The consequences of E-Storybooks on public school's fourth graders reading skills

I certify that all material in this proposal is my own work.

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Abstract:

In this research I did a quantitative study about the story setting understanding differences between fourth graders. I have selected 30 students of those who were struggling with reading English comprehensions. Each one of them was randomly assigned to one of three groups:

Displaying the E-storybook on a computer with the sounds and animations.
Displaying the E-storybook on a computer without the animations.
Reading the printed storybook.

The purpose of this study is to compare the effectiveness of different reading tools to students' understanding. Finding out wither the reading and understanding difficulties differ between students when they read the same story with or without the sound effects and animations?

Also to shed the light on easy, affordable ways to help students read and understand English comprehensions better.

Introduction:

The ability of reading means success in life. And no matter how much we use Learning and knowledge of other methods, these methods still rely on reading, but the spread of Technology and the diversity of sources of knowledge confirms the development of the new importance of reading and its effective role in an individual society. Given the importance of reading in general, and in the primary school in particular, especially in the fourth graders, has attracted the attention of many educators. The impact of the application of reading and displaying stories shows the development of students in the fourth grade attitudes towards reading program.It's not easy to understand the written-printed- story, but it's an enjoyable time to watch and listen while reading the same story.

On one hand, the positive trend towards reading is one of the important factors that drive students to practice reading.On the other hand It takes several years, and require a lot of practice and trying new methods to have that growing skill constantly, although we must keep in mind that it cannot be mastered individually, it is a skill continues to be improved Through practice..

The affective variables such as trends and tendencies and motivations play an important role as an Intermediate variables that can facilitate or impede the learning process, and affect the level and rate of gain reading as an

individual.These variables affect the individual quantitative or qualitative response to the subsequent educational which will reflect positively or negatively on the educational process outputs.

The electronic and animated reading activity on the fourth grade shoed the most important methods and strategies for the development of the positive trend towards Reading, the most influential and effective. So, there is almost devoid program for the development of pupils' attitudes towards reading by Activity teacher read stories to the students or the beautiful literary pieces to the activity of the benefits and effects Positive refer to some of them in the theoretical framework, and the most important trends in the development of students and push them towards reading To practice reading and frequent access and the company of the book and the search for knowledge regarding greet alive from.

Literature Review:

Cooper (2006) says that the struggling readers are students who had some obstacles in learning how to read. According to Biancarosa and Snow (2004) a lot of readers have a hard time reading a comprehension, their study concluded that most of fourth grade students don't need a help reading the words itself, but in understanding the meaning of it, they struggle with the repeated failure to understand what they read. (Baker, 2002) referred the reason of that repeated struggle to the fact that reading is a less conscious process than understanding the text.

In the early stages of teaching the English language the main focus is on teaching the basic alphabets, phonological awareness, and decoding words (Adams, 1990; Kingham, 2003). But once students reach upper stages they are expected to understand more complex comprehensions.

However, (Rapp et al., 2007) strongly believed that literature is a powerful resource for developing the reading skills, and that there are three major theories behind reading difficulties.
The first theory suggests that the main problem with understanding difficulties is the lack of vocabulary understanding in the first place, because if students understood the vocabularies properly out of context they will be able to understand the sentences and comprehensions they form. But what happen with students who struggle with reading is using the temporary memory during the learning process and that is why they can't remember the meaning of words, therefore they mess the pronunciation also.
The second theory claims that students have some difficulties with grammar and semantic analysis of the text which make it harder for them to understand the language in general.
The third theory assumes that students and readers generally have a hard time, combining thoughts and ideas with texts inferences.

On the other hand, some researches have been made about the effectiveness of technology on reading, Higgins, Boone, and Lovitt (1996) did a study about how group studies with electronic texts improves student's understanding. Hegarty, Carpenter, and Just (1991) allude the importance of animations in electronic storybooks, for animations can be a great help to understand the story setting for those who struggle with reading simple written books. (Pearman & Lefever-Davis, 2006) claims that computer programs have an extraordinary power to help students read and understand comprehensions through audio-animated storybooks.

Pearman and Lefever-Davis (2006) thinks that understanding skills could be developed through e-storybooks. According to their study E-storybooks increases the student's ability to read and understand storybooks and they actually enjoy the process.

Significance of Research:

This research aims to test the effectiveness of electronic and animated reading activity on the fourth graders showing the most important methods and strategies for the development of the positive trend towards Reading, the most influential and effective. So, there is almost devoted program for the development of pupils' attitudes towards reading by Activity teacher read stories to the students or the beautiful literary pieces about the benefits and effects Positive refer to some of them in the theoretical framework, and the most important trends in the development of students and push them towards reading.

Research Question:

Does fourth-graders' reading and understanding difficulties differ between students when they read the same story with or without the sound effects and animations and in the typical printed form?

Research Methodology:

In this research study I have used two famous short stories (The lion and the mouse, Little red riding hood) in three forms one printed as a storybook, another form was a CD-ROM electronic storybook with the sound effects and animations, last form was just a text on a computer with no animations nor sound effects.

The selected 30 fourth-graders -from different public schools- who were asked to participate in this study after taking their parent's approval, 17 of them were girls and 13 boys. All of these students are struggling with reading English comprehensions properly. The students were divided into three equal groups, each group had ten students.

Group (A): Students assigned to this group had the chance of reading the The Lion and the mouse and little red riding hood stories while displaying it on a computer a CD-ROM electronic storybook with the sound effects and animations. Using this

way the students had the advantage of hearing each word of the story carefully and they have the ability to repeat it to listen to the correct pronunciation of words, they can also see the story animation while listening and reading it.

Group (B): Students in this group had the chance of reading The lion and the mouse and little red riding hood stories as an electronic, CD-ROM storybook, but without the sound effects nor the animations, just a plain text. With this reading method students had nothing to help them read the storybook, but the words and their prior reading skills, they had to spell each word trying to read it.

Group (C): with this group students were asked to read both of the stories from the original printed storybook. Using this way the students were able to see the painting of the story while reading it, but they had to rely on their prior reading skills as group (b) because there is no sound to help them with the reading.

After they finished reading students were asked to retell each story orally as they understand it.

These were the results of the students' retelling:

Group (A)	7 students read and understood both of the stories correctly and were able to retell them properly.	The other 3 students were able to understand the themes and settings of the stories, but they needed some help with the reading.	
Group (B)	Each one of this group understood the stories in a different way, none of them was able to understand the story correctly and they all had very hard time reading the stories		
Group (C)	6 students understood the stories correctly, but needed a lot of help in reading.	2 students struggled with understanding the stories, and were not able to retell them.	The other 2 students could retell the story with words, but did not understand the settings of the stories correctly.

Ethical Considerations:
The selected storybooks were approved by a fourth-grade coordinator for being suitable for fourth-graders. The E-storybooks were selected for the age of students' appropriateness. All students who joined this study participated willingly after their parents' approval.

By the end of this research there is going to be a questionnaire designed for the students, none of the answers will be compulsory, names and private information will not be exposed without a permission.

Limitations of Research:

This research has a limited time for it to be done, only 30 students participated in this study. But with more time and more participants I am sure the results will be dazzling.

Expected Result:

After this study students are expected to show a great improvement in their reading skills, students of the group (A) has already shown an improvement in understanding the storybooks and they read it properly too.

This study has shown that watching the E-storybooks are much better ways to encourage students to participate in the class reading activities, it also can help all the students who struggle with reading and understanding.

The animations in the e-storybooks can drag the students' attention which make it a lot easier for them to understand the story they are trying to read, and hearing it helps them pronunciate the words correctly.

As shown before in the retelling results, all the students who had the access to watch the story animated, were able to understand the theme and the story plot.

The most logical reason for the reading progress after watching the e-storybook is that animations make a perfect sense for students to understand the story, and once they understand what they are going to read it becomes a lot easier to read.

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Appendixes:

This questionnaire was given to the students on the first day of the study before starting with the E-storybooks reading experience.

- How do you feel about reading stories?
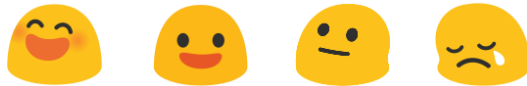
- How do you feel about using a computer/tablet?

- Have you ever played with the reading apps on the computer / tablet?
  □ Yes   □ No

- Have you ever read a story on the computer/tablet?
  □ Yes   □ No

- How would you feel if I told you we are going to read a story on the computer/tablet?

This questionnaire was given to the students at the end of the study on the right after reading the stories using the E-storybooks reading way.

- Did you like reading the story in regular way using the printed book?
  □ Yes   □ No

- Did you like reading the story along with hearing it with the E-storybook?
  □ Yes   □ No

- Which way, did you like better?
  □ Regular storybook   □ E-storybook

- Which story was easier to understand?
  □ Regular storybook   □ E-storybook

- Would you read the regular storybook again?
  □ Yes   □ No

- Would you read the E-storybook again?
  □ Yes   □ No

- Do you think the E-storybook helped you reading?
  □ Yes   □ No

- Would you read another E-storybook?
  □ Yes   □ No