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The Effectiveness of a Computerized Educational Program in Developing Language Skills for the 3rd Grade Students with Learning Difficulties in the Arabic Language

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ABSTRACT
The current study aimed at identifying the effectiveness of a computerizededucational program in developing language skillsfor the students with learning difficulties in the Arabic Language, The quasi-experimental approach was used on a sample of (30) male and female students who suffer from learning difficulties in the Arabic language. The study tools were the computerized program. Also designed an observation cards for the three skills based on the instructional material of the third grade Arabicbook according to Likert scale and consisted of the main skills that the students with learning Difficulties should acquire in the listening, reading and speaking skills.And designed a questionnaire to find out what are the listening, reading and speaking skills to the students with learning difficulties should acquire from the point of view of Arabic language teachers of the first three grades. The results indicated that There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the mean scores of the members of the experimental and control groups in the pre-measurement on the achievement test, which indicates the existence equivalence between the control and experimental groups in the level of listening skills for students with learning Difficulties in the Arabic language, and there were no statistical significant differences at($\alpha < 0.05$) between the students' performance in the three skills due to the Computerized Educational program.
KEWWORDS: COMPUTERIZED EDUCATIONAL PROGRAM, ARABIC LANGUAGE SKILLS, LEARNING DIFFICULTIES
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INTRODUCTION

The twenty-first century is the age of technology and is a powerful tool for transforming learning. It can help in consolidating the relationship between teacher and student, as well as adapting learning experiences to meet the diverse needs of all students. Today, technology plays a prominent role in our lives. It makes educational work much easier and less consuming. for the time.

Many researchers have sought in their scientific research to find ways and methods to help solve the problems faced by students with learning difficulties, as most students with learning difficulties suffer from neglect when thinking about the use of computer support technology. Several definitions of learning difficulties have emerged, and the most acceptable of these definitions to researchers is the definition of the Joint National Committee, which indicates that specific learning difficulties mean a disturbance in one or more of the basic psychological processes involved in understanding or using spoken or written language, which can express Decreased ability to listen, think, speak, write, spell, or in performing arithmetic operations(Al Khatib, et, al, 2009).

After reviewing the educational literature on the subject of students with learning difficulties, it was found that most research and studies focused on the field of reading, writing and language, and there is great interest in reading difficulties, early detection and development of methods and strategies to treat them, especially that students with reading difficulties face problems in basic skills in Reading is a result of their developmental problems related to memory, attention, motivation and cognition (Faust &Friedman, 2003).

The Arabic language is one of the oldest languages in the world, so the history of the Arabic language indicates that it descended from Sam bin Noah, peace be upon him, from the people of Aad and Thamud, and then the Banu Qahtan took it from them, after it was subjected to extinction, weakness, and distortion; Several dialects appeared, such as the Himyarite dialect (the dialect of the people of Yemen), and after it reached the north, the sons of our master Ismail, peace be upon him, learned it in the Hijaz (Hilal, 2004).

The Arabic language plays an important and decisive role in our time, and is one of the essential elements in any educational system, so educational institutions have realized the importance of the Arabic language as an international channel of communication (AlNatour & Hijazi, 2018).

The Arabic language has occupied an essential place in Arabic language communication for millions of people around the world, as the teaching of Arabic has become urgent, and it is focused on many countries in the world to teach it since the early school stages. As a result, the Arabic language is taught in schools and

universities all over the world. In some countries it is taught as a second or foreign language (Balla, 2017). As a result, Arabic Language is taught at schools and universities in all over the world. In some countries it is taught as a second language or a foreign language.

The four Arabic language skills (reading, writing, listening and reading) plays an important role in learning the language and teachers should integrate them effectively in order to make Arabic language teaching a successful process. (Sadiku, 2015)

since Listening and Speaking skills are the communicative skills in the language, and the integration between them will create an effective oral communication. And reading and writing are a receptive skill and tools to achieve an efficient written communication.

According to Sadiku (2017) The integration between the four skills will make the learner a good listener, speaker, writer and reader, and has the ability to communicate and master the Arabic language.

The four Arabic language skills teachers need to use efficient strategies and new methods to help students to develop their listening, speaking and reading skills in order to enhance their language comprehension and communicate fluently with the others.

Unfortunately, some teachers in Arabic Language still using traditional and boring ways to develop listening, speaking and reading skills. Some of them using flash cards and the teacher audio for teaching listening, reading and speaking skills to get the students listen and produce the correct pronunciation of words, and read the words correctly.

As a result, new ways for developing listening, speaking and reading skills and for increasing students' vocabulary knowledge are of critical importance nowadays.

We live in a world in which a change is a norm and students need to learn Arabic in a suitable way to cope with the world of technology. As a result, teachers need to use a new strategies to enhance students' skills learning such as , CALL (Computer Assisted Language Learning), drama, computerizedand role-play .(Rohani&Pourgharib 2013)

Teaching Arabic Language needs a special techniques in order to achieve the necessary and important Arabic language skills for the students. (Suryati. 2010)

Simulation is a powerful tool for learning that can be applied in many different disciplines and types of learners.

As Cambridge Business Arabic Dictionary (2011) computerizedis the use of situation or events that seem real but are not real, especially in order to help people to deal with such situations or events.

Computerized is a new method and a technique that has been suggested to reduce the gap between the classroom and the real environment. The main key of characteristic of simulation is that it represents real-life like environment. (Turan, 2015)

computerizedis usually preferred when the real events are dangerous, expensive and harmful. Simulation provides the students with safe opportunities to practice and develop their skills. (De Jong & Lane & Sharp, 2012)

Computerizedcould be a strategy that will support teachers to reach and teach vocabulary to their students, giving their students a great opportunity to learn and success.

STATEMENT OF THE PROBLEM

There is no doubt that listening, reading and speaking skills are considered as the most important skills for acquiring a foreign or a second language.

Communication plays a vital role in achieving success in all areas where Arabic is the international language and it is spoken all over the world.

The problem of the study stems from the researcher's survey of the evidence indicating the low level of students 'skills in the Arabic language, such as the statement of the Director of Examinations at the Ministry of Education (2018), which indicated that listening, reading, vocabulary and grammar skills were evaluated by the ETS Foundation in cooperation with British Council for the sixth and seventh grades in the three regions of the Kingdom, and the results were sub-standard.

Also, by informing the researcher on the previous studies in the field of developing listening, speaking and reading skills, the researcher found some studies such as Richards (1990) and Chergui (2016) which indicated that there are some reasons causing Arabic learner poor in listening and speaking skills, like: the curriculum do not emphasize on speaking skill, Arabic language learners have limited opportunities to practice their skills abroad, and students have fewer opportunities to listen in face-to-face interactions because there is one way to listen (watching TV, listening to audio and video, and teachers) is the dominating method of teaching. Therefore, many students do not practice speaking skill because many students are still afraid and tense of verbal expression of Arabic and the challenge learners face is the real life listening where there is no second chance for repetition.

And through teaching the Arabic language, the study found her having a test in a test in acquiring her skills, and the need for a test in the study to investigate the effectiveness of a Computerized Educational Program In

Developing Listening, Reading, and Speaking skills for the 3rd Grade Students in The Arabic Language.

QUESTIONS OF THE STUDY

The aim of the study will be achieved through answering the following questions :

1) What is the effectiveness of a Computerized Educational program on developing students' listening, reading and speaking skills with learning difficulties between the experimental group (which was taught using the computerized educational program) and the control group (which was taught by the usual way)?
2) Are there any statistical significant differences at ($a<0.05$) between the students' performance in the three skills with learning difficulties due to the Computerized Educational program?

SIGNIFICANCE OF THE STUDY

Language skills are essential in the learning process, and teaching them is one of the most important fields of learning, because it is the wide window through which the individual overlooks the fields of science and knowledge, and is able to view their various experiences. Awareness of the problem of students with learning difficulties in various academic subjects referred to by the definition of educational difficulties reinforced the need for teaching methods that meet their needs and suit their characteristics. The student's possession of a good level of reading, listening, and speaking skills is one of the most important factors for success in learning the study subjects. The weakness in the comprehensible reading threatens the academic achievement, because the student relies for the study subjects on reading comprehension more than his reliance on listening comprehension. The importance of this study emerged from what was confirmed by the results of many studies on the importance of technology with modern trends, as an important factor affecting student education. One of the urgent need to update and develop teaching methods in line with the fact that it provides a computerized program built for workers in the educational field seeking to computerize education in Jordan. For students with learning difficulties, practice and appropriate experience to reach the degree of proficiency in reading comprehension through the computer.

It is hoped that, this study may give insight to educators in the Ministry of Education and teachers of Arabic as a Foreign Language (EFL) where they may improve and fit a computerizedinto developing listening, reading and speaking skills..

There are few studies that deal with this topic specially at the primary stage, so this study may encourage and motivate other researchers to investigate the same field with another variables to detect some obstacles which hinder learning the Arabic Language.

THE AIM OF THE STUDY

The aim of this study is to investigate The Effectiveness of a Computerized Simulation-Based Educational Program In Developing Listening, Reading, and Speaking skills for the 3rd Grade Students with learning difficulties in The Arabic Language.

OPERATIONAL DEFINITIONS

THE COMPUTERIZED EDUCATIONAL PROGRAM: It is a computerized educational program was designing and developing by drawing the scenario and giving the content to a programmer to construct it, which aims to develop listening, reading and speaking skills for the third grade students, and it contains of two educational units and included with pictures, audios and colors that simulates the reality, in order to attract the students' attention and encourage them to practice listening, reading and speaking skills freely.

LISTENING SKILL:It is a key to receive messages effectively. And it is the ability to hear and understand the spoken language and give responding through the interactive with the educational program.

READING SKILL : It is the ability to read and pronounce the words which appear in the Computerized Educational program speedily and correctly.

SPEAKING SKILL : It is an interactive process, where the students try to speak and answer the comprehension questions in the educational program according to some criteria like Fluency and accuracy grammatical with a high self-confidence.

THIRD GRADE STUDENTS : They are the students who are studying Arabic Language in the primary stage in Jordan. They are usually between 8-9 years old.

LEARNING DIFFICULTIES : is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g., cultural differences, insufficient/inappropriate instruction, psychogenic factors), it is not the direct result of those conditions or influences (Hammill, Larsen, Leigh & McNutt, 1981).

PREVIOUS LITERATURE OF STUDIES:

Angelini (2019). conducted a study on developing Arabic speaking skills through simulation-based-instruction. In this study a group of university engineering students were taught with simulation to aid their learning of Arabic as a foreign language. These engineering students were taught Arabic through both class-based and a large-scale real-time web-based simulation. We present the results of quantitative analysis of students' oral production. The goal was to show whether simulation-based instruction contributes to significant progress in oral language production in Arabic. The results indicate that students progressed significantly in four language-related areas: vocabulary, pronunciation, variety of expression and grammar.

Al-smadi (2018) identifying the effect of a computerized educational program in improving oral expressive language for students with learning disabilities. The researcher developed a computerized program which aims at improving oral expressive language in students who have learning disabilities. The sample of the study consisted of (30) students who were divided into two equal groups (experimental group and a control group).The study used a semi experimental design. Analysis of the data using ANCOVA revealed significant differences in favor of the experimental group in enhancing oral expressive language skills. In addition, results showed no significant differences based on grade level whereas a significant difference was found based on gender being better for females. After discussion of the Results the study recommended that teachers use the Computerized educational program to enhance oral expressive language in students with learning disabilities.

Ismail (2017) conducted a study shed light on both the relation of the use of simulation and role-play in enhancing the student's speaking skills and its benefits to the students. It is also focuses on the student's perception towards the use of simulation and role-play in the classroom in helping them increasing their speaking skills. For the achievements of these purposes, 40 students of Form 2A from SekolahAgama Menengah (SAM) Muhammadiah, SabakBernam were involved in completing the performance test and questionnaires. To enhance the quality of the data collected, the observation was also used to help the researcher examine the natural behavior of the students and provides more details to the findings. The result of this study shows many positive signs in the students because they enjoyed the simulation and role-play activities. This study support that through simulation and role-play, teachers can help their students improve their speaking skills and bring positive changes in the class as well. Students were exposed to communication practices the same as they face real-life situations. They also practiced new vocabulary which help in enhancing their fluency.

Chergui (2016) conducted a study aimed to implement the simulation activities in Arabic language teaching to second year EFL students at University of Constantine. A quasi experimental method was used to test the efficacy of simulation in developing EFL learners' speaking and listening Proficiency and a sample compromised two experimental groups participated in the study. After analyzing the pre-test and post-test results, the findings revealed that simulation has successfully developed the EFL learners' speaking and listening proficiency with greater effective impact of simulation activities on listening than on speaking proficiency.

Ayudhya (2015). Conducted a study aimed to examine Effectiveness of simulation in developing Arabic communicative speaking skill in learners with different Arabic proficiency. The subjects included 100 Rajabhat Bachelor's degree Arabic major (Semester 2/2013) students. They were divided as 2 groups based on their Arabic proficiency using the scores they got from the university fundamental course. 40 students with the first 40 highest scores were assigned as a high Arabic proficiency group and the other 40 students with the first 40 lowest scores were assigned as a low Arabic proficiency group. The other 20 students who had the scores between these two groups were cut off. Research instruments included Arabic Communicative Speaking Online Learning Package Using Simulation and Arabic Communicative Speaking Test. A simple pre- and post-test comparison study was used as the research methodology. The results revealed that the mean of communicative speaking testing scores in the posttest of total 80 subjects was significantly higher than in the pretest at .05 significant level. Comparing between the results obtained from the subjects with high and low Arabic proficiency level presented that in the high group, the mean of communicative speaking testing scores in the posttest was significantly higher than in the pretest ($t = 11.77$) and in the low group, the mean of communicative testing scores in the posttest was significantly higher than in the pretest ($t = 14.31$) at .05 significant level. The results were discussed in terms of the importance of simulation in conveying understanding to the learners and the appropriate use of simulation in learners with different Arabic proficiency according to a performance pyramid.

Ezeudu & Ezinwanne (2013) conducted a study aimed to investigate the effect of simulation on students' achievement in senior secondary school chemistry in Enugu East Local Government Area of Enugu State, Nigeria. The methodology of the study was quasi-experimental and the study instrument's is the pre-test and post-test. The sample of the study consisted of 159 senior secondary school students (80 males and 79 females) whom are selected randomly from two schools out of the secondary schools . The experimental group consisted of 39 males and 39 females (78 students) while the control consisted of 41 males and 40 females (81student). Two research questions and two hypotheses guided the study. The achievement test in simulation (ATIS) was used to collect data on the student achievement. Means and standard deviation were used to answer the research

questions while the t-test was used to test the hypotheses a 0.05 level of significance. The results showed that simulation increased students' achievement in chemistry more than the conventional method. Based on the results the researcher recommended that chemistry teachers should be re-trained on the use of simulation in teaching while the government and stake holders in Education should sponsor the purchase of simulators to be used in teaching chemistry in schools.

Hardianty (2013), conducted a study aimed to prove whether the use of simulation technique is effective in improving the students' speaking skill or not. It was pre-experimental research design. The samples consisted of the eleventh grade students of SMA AlkhairaatKalukubula whom were selected by using random cluster sampling. The experimental group was XI IPA consisted of 15 students. The instrument of the study was pre/post test . The data gathered through the test were analyzed statistically. The result of data analysis shows that the hypothesis was accepted by regarding to the analysis that t-counted 5.4 is higher than the t-table 1.761. The degree of freedom (df) of the1 table is 15 – 1 = 14. The level of significance counted is set up at 0.05. It means that the use of simulation technique significantly improves the students' speaking skill of SMA Alkhaira at Kalukubula.

This article explores the effectiveness of a computer-based spatial learning strategy approach for improving reading comprehension and writing. In reading comprehension, students received scaffold practice in translating passages into graphic organizers. In writing, students received scaffolded practice in planning to write by filling in graphic organizers and in translating them into passages. Based on a cluster randomized sampling process, 2,468 students distributed in 12 schools and 69 classrooms participated in the study. Schools were randomly assigned to the computer-based instruction (CBI) group or traditional instruction (TI) group. Teachers assigned to the CBI treatment integrated the applications into the language arts curriculum during one school semester. A standardized test was used to measure reading comprehension and writing. The data were analyzed through a statistical multilevel model. The findings showed that students in the CBI group improved their reading and writing skills significantly more than students under

TI—yielding an effect size d=0.3 This article explores the effectiveness of a computer-based spatial learning strategy approach for improving reading comprehension and writing. In reading comprehension, students received scaffolded practice in translating passages into graphic organizers. In writing, students received scaffolded practice in planning to write by filling in graphic organizers and in translating them into passages. Based on a cluster and omized sampling process, 2,468 students distributed in 12 schools and 69 classrooms participated in the study. Schools were randomly assigned to the computer-based instruction (CBI) group or traditional instruction (TI) group. Teachers assigned to the CBI treatment integrated the applications into the language arts curriculum during one school semester. A standardized test was used to measure reading comprehension and writing. The data were analyzed through a statistical multilevel model. The findings showed that students in the CBI group improved their reading and writing skills significantly more than students under TI—yielding an effect size d=0.3

Ponce, Lopez & Mayer (2012) examines the effectiveness of a computer-based instructional program (e-PELS) aimed at direct instruction in a collection of reading comprehension strategies. In e-PELS, students learn to highlight and outline expository passages based on various types of text structures (such as comparison or cause-and-effect) as well as to paraphrase, self-question, and summarize. The study involved 1041 fourth-grade elementary students from 21 schools distributed in three regions in central Chile. Participant teachers integrated this program into the Spanish language curriculum, instructing their students during thirty sessions of 90 min each during one school semester. Pretest-to-posttest gains in reading comprehension scores were significantly greater for students instructed with this program than for students who received traditional instruction (d = .5), with particularly strong effects for lower-achieving students (d = .7). The findings support the efficacy of direct instruction in specific learning strategies in a computer-based environment.

Suryati (2010) conducted a study aimed to examine the effectiveness of simulation technique in improving students' speaking skill for Vocational High schools. The post test-only quasi-experimental design was used in conducting the research. The population of this study was the eleventh grade students of SMKN2 Jepara in the academic year 2010/2011. The results show that simulation technique could be one of the appropriate techniques in teaching speaking to improve the students' speaking skill because it gives authentic model and build contextual situation in group activities that enhance students social and personal development.

Torgesen, Wagner, Rashotte, Herron, &Lindamood(2009) relative effectiveness of two computer-assisted instructional programs designed to provide instruction and practice in foundational reading skills was examined. First-grade students at risk for reading difficulties received approximately 80 h of small-group instruction in four 50-min sessions per week from October through May. Approximately half of the instruction was delivered by specially trained teachers to prepare students for their work on the computer, and half was delivered by the computer programs. At the end of first grade, there were no differences in student reading performance between students assigned to the different intervention conditions, but the combined-intervention students performed significantly better than control students who had been exposed to their school's normal reading program.

Significant differences were obtained for phonemic awareness, phonemic decoding, reading accuracy, rapid automatic naming, and reading comprehension. A follow-up test at the end of second grade showed a similar pattern of differences, although only differences in phonemic awareness, phonemic decoding, and rapid naming remained statistically reliable.

From reviewing the related literature of previous studies, it noticed that some of these studies searches the effects of Computerized on speaking skill for Arabic Language Learners. as (Angelini, 2019), (Ayudhya, 2015), (Hardianty, 2013), (Syryati, 2010), and (Adriyati, 2009).

In the current study, the researcher used Computerized Educational program to investigate its' effect on students' listening ,speaking and reading skills, because there are no studies conducted about simulation in the Arabic language especially in these three skills together (listening, speaking and reading) for the third grade students with learning difficulties in Jordan.

So, the researcher hopes that this study will be an addition to the previously mentioned studies in this field.

DESIGN AND METHODOLOGY

THE METHODOLOGY OF THE STUDY

The method which used in this study in order to achieve its goal and answers the two research questions is the experimental methodology.

THE POPULATION OF THE STUDY

The population of the study contains of all the third grade students' at the Private schools in AlKarak Directorate in the semester 2021/2022 and whose number was (387).

THE SAMPLE OF THE STUDY

The sample of the study consists of Males and Females of the third grade students who are studying At Al-Tamkeen Academy During the semester 2020/2021, and whose total number was (30) and they were selected Purposefully (the main reason for choosing this sample because the Academic specialization of the researcher is Arabic classroom teacher and teaching the primary stage "first three grades" and we have to prepare the students in this stage with the main skills to be efficient learners and encouraging them to practice the language). The researcher divided the sample into two groups; control and experimental groups.

INSTRUMENTS OF THE STUDY

-The researcher used a Computerized Educational program in providing the Third grade students with Listening reading and speaking skills in Arabic Language. The researcher set the objectives of the program which are developing students' listening, speaking and reading skills. Also, the researcher set the educational activities that will develop the three skills.

-The researcher designed an observation cards for the three skills based on the instructional material of the third grade Arabicbook according to Likert scale and consisted of the main skills that the students should acquire in the listening, reading and speaking skills.

-The researcher designed a questionnaire to find out what are the listening , reading and speaking skills that the third grade students should acquire from the point of view of Arabic language teachers of the first three grades.

VALIDITY

The study's instruments were submitted to a panel of (10) members from the Faculty of Educational Sciences, and the Education Technology Department, andArabic Supervisors, they were asked to judge the study instruments and determine if they are suitable for the purpose of the study, They were asked to add, delete or modificate any of the instruments items.

DISCRIMINATION &DIFFICULTY COEFFICIENT

The test was applied to an pilot sample of (30) male and female students selected randomly from within the study population and outside of her sample, in order to determine the test time and to ensure the clarity of the meanings and test instructions, and also to verify the psychometric properties of the test and its items, and discrimination coefficients were calculated using the corrected correlation coefficient. (corrected Correlation) and the difficulty of the test items, with the proportion of correct answers, as shown in table(1):

TABLE(1) :THE DISCRIMINATION& DIFFICULTY COEFFICIENT OF THE TEST ITEMS

Item	Discrimination coefficient	Difficulty coefficient	Item	Discrimination coefficient	Difficulty coefficient	Item	Discrimination coefficient	Difficulty Coefficient
	Listening skill			Speaking skill			Reading skill	
1	.56	.44	1	.48	.36	1	.36	.32
2	.39	.52	2	.38	.59	2	.39	.36
3	.32	.41	3	.55	.37	3	.66	.41
4	.37	.36	4	.61	.32	4	.61	.45
5	.34	.32	5	.42	.47	5	.42	.39
6	.33	.30	6	.54	.38	6	.27	.58
7	.42	.32	7	.52	.30	7	.54	.38
8	.35	.40	8	.37	.32	8	.33	.41
9	.51	.34	9	.36	.52			
10	.30	.41	10	.46	.57			
			11	**.35**	**.40**			

STABILITY OF THE TEST

The stability of the test was verified by the Cronbach's alpha internal consistency on the pilot sample (n =30) as in table (2):

TABLE (2) :THE CRONBACH'S ALPHA INTERNAL CONSISTENCY STABILITY COEFFICIENT

Skill	Items	stability coefficient
Listening	10	.88
Reading	11	.90
Speaking	8	.86
Total	29	.91

As seen in table (2) The Cronbach's Alpha internal consistency stability coefficient reaches (0.91) for the totalInstrument ز

PROCEDURES OF THE STUDY

The researcher followed the following procedures:

First: The course material was chosen to be taught using the strategy (Computerized Educational program.), and in a manner consistent with the distribution of the curriculum, in terms of the number of classes, activities and their time, while ensuring the equal application of the method. And those with experience in preparing it, then it was arbitrated by specialists and amended in the light of their suggestions.

The educational material for the unit was prepared according to the following stage:

1. Analysis of the content of the two units, where the objectives of the lessons they included, the basic and subsidiary concepts of each academic topic, and the relationships between them were enumerated.

Second: Designing the study instruments which are (a questionnaire, observation cards. Pre/post test and a computerized educational program).

Third: Divided the selected classes from the selected school into two groups: control (not exposed to the method) and experimental (Computerized Educational program), as was previously explained in the study sample.

Fourth: The experimental group students were taught using the experimental method (Computerized Educational program)

Fifth: The parity of the two groups was ascertained by using a test (T) for independent samples on members of the study sample from the control and experimental groups in the pre-measurement. Tables (3, 4 & 5) shows that:

TABLE (3):INDEPENDENT T TEST TO ACHIEVE THE DIFFERENCES BETWEEN CONTROL AND EXPERIMENTAL GROUPS ON LISTENING SKILL ON THE PRE- TEST

Domain skill	Group	N	Mean	Std. Deviation	Df	T value	Sig
Remember the characters' names while listening	Control	15	.17	.24	28	.386	.702
	Experimental	15	.13	.23			
Answer the questions	Control	15	.20	.25		.367	.716
	Experimental	15	.17	.24			
Recall facts	Control	15	.13	.23		.418	.679
	Experimental	15	.10	.20			
Observe all the details	Control	15	.13	.23		-.386	.702
	Experimental	15	.17	.24			
Recognize the meanings	Control	15	.17	.24		-.367	.716
	experimental	15	.20	.25			
Understand the main idea	Control	15	.13	.23		-.386	.702
	experimental	15	.17	.24			
Take notes while listening	Control	15	.17	.24		-.367	.716
	experimental	15	.20	.25			
Imagine what is he/she hearing	Control	15	.13	.23		-.386	.702
	experimental	15	.17	.24			
Keep attention while listening	Control	15	.13	.23		-.386	.702
	experimental	15	.17	.24			
Listen clearly to the teacher	Control	15	.20	.25		.000	1.000
	experimental	15	.20	.25			
Total of Listening skill	Control	15	1.57	.84		-.280-	.781
	experimental	15	1.67	1.09			

As seen in table (3)There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the mean scores of the members of the experimental and control groups in the pre-measurement on the achievement test, as the values of (t) calculated for the total reached = (-0.280), which indicates the existence equivalence between the control and experimental groups in the level of listening skills for the 3rd grade Students in the Arabic language.

TABLE (4) :INDEPENDENT T TEST TO ACHIEVE THE DIFFERENCES BETWEEN CONTROL AND EXPERIMENTAL GROUPS ON READING SKILL ON THE PRE- TEST

Domain skill	Group	N	Mean	Std. Deviation	Df	T value	Sig
The reader is address him/her self while reading	Control	15	.2667	.45774	28	-.386	.702
	experimental	15	.3333	.48795			
Read with less mistakes	Control	15	.2667	.45774		-.386	.702
	experimental	15	.3333	.48795			
Read the new words contextually	Control	15	.3333	.48795		.386	.702
	experimental	15	.2667	.45774			
Read with high self-confidence	Control	15	.2667	.45774		-.386	.702
	experimental	15	.3333	.48795			
Enjoy while reading	Control	15	.2667	.45774		.000	1.000
	experimental	15	.2667	.45774			
Stop in the correct position	Control	15	.2667	.45774		-.386	.702
	experimental	15	.3333	.48795			
Read loudly	Control	15	.2667	.45774		-.386	.702
	experimental	15	.3333	.48795			
Read a simple text	Control	15	.3333	.48795		.386	.702
	experimental	15	.2667	.45774			
Read words and sentences correctly	Control	15	.3333	.48795		.386	.702
	experimental	15	.2667	.45774			
Distinguish between letters and chants	Control	15	.3333	.48795		.000	1.000
	Experimental	15	.3333	.48795			
Pronoun the letters	Control	15	.2667	.45774		-.386	.702

Domain skill	Group	N	Mean	Std. Deviation	Df	T value	Sig
correctly	Experimental	15	.3333	.48795			
Total of Reading skill	Control	15	3.2000	1.74028		-.296	.770
	Experimental	15	3.4000	1.95667			

As seen in table (4)There were no statistically significant differences at the level of significance (α≤0.05) between the mean scores of the members of the experimental and control groups in the pre-measurement on the achievement test, as the values of (t) calculated for the total reached = (-0.296), which indicates the existence equivalence between the control and experimental groups in the level of reading skills for the 3rd grade Students in the Arabic language.

TABLE (5) :INDEPENDENT T TEST TO ACHIEVE THE DIFFERENCES BETWEEN CONTROL AND EXPERIMENTAL GROUPS ON SPEAKING SKILL ON THE POST TEST

Domain skill	Group	N	Mean	Std. Deviation	Df	T value	Sig
Be fluent	Control	15	.20	.25		-.357	.724
	Experimental	15	.23	.26			
Attract students' attention	Control	15	.13	.23		-1.122	.271
	Experimental	15	.23	.26			
Use body language while speaking	Control	15	.20	.25		.367	.716
	Experimental	15	.17	.24			
Organize the ideas	Control	15	.20	.25		-.357	.724
	Experimental	15	.23	.26			
Produce grammatical sentences	Control	15	.13	.23	28	-.386	.702
	Experimental	15	.17	.24			
Pronounce sounds correctly	Control	15	.17	.24		-.367	.716
	Experimental	15	.20	.25			
Speak loudly	Control	15	.13	.23		-.386	.702
	Experimental	15	.17	.24			
Speak with high self-confidence	Control	15	.17	.24		.000	1.000
	Experimental	15	.17	.24			
Total of Speaking skill	Control	15	1.33	.58		-1.082	.288
	Experimental	15	1.57	.59			

As seen in table (5)There were no statistically significant differences at the level of significance (α≤0.05) between the mean scores of the members of the experimental and control groups in the pre-measurement on the achievement test, as the values of (t) calculated for the total reached = (-1.082), which indicates the existence equivalence between the control and experimental groups in the level of Speaking skills for the 3rd grade Students in the Arabic language.

TABLE (6) :INDEPENDENT T TEST TO ACHIEVE THE DIFFERENCES BETWEEN CONTROL AND EXPERIMENTAL GROUPS ON THE TOTAL OF THE THREE SKILLS ON THE PRE TEST

Domain skill	Group	N	Mean	Std. Deviation	Df	T value	Sig
Total	Control	15	6.10	2.11	28	-.696	.492
	Experimental	15	6.63	2.09			

As seen in table (6)there is no statistical significant differences at (α<0.05) between control group and experimental group were T value Total skills = (-.969), which indicates the existence equivalence between the control and experimental groups in the level of the total skills for the 3rd grade Students in the Arabic language Sixth: Teaching students of the experimental group the two units, for a period of one month for each unit, as teaching began from (1/9/2020) until (30/9/2020) and (7/2/2021) until (28/2/2021), at a rate of (12) lessons.

VARIABLES OF THE STUDY:

The study included the following variables:

1. Independent variables:

a. The teaching method has two levels (the computerized simulation-based Educational program, and the regular method).

2. The dependent variable: academic achievement.

STATISTICAL PROCESSORS

To answer the study questions, the following statistics were used:

- means and standard deviations.
- independent t test.
- One Way ANOVA.
- Discrimination &Difficulty coefficient
- Pearson correlation coefficient to calculate repetition constancy.
- The Cronbach Alpha equation for calculating internal consistency constancy.
- The Black modified gain equation to know its effectiveness of the computerized Educational program In developing listening, reading and speaking skills for the 3rd grade Students in the Arabic language as follows:

The value of the modified gain = (M 2 - M 1 / N - M1) + (M 2 - M 1 / N)
Where:
R1 the average of pretest scores.
M2 Average score for post-test.
N Great Mark of the Test.

FINDINGS AND DISCUSSIONS

VIEW OF THE RESULTS

Q1: What is the effectiveness of a Computerized Educational program on developing students' reading and speaking skillsStudents with learning difficulties between the experimental group (which was taught using a computerized educational program) and the control group (which was taught by the usual way)?
To answer this question:

A: LISTENING SKILL

To achieve the differences in listening skill between control and experimental groups on the pre test and independent t test has been used as in table (6):

TABLE (7) :INDEPENDENT T TEST TO ACHIEVE THE DIFFERENCES BETWEEN CONTROL AND EXPERIMENTAL GROUPS ON LISTENING SKILL ON THE POST TEST

Domain skill	Group	N	Mean	Std. Deviation	Df	T value	Sig
Remember the characters' names while listening	Control	15	.17	.24	28	-5.292	.000
	Experimental	15	.50	.00			
Answer the questions	Control	15	.17	.24		-4.209	.000
	Experimental	15	.47	.13			
Recall facts	Control	15	.10	.20		-2.366	.025
	Experimental	15	.30	.25			
Observe all the details	Control	15	.27	.26		-2.683	.012
	Experimental	15	.47	.13			
Recognize the meanings	Control	15	.23	.26		-2.479	.019
	Experimental	15	.43	.17			
Understand the main idea	Control	15	.27	.26		-2.066	.048
	Experimental	15	.43	.17			
Take notes while listening	Control	15	.20	.25		-2.928	.007
	Experimental	15	.43	.17			
Imagine what is he/she hearing	Control	15	.20	.25		-3.630	.001
	Experimental	15	.47	.13			.
Keep attention while listening	Control	15	.23	.26		-2.479	.019
	Experimental	15	.43	.17			
Listen clearly to the teacher	Control	15	.23	.26		-3.130	.004
	Experimental	15	.47	.13			
Total of Listening skill	Control	15	2.07	.50		-11.250	.000
	Experimental	15	4.40	.58			

As seen in table (7)there is a statistical significant differences at ($\alpha<0.05$) between control group and experimental group were T value Total Listening skill = (-11.250), due to experimental group also on all its domain skills; i.e that an effect of a computerized Educational program In developing listening skills for the 3rd grade Students in the Arabic language.

B: READING SKILL

To achieve the differences in reading Skill between control and experimental groups on the pre test an independent t test has been used as in table (7):

TABLE (8) :INDEPENDENT T TEST TO ACHIEVE THE DIFFERENCES BETWEEN CONTROL AND EXPERIMENTAL GROUPS ON READING SKILL ON THE POST TEST

Domain skill	Group	N	Mean	Std. Deviation	Df	T value	Sig
The reader is address him/her self while reading	Control	15	.4000	.50709	28	-2.928	.007
	Experimental	15	.8667	.35187			
Read with less mistakes	Control	15	.4000	.50709		-2.928	.007
	Experimental	15	.8667	.35187			
Read the new words contextually	Control	15	.4000	.50709		-3.630	.001
	Experimental	15	.9333	.25820			
Read with high self-confidence	Control	15	.4000	.50709		-3.630	.001
	Experimental	15	.9333	.25820			
Enjoy while reading	Control	15	.4000	.50709		-2.928	.007
	Experimental	15	.8667	.35187			
Stop in the correct position	Control	15	.4000	.50709		-4.583	.000
	Experimental	15	1.0000	.00000			
Read loudly	Control	15	.6000	.50709		-2.269	.031
	Experimental	15	.9333	.25820			
Read a simple text	Control	15	.4667	.51640		-2.479	.019
	Experimental	15	.8667	.35187			
Read words and sentences correctly	Control	15	.5333	.51640		-2.683	.012
	Experimental	15	.9333	.25820			
Distinguish between letters and chants	Control	15	.3333	.48795		-2.824	.009
	Experimental	15	.8000	.41404			
Pronoun the letters correctly	Control	15	.3333	.48795		-2.824	.009
	Experimental	15	.8000	.41404			
Total of Reading skill	Control	15	4.6667	1.75933		-10.342	.000
	Experimental	15	9.8000	.77460			

As seen in table (8) there is a statistical significant differences at ($\alpha<0.05$) between control group and experimental group were T value Total reading skill = (-10.342), due to experimental group also on all its domain skills; i.e that an effect of a computerized Educational program In developing reading skills for the 3rd grade Students in the Arabic language.

C: SPEAKING SKILL

To achieve the differences in Speaking skill between control and experimental groups on the pre test an independent t test has been used as in table (8):

TABLE (9) :INDEPENDENT T TEST TO ACHIEVE THE DIFFERENCES BETWEEN CONTROL AND EXPERIMENTAL GROUPS ON SPEAKING SKILL ON THE POST TEST

Domain skill	Group	N	Mean	Std. Deviation	Df	T value	Sig
Be fluent	Control	15	.27	.26	28	-3.500	.002
	Experimental	15	.50	.00			
Attract students' attention	Control	15	.13	.23		-4.025	.000
	Experimental	15	.43	.17			
Use body language while speaking	Control	15	.23	.26		-4.000	.000
	Experimental	15	.50	.00			
Organize the ideas	Control	15	.20	.25		-2.928	.007
	Experimental	15	.43	.17			
Produce grammatical sentences	Control	15	.20	.25		-3.630	.001
	Experimental	15	.47	.13			
Pronounce sounds correctly	Control	15	.13	.23		-4.025	.000
	Experimental	15	.43	.17			
Speak loudly	Control	15	.20	.25		-3.630	.001
	Experimental	15	.47	.13			
Speak with high self-confidence	Control	15	.17	.24		-4.209	.000
	Experimental	15	.47	.13			
Total of Speaking skill	Control	15	1.53	.55		-13.229	.000
	Experimental	15	3.70	.32			

As seen in table (9)there is a statistical significant differences at ($\alpha<0.05$) between control group and experimental group were T value Total Speaking skill = (-13.229), due to experimental group also on all its domain skills; i.e that an effect of a computerized Educational program In developing Speaking skills for the 3rd grade Students in the Arabic language.

TABLE (10) :INDEPENDENT T TEST TO ACHIEVE THE DIFFERENCES BETWEEN CONTROL AND EXPERIMENTAL GROUPS ON THE TOTAL OF THE THREE SKILLS ON THE POST TEST

Domain skill	Group	N	Mean	Std. Deviation	Df	T value	Sig
Total	Control	15	8.27	2.025	28	-16.225	.000
	Experimental	15	17.90	1.089			

As seen in table (10)there is a statistical significant differences at ($\alpha<0.05$) between control group and experimental group were T value Total skills = (-16.225), due to experimental group also on all its domain skills; i.e that an effect of a computerized Educational program In developing the total skills for the 3rd grade Students in the Arabic language.

In order to reveal the effectiveness of Computerized Educational program, the modified gain equation for Black was used as in Table (10):

TABLE (11) :THE MODIFIED GAIN EQUATION FOR BLACK TO ACHIEVE THE EFFECTIVENESS OF COMPUTERIZED EDUCATIONAL PROGRAM

Domain	Mean of pre test	Mean of post test	The Great End of mark	Rawgain	The expected	Modified gain
Listening	1.67	4.40	5	.82	.55	1.37
Reading	3.40	9.80	11	.84	.58	1.42
Speaking	1.57	3.70	4	.88	.53	1.41
Total	6.63	17.90	20	.84	.56	1.40

It is noticed from the table (11) that the modified gain values exceeded the cut-off score according to Black which is (1.2), which indicates the effectiveness of Computerized Educational program.

The Results of this question indicated there were an Effectiveness of a Computerized Educational Program In Developing Reading, listening and speaking skills for the 3rd Grade Students in The Arabic Language, this result may attributed to: The focus of activities on senses, practice and training, and giving the students the opportunity to practice the individual and group learning, where the student learns according to his capabilities and needs, Also, provides students with attractive educational environment through which reality is experienced.

Another reason may also be due to the employing of modern techniques and multiple learning modes, varied and fun, which stimulate students to communicate and interact with each other and increased their motivation towards learning, and encouraged them to interact and participate during applying the activities, which contributed to the development of Arabicreading and speaking skills . It may also be due to the simplicity of the software design of the educational material and the characteristics of the students, and the clarity of the

steps to the procedures included in it, which contributed to learning reading skill in a better way than the usual methods, the explanation of this result may be due to reasons, including: The activities included in this program help students to develop their reading and speaking skills and using teaching strategies based on groups and individual learning. Also, giving students the opportunity to apply activities and practice the skills on their laptop, tablet and smart phones.

Teaching the students should involve the information and understanding it. Also, they should learn concepts and apply them in different situations. computerized is a technique which can produce qualitative improvements in the students' academic performance, and it is appropriate tool for the basic stage (first three grades). Also, it is an effective technique to develop Arabic communication skills because it provides students with different situation of Arabic communication, so they can practice and apply knowledge in different situations.And the main important point that computerizedencourage the student to practice the Arabic language and get out of the shyness feeling especially in front of other students.

And this result agrees withAl-smadi (2018), Angelini (2019) , Ismail (2017), Hardianty (2013) and Suryati (2010) which the results showed that the using of computerizedtechnique significantly improves the student's speaking skill.

Also, it agrees with Ayudhya (2015) and Ezeudu&Ezinwanne (2013) which the results declared that there was an increasing in the student's achievement in the communicative skills.

Q2: ARE THERE ANY STATISTICAL SIGNIFICANT DIFFERENCES AT (A<0.05) BETWEEN THE STUDENTS' STUDENTS WITH LEARNING DIFFICULTIES PERFORMANCE IN READING AND SPEAKING SKILLS DUE TO THE COMPUTERIZED EDUCATIONAL PROGRAM?

To answer this question One Way ANOVA has been used as in table (11):

TABLE (12) :ONE WAY ANOVA TO ACHIEVE THE DIFFERENCES BETWEEN THE STUDENTS' PERFORMANCE IN THE THREE SKILLS DUE TO THE COMPUTERIZED EDUCATIONAL PROGRAM

Skill	N	Mean	Std. Deviation	Sum of Squares	Df	Mean Square	F	Sig.
Listening	15	.44	.06	.004	2	.002	.962	.390
Reading	15	.45	.03	.090	42	.002		
Speaking	15	.46	.04	.094	44			

As seen in the table (12) there were no statistical significant differences at(α<0.05) between the students' performance in the three skills due to the Computerized Educational program, where the f value = (0.962).

The Results of this questionindicated that there were no statistical significant differences at (α<0.05) between the students' performance in reading, listening and speaking skills due to the Computerized Educational program This can be attributed to the fact that reading, listening and speaking skills have been improved at the same level, because this method allows the student to rely on himself in collecting and gaining information, which increase his self-confidence, and gives him the opportunity to correct his mistakes and his colleagues mistakes . The program activities provide students with the suspense and excitement during practicing the Arabic Language skills , They supply the student with information in an environment in which there is sound, image, sounds effects and videos, and allow him to discover and compete, also they provide him with the opportunity to cooperate with the other students. In general, this program contained all the activities that covers all the three skills, which means the integration process between the activities of three skills in order to improve all these skills and develop the students' ability to practice the Arabic language freely and fluently.

These results disagree with Chergui (2017) which results showed that computerizedhas successfully improved student's speaking and listening proficiency with a greater effective impact of computerizedactivities on listening than on speaking proficiency.

RECOMMENDATIONS

Based on the results of this study, the researcher recommended the following:

1. The importance of training the teachers to design a Computerized Educational program for all the Arabic skills.
2. The Ministry of Education in Jordan should increase attention and focus on employing technology and computerized educational programs based on computerizedin teaching different skills And the use of this technology in the classroom of schools.
3. Moving away from memorization and rote teaching in general and focusing on developing the four Arabic language. skills(Reading, listening, speaking and writing) specifically.
4. Conducting further research and studies on computerizedprograms in educational stages Various, and other topics in other Governorates of Jordan.
5. Conducting more research and studies in which the educational material is prepared using the computerized method, and presenting it to students for reference in addition to the textbook, after the Students have been

trained on the mechanism of using the virtual environment.

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