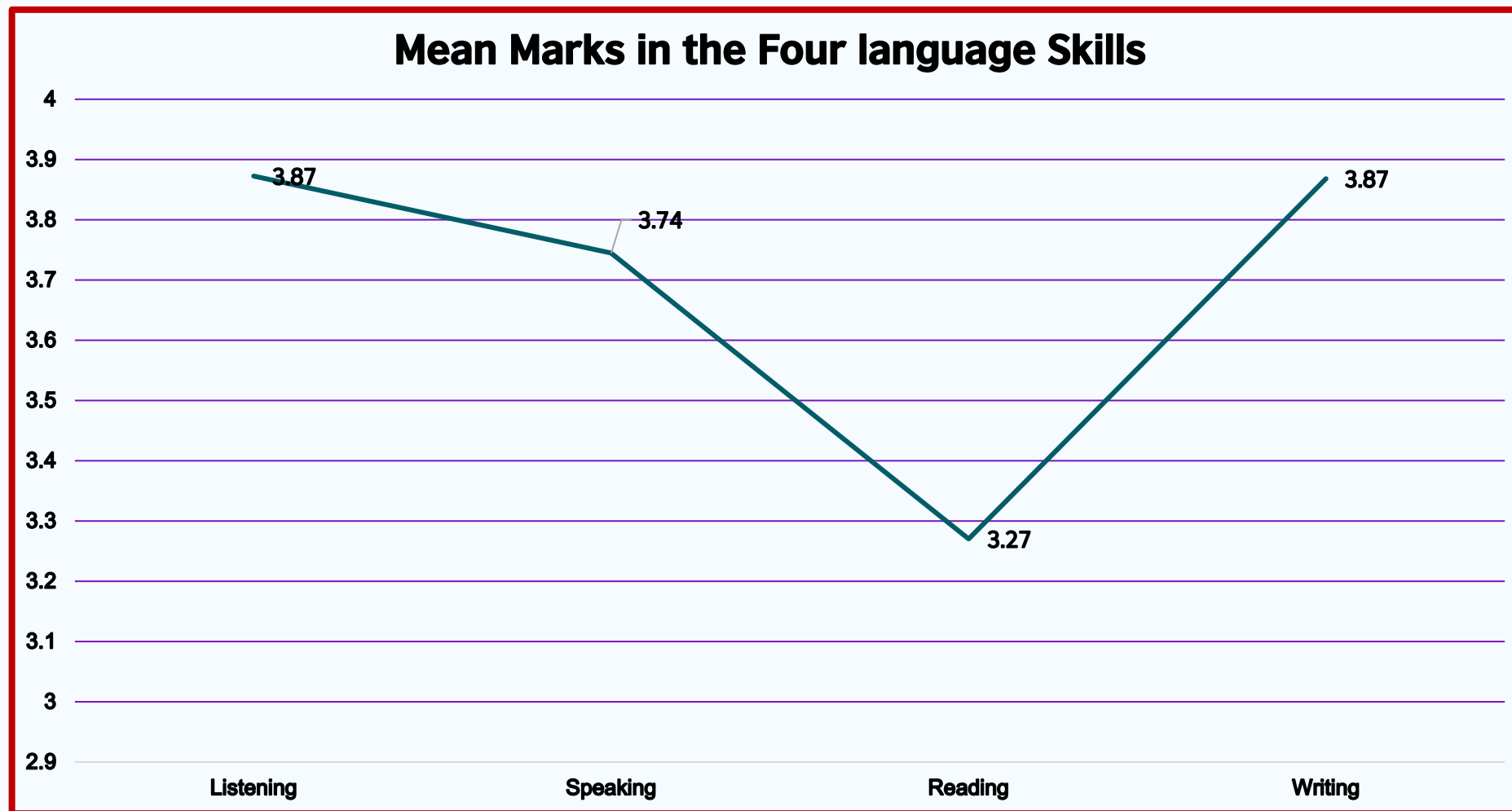
Research Questions

To what extent can digital story develop reading micro-skills of English?

A) What are the English reading micro-skills the Palestinian fourth grade English textbook intends to develop?

B) How can digital story be designed using quality criteria and steps?

C) How can digital story be used to develop Palestinian fourth graders' reading micro-skills of English?

D) What is the impact of using digital story on the development of Palestinian children's English reading micro-skills.

Methodology

❑ **Population and sample**

❑ **Research Design**

❑ **Data collection instruments**

Population and sample

The population of the study consists of all fourth grade female students enrolled

at the UNRWA schools of Gaza Strip during the scholastic year (2018-2019).

The sample of students consisted of 84 children distributing into two groups.

The researcher used a purposive sample from UNRWA Biet Lahia Elementary

School in North Gaza to administer the experiment.

Purposive sample
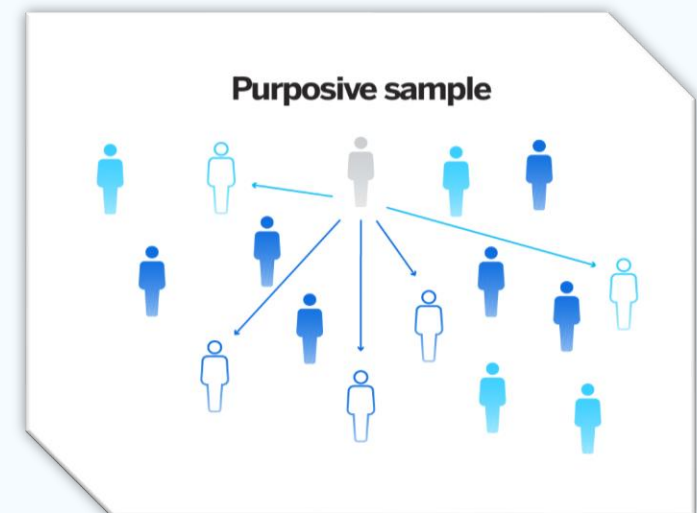
Research Design

The researcher adopted the experimental design. The **experimental group** was taught reading through the use of digital story (with treatment) and the **control** group was taught reading through the traditional method (without treatment) as illustrated by this figure.
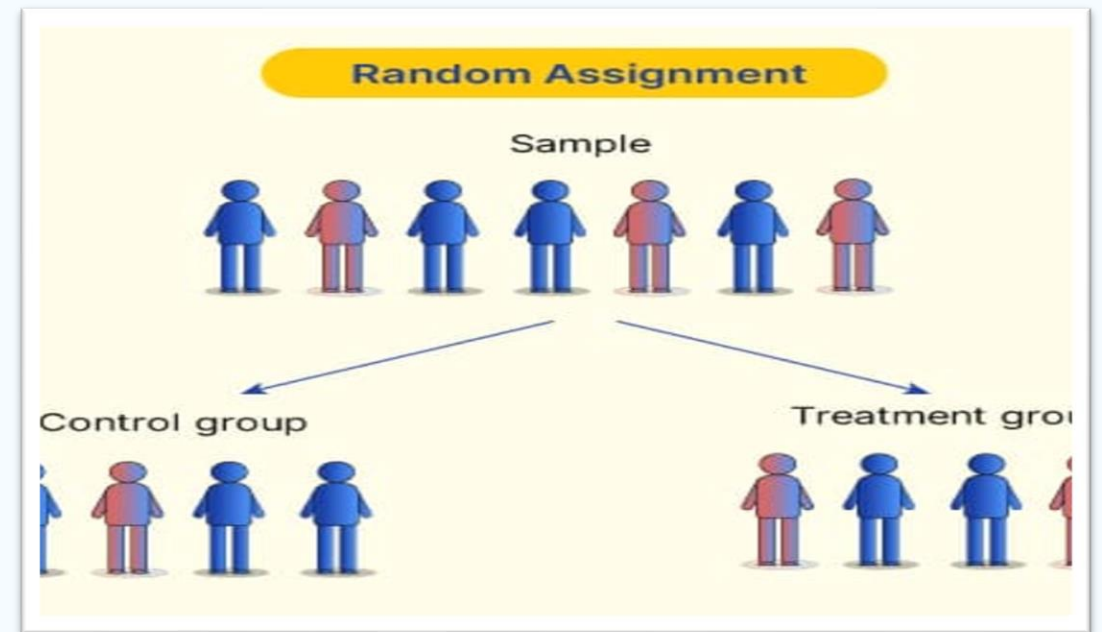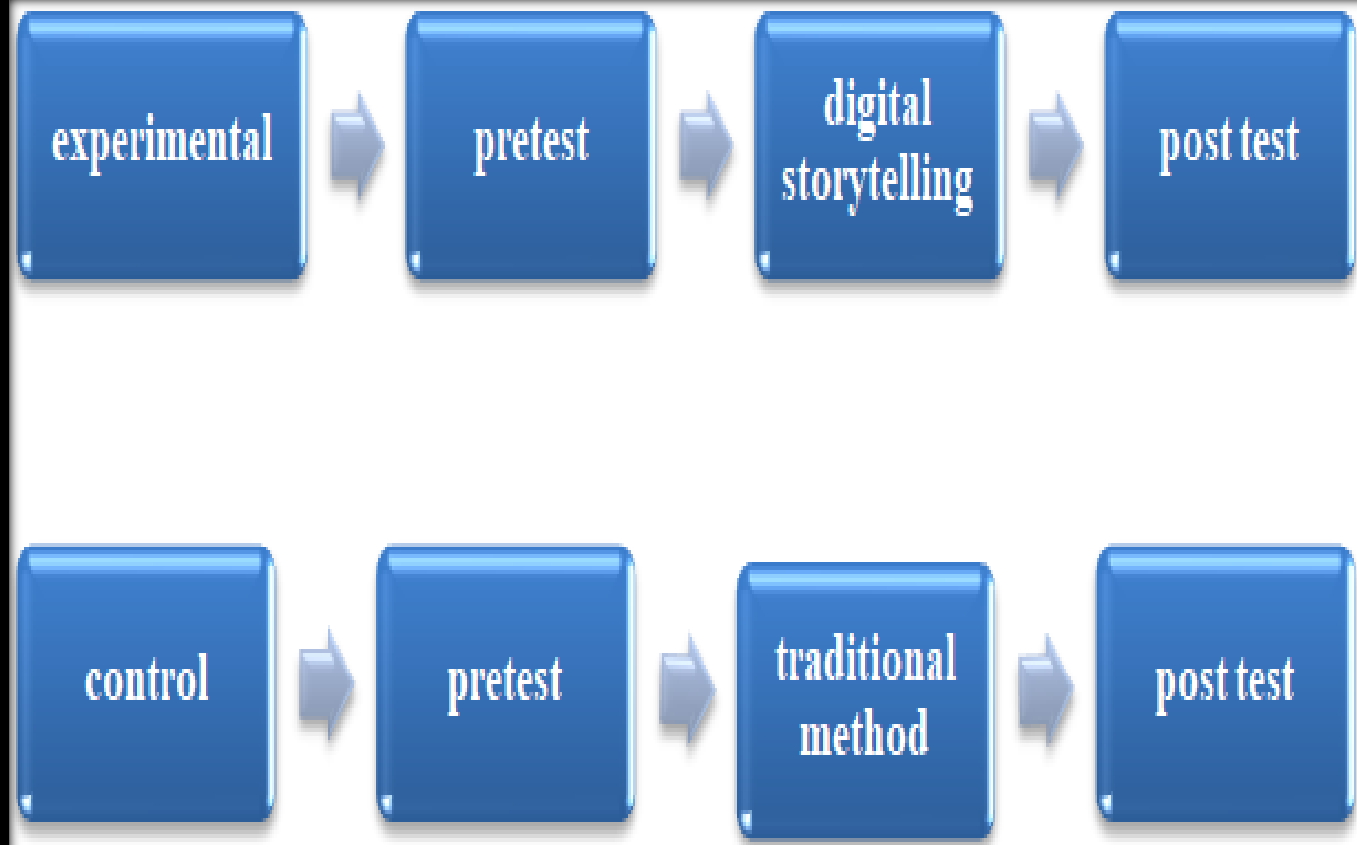
Figure (3. 1): Research Design

Data Collection Instruments

- **Pre/Posttests**

- **Field notes**

- **Comprehension Worksheets**

- **Parental reports**

- **Reading Assessment Sessions**

Pre/Posttests

Before the experiment, pretests were administered on the three groups to choose the study groups building on their exam results. During the experiment, a series of seven tests were carried out, after each of the seven educational units, to measure and compare students' progress after implementing each digital story.

Field notes

While playing the digital story, the teacher used to take notes of students' reactions, state of mood, questions, and difficulties. She used to take these notes first on the piloting group. Equipped with these observations every time, the teacher was able to assess the delivery of the digital story and to document students' interaction with the digitized material. Corwin and Clemens (2012) model of analysis was followed during the process of collecting and analyzing the field notes.

Comprehension Worksheets

For each digital story, a written worksheet was prepared to be completed by students while watching the video. The worksheet consists of two parts mainly. The **first** is for checking students' comprehension of the story events and it includes objective questions e. g. true/ false, multiple choice, and complete .The **second** part is for eliciting their attitudes or opinions concerning the story.

Parental Reports

At the top of the report appears an introductory sentence where a space is provided for writing the parent's name followed by a request to complete the report. The report consists of three questions that seek the parent's observations, attitudes, and comments on their kids' performances after being exposed to the digital stories..

Reading Assessment Sessions

Two of the researcher colleagues have assessed students' reading performances by taking random students of the same level from both groups. Students were classified according to their levels in English language skills in general. Then, a comparison of students' performance was held between two students within the same level from both groups.

Finding

The main research question has been tested through the implementation of five data collection instruments. The results gathered by these tools can be concluded as follow:

The Posttests Results

- **English micro-skills of reading.**

- **Intelligent guesses.**

- **Higher order thinking questions.**

- **knowledge transfer.**

The Comprehension worksheets

- **Familiar/unfamiliar words.**

- **Lots of fun.**

- **Careful planning.**

Reading Assessment Session

- **Higher reading competencies.**
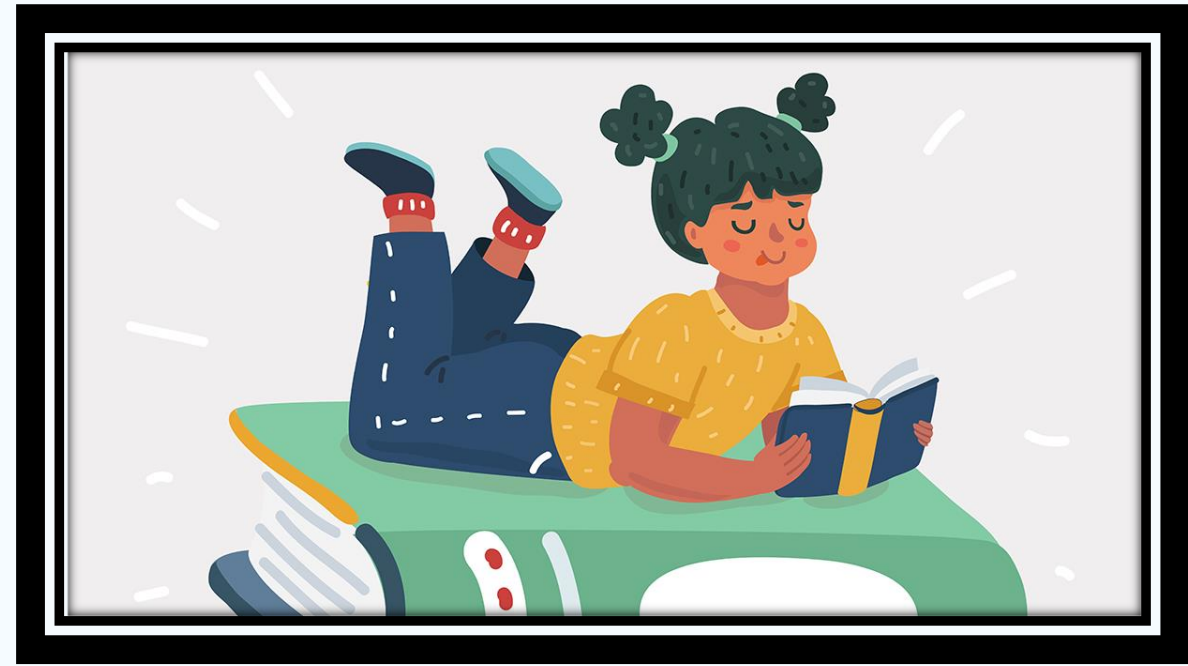
- **More confident performance.**

Field notes

- **Authentic context.**

- **Motivation.**

- **Cultural learning.**

- **Comprehensive learning (law achievers/ relactant students).**

- **less affection by external distractions.**

- **Less fidgeting or twiddling.**

- **Hidden curriculum.**

Parental Reports

- **Adequate feedback.**

- **Genuine and true feedback.**

- **Vital psychological impact.**

Recommendations

Conducting action research demands a prolonged journey of preparation and searching. Action researchers are advised to state their problems carefully, to study their contexts penetratingly, review their fields, recognize their possibilities and infeasibilities, and back up their A plan with several B plans before starting the process of action research.

Recommendations

In the digital world, supporting learning with technology has become an inevitable approach of today's education. Teachers nowadays are obligated to bring the carnival of technology to their classes if they want to be taken seriously by a digital generation of students.

Recommendations

Digital story is highly recommended for EFL classes. Teachers are demanded to prepare a toolbox of facilities and attachments to guarantee the effectiveness of their digital stories e.g. worksheets, B plans, action plans, daily records, reflective journals etc.

Recommendations

The process of designing digital story is a multidisciplinary one. The action researchers who would like to make use of this technology have to take into consideration so many things while preparing their digital versions. Students' age, needs, and local environment are crucial as they influence the teachers' choices, alternatives, plans, tools and overall assessment procedures.

Recommendations

Studying reading skills is a problematic area in educational research due to the complexity attached to reading and the conflict over defining it. Further research in this area particularly is highly recommended for reaching a comprehensive view of this awkward skill.

Recommendations

A successful action researcher is always willing and capable of sharing his/her ideas with colleagues, friends, and supervisors. The regular contacts with others play a vital role in facilitating, directing and enhancing the extended process of research. Keeping a cooperative spirit along the way can at all times be fruitful and fertile. Knowledge is best expanded when it is shared and it is true to say that two heads are always better than one.

Thank you