

# The effect of the reading fluency program on the learning motivation of the second grade students

Muna Hussien Elouneh<sup>1</sup> ; Dr. Wejdan Kh. Abd Al-Aziz Karaki<sup>2</sup>.

## ABSTRACT:

This study aimed to know the effect of the fluent reading program on the learning motivation of the second-grade students in the Southern Jordan Valley, and the study sample consisted of (61) students, in an intended manner from the schools affiliated with the Education Directorate of the Southern Ghor Brigade, and the researcher developed. The study tools consisted of a measure of motivation to learn in addition to the training program that the researcher developed to achieve the objectives of this study.

The researcher used the semi-experimental approach in this study, and the study sample was randomly divided into two groups: an experimental group consisting of thirty-one male and female students on which the researcher applied the training program, and a control group consisting of thirty students who studied in the usual way. The results of the study showed a statistically significant difference in the post application of the motivation to learn scale for the benefit of the experimental group, which indicates the existence of an effect of the fluency program on the development of learning motivation. The results also showed that there was no statistically significant difference at the level of significance ( $\alpha = 0.05$ ) in the post application of the motivation scale due to gender.

## Keywords:

Effect, reading, fluency, program, learning, motivation, second grade, students.

## INTRODUCTION

The ability to read fluently, with high efficiency is considered important for effective scientific progress in societies that are rich in knowledge and information day after day, and in a world that provides specific job opportunities for people who cannot read, write or do not read. Thus, the future of our students, their academic achievement, and their motivation to learn are closely linked to their ability to read well and their ability to learn it.

Al-Saeed (2001) stresses the importance of reading, especially in the early stages of life. Reading is one of the basic skills of the human being throughout the ages, and the need for reading increases according to the level at which civilization rises. Likewise, success in teaching students to students is a clear indicator of the educational process, the educational process, and the level of education. Reading is a means of communication with the rest of the sciences,

through which the individual satisfies his various needs, builds, and nourishes his thought, and thus it is one of the most important skills taught in school.

As for Show (2010), he saw that the basic stage is one of the most important stages of education under the educational system, and that it needs follow-up and attention, as it is the basic nucleus and pillar on which the rest of the various stages are based and develop, whether the secondary stage or the university stage. Students in the elementary stage specifically have a set of mental abilities, and despite the different sexual differences between them at this stage, however, the thinking of both boys and girls in the adolescence stage begins with a transformation, and a strong change towards their future roles.

Reading is a means that helps individuals to gain knowledge, and the best ways to obtain it. Its importance among students has increased in

recent times; Because their success in other academic subjects and their progress in them depends fundamentally on them, and reading broadens students' perceptions, develops them, and activates their intellectual processes, so it does not only develop the mental, mental, and cognitive side of the person, but rather develops the personality of the individual. And it helps to refine their behaviors, and satisfy in them a curiosity useful to know themselves and others, and opens up horizons for them thinking, increases their knowledge, enriches their language, and increases their experiences (Suleiman, 2005).

Ashour & Al-Hawamdeh,( 2009) indicated that the goal of reading is determined in the early stages of education to reach the student to the degree of mastery, mastery of sound pronunciation, knowledge of the word's phoneme and its perception, and the ability to connect sounds with their whole phonemic strokes, and the ability to connect sounds with their whole phrasal The correct one, and arrive at the meanings, and ideas. Among the most important reading skills that must be observed and taught to students of the first stages of education: The skill of recognizing written symbols, such as: recognition of the word as a unit, the recognition of the general form of the word, the recognition of the word through phonetic skills, and the recognition of the word through the phonetic skills.

Motivation towards learning is one of the most important factors that have an effective role in learning the learner, whereas it has a great impact on increasing the student's attention and integrating him into educational activities. As for his success and failure, it is due to internal factors,

and it has a clear and effective role in raising the student's level and increasing his productivity in all fields and academic activities that he faces (Ibrahim, 2005).

The motivation for learning contributes to the consolidation of resilience in the learner, and it is according to Ciarrochi, Forgas & Mayer, (2001) a set of traits that provide individuals with strength in the face of obstacles that obstruct their way of life. Individuals who are characterized by flexibility enjoy the ability to manage relationships with others, and are characterized by a high degree of optimism, activity, and cooperation, and the desire for curiosity, and they are alert, and help others. These are all of the characteristics of the individual who enjoys high motivation, as high motivation works to organize the efforts of the individual and helps him to focus, and get rid of the factors of dispersion.

The current study seeks to clarify the effect of the training program for fluent reading on the learning motivation of elementary school students.

### **The study problem and its questions:**

The educational process aims to rise towards the achievement of the desired goals and objectives, which seek to bring the learner to a satisfactory level of development in the aspects of his personality. As education has paid in recent years a clear interest in the learner, as the learner has a great role in the educational process, and he is the effective and important element in this process, and that the degree of his learning and his motivation towards reading, and increasing his motivation towards learning and curricular compatibility, and increasing his motivation

towards learning is related to the ability to learn. And his interests, and the goals he seeks to achieve. Therefore, we exert our efforts to modify the methods used in educational institutions to make them more scientific and practical, to break the deadlock they were in, and to elevate students to advanced levels of excellence and progress.

The study problem crystallized from the reality of the researcher's work as a teacher and educator who teaches the first three grades, and noticed a decrease in the level of education and achievement, motivation, a weakness in reading, pronunciation, and spelling among students of the second grade of Al-Aghawari. This study was conducted to identify the effect of the training program for fluent reading on the learning motivation of the second grade students.

It can be said that this study came to identify the effect of the training program for fluent reading on the learning motivation of the second grade students. Specifically, this study seeks to answer the following main question: What is the effect of the reading fluency program on the learning motivation of the second grade students?

**This question is divided into the following questions:**

- 1– Are there 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 post application on the scale of learning motivation?
- 2– Are there statistically significant differences between the mean scores of the experimental group students in the post-measurement on the learning motivation scale of the second grade

students according to gender attributable to the program?

**Objectives of the study:**

The current study aims to uncover the effect of the training program for fluent reading on the learning motivation of second-grade students in the southern Jordan Valley schools in Kark governorate, and it also aims to:

- 1– Detecting the existence of differences between the measurements of the two experimental groups and the control group on the scale (reading fluency, and learning motivation), after implementing the program.
- 2– Detecting the existence of differences in the measurements of the experimental group subject to the program on the scale of (reading fluency, and learning motivation), after the completion of the application, in order to know the level of follow-up and the continuity of the program's impact.

**The importance of study:**

The importance of the study lies in the following:

***Theoretical importance***

- 1– The importance of the current study comes from the importance of the sample, as they need care and attention to improve their performance, encourage them to read, and increase their motivation.
- 2– The study presents theoretical literature on the nature of reading fluently to students in the basic stages, which drew the attention of parents, teachers, and female teachers to the importance of interest and follow-up at this stage because of its impact on the student.

***Applied importance:***

The practical importance is evident by the study's attempt to provide all that is useful to

male and female teachers in schools, through scientific and applicable material, while highlighting the importance of the program.

1– The study depends on the researcher's familiarity with the few studies that study the level of reading fluently, on the learning motivation of the elementary stage students.

2– Students, researchers, interested persons, educational decision-makers, and all parties that care about students in the primary stage, and their needs, may benefit from this study in an attempt to spread awareness among schools, parents of the motivation towards learning, and increase their students' fluency in reading.

#### **Procedural definitions of study terms:**

The current study deals with the following concepts and terminology:

**Reading Fluency Program:** A structured program that includes goals to improve fluency, content that includes educational texts serving the program's objectives, teaching methods and strategies, learner-centered activities, and evaluation methods based on criteria for measuring fluency improvement.

As for the American National Association, it defined reading fluency (National Reading Panel, 2000): that it is the ability to read text quickly and accurately and to express the linguistic expression of the ideas presented in it.

The Reading Fluency Program was defined procedurally: it is the total score that the subject attains on the reading fluency scale prepared for the purposes of the current study.

**Learning motivation:** It is the "internal or external psychological state of the learner, which moves his behavior and directs it towards the achievement of a specific goal, and maintains its continuity until that goal is achieved" (Tawq & Kattami, 2002).

As for procedural: it is the total score obtained by the subject on the measure of motivation for learning prepared for the purposes of this study.

**Second grade students:** They are students enrolled in the middle grade in the lower basic stage in the Southern Jordan Valley schools affiliated to the Directorate of Education, and their ages range between (7–8 years) for the academic year 2020/2021.

#### **Limitations of the study:**

This current study was determined in light of the Limitations, and the following determinants:

1– Human Limitations: The study members were limited to a group of students of the second grade basic, with ages ranging from (7–8) years, with different gender (males and females) included in the reading program fluently, and their number (61) students distributed among Two groups (30) for the control group and (31) for the experimental group.

2– Time Limitations: The study tools were applied in the first semester of the academic year 2019/2020.

3– Spatial Limitations: the second grade of the mixed secondary school of Sukkar Mills in the Southern Jordan Valley.

3– Objective Limitations: The results of this study were determined by the extent of the response of the study individuals to the study tools, in addition to the validity and reliability of the tools used in the study.

### **The theoretical framework and previous studies**

Of the utmost importance to learn fluency in reading, and the level of motivation of second-grade students, it was imperative to reveal their level in order to know their needs and problems. This contributes to the selection of appropriate programs for them, which satisfy the requirements of their growth, and assist officials and specialists in the educational field with their care, and their follow-up in a manner that ensures the continuation of the educational process.

The primary education stage is one of the important stages in education; It is the main pillar on which the rest of the study phases are based. If this stage performs its task properly, then it will be a strong support and sound pillar that enables the other stages to achieve their goals. Where, it can be relied upon to complete the entire educational process in the best way possible. Therefore, attention must be paid to primary education and solving its problems in order to raise its level to the required level as a start on the path to education reform (Muhammad 1996: 83).

The importance of reading is evident for students in the different stages of education, especially the elementary stage. Because linguistic growth at this stage increases and develops, several studies have indicated that

an important development takes place in the development of the four language arts at this stage, as the child's ability to listen increases for a long time. His ability to express himself grows fluently and vitally, and he learns during the elementary stage most of the skills needed in the process of reading, so he is able to recognize many words, understand them, and criticize them, and then the reading develops in order to become familiar with and master them. Aloud, and his speed increases with the transition from one classroom to the next. The child at this stage is able to distinguish synonyms, discover opposites, and also develop writing skills, and express himself in a correct and clear manner. Language development in the age group (6–9 years) is considered extremely important for mental, social and emotional development (Shehata, 2013) (Zola, 2009).

Reading fluency is one of the most important skills that we should pay much attention to. Due to the cultural overcrowding that develops day after day. Therefore, it must be developed by elementary school students, and it is worth noting that measuring the accuracy of reading, and its percentage independently of the skill of comprehension, has no value in real life. Therefore, the accuracy and correct proportion in any reading situation is considered the fastest speed that can be perceived while maintaining the level of good understanding (Ayasrah, 2016).

According to Rasinski, Rupley & Nichols, (2016), reading fluency is: the reader's ability to read text quickly and accurately, and it

includes three main skills summarized in the accuracy of the decoding of written words ,distinguish words, and an appropriate verbal expression, such as the use of stress on certain syllables, and appropriate standing during the reading.

The motivation to learn is of interest to many workers in the educational field. Therefore, it received great attention by many interested in the educational field, as an internal state that consults the behavior of the individual, and works to direct it towards a specific goal, and the drive to learn increases the efforts and energy spent to achieve the goals. It specifies for the student his pursuit of his mission with enthusiasm and eagerness, and perseverance to carry out a certain behavior until he accomplishes it, or that he will perform the work with a kind of apathy and indifference, and it also determines the reinforcing outcomes for learning, and they are accustomed to the best of those who are motivated and accustomed to performance (Altoum, Alawneh, Aljarah & Abu Ghazaleh, 2005).

#### **Previous studies:**

This part includes a presentation of the studies that dealt with the theoretical literature related to the topic of the research. They were presented according to their chronological order and were intended for primary school students.

#### **Studies related to reading fluency:**

In the study that Montgomerie (2014) undertook, he set out to investigate and find

out whether the use of video self-modeling contributes to improving oral reading fluency or not. The sample consisted of 3 students in the third year; they received supportive methodological interventions, including two male students and one female student. The reading of these students was recorded by video, and edited to eliminate errors and maintain correct decisions in conjunction with the methodological interventions. There was also an assessment of reading fluency before, during, and after the intervention.

The study conducted by Robson. Blampied, & Walker (2015) aimed to use video self-modeling to develop the reading fluency, reading comprehension, and reading motivation of elementary school students. The study sample consisted of a number of students, including 11 males and 4 females, and their ages ranged between 72 and 108 months. Neale Analysis of Reading Ability (NARA) tests that measure oral reading ability, in addition to a group of graduated texts and comprehension questions related to texts, were used. Likert scale was used for self-reading motivation. The results demonstrated the effectiveness and speed of the effect of the intervention based on video self-modeling in enhancing reading and its skills (fluency, comprehension, and motivation).

Al-Shizawi (2016) conducted a study aimed at knowing a computerized program in developing the reading fluency skills of the students of the second cycle of students enrolled in the learning difficulties program. To achieve this, the researcher prepared a test to measure the



reading fluency skills of female students enrolled in the Learning Difficulties Program, similar to the Abdul Bari test (2011), with the test subjects being excerpted from the Omani curriculum. The sample of the study consisted of (22) female students enrolled in the Learning Difficulties Program, and it was divided into two groups randomly: An experimental group consisting of (11) studied the reading fluency skills taken from the subjects of the literacy fluency test. A control made up of (11) who studied literacy fluency skills in the regular teaching method. Then, the two groups were applied a post test to measure the extent of improvement in reading fluency skills. The results of the study showed that there are statistically significant differences between the two groups (experimental and control) in the post-test of reading fluency skills in favor of the experimental group. It showed that there were statistically significant differences in the experimental group between the pre and post -tests of reading fluency skills, and accordingly. The researcher recommended the necessity of using computerized programs in preparing Arabic language lessons and other materials for students enrolled in the learning difficulties program because of their impact on raising students' achievement level.

#### **Studies related to learning motivation:**

Al-Maghrabi (2003) conducted a study aimed at identifying the relationship between the motivation to learn and both the attitude towards the school, and the level of academic achievement. The study sample consisted of

(263) students from the eighth and tenth grades. The results showed that there was a positive correlation between the motivation to learn and both the attitude towards the school and the level of academic achievement, while the gender or the grade level had no significant effect on the learning motivation.

Al-Husseini (2020) conducted a study aimed at determining the effectiveness of a school-based adaptation program to develop motivational orientations for learning among primary school pupils. The sample of the study consisted of (30) students of the third grade of primary school, which is the experimental group to which the school adaptation program is applied. The study tools consisted of: the measure of motivational orientations for learning (the researcher's preparation), the school adaptation program (the preparation of the researcher), and the study uses the experimental method. The researcher used the (T) test to reveal the significance of the differences between the mean scores of the students of the experimental group with respect to the motivational attitudes of learning. The results of the study resulted in the effectiveness of the school adaptation program in developing the motivational attitudes of learning among primary school students, and the absence of statistically significant differences in the motivational orientations of learning according to the gender variable.

#### **Commenting on previous studies:**

Through a review of previous studies, it can be noted that most of the studies that dealt with

the subject of reading fluently were the focus of some studies on primary school students, such as the study of Montgomerie, (2014), while other studies reviewed the learning difficulties category, such as the study of Al-Shizawy (2016). The studies of learning motivation came to identify the effect of teaching using the cooperative learning strategy on achievement, and the motivation for learning, such as the study of al-Husseini (2020) aimed at determining the effectiveness of a program based on school adaptation. As for the methodology of the studies, it varied between the relational-analytical approach and the quasi-experimental approach, which is the curriculum of the current study, so the study of Al-Husseini (2020) was to find out the effectiveness of a program based on school adaptation; To develop the motivational attitudes of learning among elementary school pupils using the quasi-experimental approach, and the study of al-Mu'minin and Ibrahim (2007) to identify the effect of teaching using the cooperative learning strategy on achievement, and the motivation for learning with a descriptive, relational, analytical approach. While it was noticed that studies that are similar to the current subject of study with variable reading fluency, and the motivation of learning among primary school students, are almost rare within the limits of the researcher's knowledge – as the current study is unique in choosing these variables because they are relevant to the reality of basic stage students. This study has benefited from previous studies in terms of research methodology, research

design, sample selection, and the choice of study tools.

## **Method and procedures**

### **The Study Approach:**

The Quasi-experimental approach was relied upon to know the effect of the fluency reading program on the learning motivation of the second-grade basic students in the Directorate of Education in the Southern Jordan Valley, where the motivation for learning was measured by the sample of the experimental study before the experimental study measure, and the control of the program was measured. And then presenting the training program (the independent variable), followed by the application of a telemetry to note the progress of the program, if any, on the motivation to learn (the dependent variable).

### **Adjust the internal and external parameters:**

The internal and external integrity of the current curriculum has been controlled through:

- Commitment of all students of the two groups to attend daily by encouraging them to adhere to attendance.
- Equality between the two groups through the random distribution of students in the control and experimental groups.
- Physical variables in the classes of the experimental and control groups, where they are taught in classes where temperature, light, sound, furniture and the degree of noise isolation are equal.



- The experimental sample students were not exposed to the training program before starting the experiment.

#### Community of the Study:

The study community consists of all students of the second grade basic for the first academic semester of the academic year (2019/2020) in the public schools affiliated to the Directorate of Education of the Southern Ghoshs Brigade of (1370) male and female students, of whom (655) male and (715) female are students Statistics for the Directorate of Education for the Southern Jordan Valley).

#### Sample of the study:

1. An exploratory sample: (30) students from the second year of primary school were selected from outside the study sample in the

Ghor al-Mazra'a Elementary Mixed School for the academic year, and then they were used to calculate the validity and consistency coefficients of the study measures.

2. The actual study sample: The study sample consisted of (61) male and female students who were intentionally selected from the second-grade students in the Directorate of Education and Education for the Southern Ghor Brigade, and they were randomly distributed into two groups, one of which is a control group of 30 students. The second is experimental, amounting to (31) male and female students and Table (1) shows the distribution of the individuals of the study sample:

Table (1)

The distribution of the study sample

	Group		
Gender	Experimental	Control	Total
Male	20	20	40
Female	11	10	21
Total	31	30	61

#### The study instrument

##### First: The training program

Goals of the Program:

This program aims to develop reading fluency among students in the second grade of basic education. After the end of the training program, the trainee is expected to be able to read a text of twenty-five words at least in one minute, to pronounce expressive and smooth

words and sentences, and to develop a love for reading, and interest in it.

The rationale for building the program is the need; To provide a training program to develop reading fluency among students of the second grade of basic education; Because reading this category is marked by disunity, and the lack of a correct expression of the intended meaning; This program came to help

the trainees develop, and develop their reading fluency skills.

**The foundations of the program are based on:**

1. Taking into account the age stage for primary school children, as this stage is one of the main pillars in building their future personality.
2. Taking into account the individual differences between students in their reading levels, as the program includes activities that support students with low reading fluency.
3. Providing adequate, immediate feedback.
4. Designing the program based on the principle of the assertion of learning (Touqah and Qatami, 2003), that is, the continuation of learning after the original learning has already taken place; and because the development of reading fluency skills depends to a large extent on repetition, as one reading text is chosen and read for about one week without interruption.

The second-grade students represent the target group, knowing that the time required to implement the program takes twenty-two hours, spread over six weeks.

The strategies used include: group reading, repetitive reading (monitoring mastery), word wall, partner (peer) reading, audio-assisted reading, estimation, simulation, modeling.

**The methods used in this program also include:**

1. Authentic texts that contain the elements of reading fluency that are intended to be measured.
2. The voice recorder device.
3. Word cards.

4. The board and colored pencils.

5. Stopwatch.

The program includes types of evaluation: pre-evaluation, formative evaluation (and it is by direct follow-up of students' performance and providing feedback), final evaluation, and it is at the end of the program.

And after the completion of the training program with its objectives, content, activities and evaluation. It was presented to a group of specialists in order to know their opinions and observations. Then the researcher returned the copies sent to the referees, took their opinions, and modified deletions or additionally according to what the arbitrators had agreed upon, and the program reached its final form, before applying it to the experimental group, Appendix (E).

#### **Program validity:**

To verify the validity of the program's content, the researcher presented it to a group of referees specialized in psychology, Arabic and English, and the methods of teaching it in a number of colleges of education in Jordanian universities, and a group of educational supervisors in the Arabic language. Their observations included the use of one word to denote the target groups in the training, as three words were mentioned for the same category (trainee, participant, and student). Appendix (B) clarifies the names of the program's arbitrators, and 90% agreed on the program's suitability for the intended goals.

#### **Second: Learning motivation Scale:**

After reviewing the theoretical literature, previous studies related to the study problem and surveying the opinion of a sample of specialists, most of the studies that dealt with motivation to learn were reviewed, the most important of which are:

1– The learning motivation scale prepared by Muhammad al-Momani (2008). The scale consists of several dimensions, namely: warmth, socialism, competence, inclination, obedience, and responsibility.

2– The learning motivation scale prepared by Suheir Sarhan (2015). The measure consists of several dimensions, namely: participation with others, effectiveness, interest in school activity, and assuming responsibility.

3– The learning motivation scale prepared by Fadi Samawi (2017). The scale consists of several dimensions, namely: (Attention to the educational position, demand for activity, and continuing to perform the activity until learning is achieved.

The researcher prepared the scale according to the following steps:

The main components of motivation to learn, and the common elements in the previous studies were summarized.

– The researcher selected the appropriate ones for the age stage in terms of dimensions and statements.

Scale correction: The following weights were used to correct the scale: so that the grades (always = 4 degrees, often = 3 degrees, sometimes = 2 degrees, rarely = 1 degree) are given with positive statements, and the scores are given (rarely = 4, sometimes = 3, often = 2, always = 1) with negative statements, so (144) degrees and (36) degrees will be the lowest score on the scale. The level of difficulty is judged as follows:

1– Less than 2, is low.

2– Less than 3, is medium.

3 to 3 or more is high.

Negative statements will be presented as in Table (2)

Table (2)

Attention to the educational situation	Going for activity	Continue performing the activity until learning is achieved	Participating and working in a team	Taking responsibility
1	7	* 15	22	30
2	* 8	16	23	31
3	9	17	24	32

4	10	18	25	*33
*5	11	19	26	34
*6	12	*20	*27	35
	13	21	*28	36
	14		*29	
Negative phrases are marked*				

The test instructions: The test instructions were prepared in such a way that they are understandable and easy, so that the respondent can easily answer them, as the researcher introduced the scale statements to the teacher as in the study of Samawi, (2017) as she is the person who most observes the student's behavior in the school.

• Presenting the scale to a group of specialists, some of whom are faculty members at the University of Mu'tah, and Appendix No. (B) shows the members of the arbitration committee.

The grades ranged on each dimension in proportion to the number of statements, as shown in Table (3).

Table (3) the range of scores for each dimension

Dimensions	Number of statements	Range of degrees
1-Attention to the educational situation	6	24-6
2-Going for activity	8	32-8
3- Continue performing the activity until learning is achieved	7	28-7
4-Participating and working in a team	9	36-9
5-Taking responsibility	6	24-6
Total	36	144-36

#### Psychometric properties of the scale:

In order to identify the psychometric properties of the motivation scale for learning,

the researcher verified these characteristics through the tools of validity and constancy.

#### Validity of the scale:

The researcher codified the scale statements, to make sure of their validity as follows:

First: the content Validity:

The scale was presented to (9) PhD holders of specialists in Jordanian universities (Appendix C), who proposed some modifications in the wording of some of the statements, which are the same numbers (), and no statement was deleted. It used a component of (36) statements (Appendix "D").

Second: the internal consistency Validity of the learning motivation scale:

The validity of the scale was verified by using the validity of the internal consistency by calculating the correlation between the score of the statement and the total score on an exploratory sample of (30) students (school division) taught by one teacher, who were randomly selected from within the community and in the study schedules (4). It shows the correlation coefficients:

Table (4)

Validity of the scale internal structure by calculating the Pearson correlation coefficient between the degree on the statement, and the sub-degree on the domain to which the statement belongs (n = 30)

R	Statement	R	Statement	R	Statement	R	Statement	R	Statement
	Taking responsibility		Participating and working in a team		Continue performing the activity until learning is achieved		Going for activity		Attention to the educational situation
.562**	31	.746**	23	.568**	16	.576**	7	.473*	1
.397*	32	.670**	24	.660**	17	.505**	8	.439*	2
.461**	33	.501**	25	.567**	18	.627**	9	.510*	3
.628**	34	.523**	26	.703**	19	.716**	10	.451*	4
.562**	35	.510**	27	.743**	20	.654**	11	.578**	5
.640**	36	.634**	28	.612**	21	.482*	12	.462*	6
		.463**	29	.604**	22	.712**	13		
		.627**	30			.454*	14		
						.640**	15		

(\*) significant at the level of significance ( $\alpha \leq 0.05$ )

(\*\*) significant at the level of significance ( $\alpha \leq 0.01$ )

Table (4) shows that the scale achieved good internal structural validity indicators, as the correlation coefficients ranged between (0.397–0.746). The correlation coefficient

between the degree on the field, and the total score on the questionnaire, was also calculated as in Table (5):

Table (5)

The correlation coefficient between degree on the dimension and the total score on the scale

Dimension	Reliability coefficient
1–Attention to the educational situation	.762**
2–Going for activity	.675**
3– Continue performing the activity until learning is achieved	.637**
4–Participating and working in a team	.748**
5–Taking responsibility	.584**

(\*\*) Significant at the level of significance ( $\alpha \leq 0.01$ )

#### The reliability of the learning motivation scale:

The indications of the reliability of the resolution were verified using the (Cronbach

Alpha) equation for internal consistency on the same exploratory sample ( $n = 30$ ), and Table (6) shows the parameters of the stability of the resolution:

Table (6)

(Cronbach alpha coefficients) for the internal consistency of the scale

Dimensions	Number of statements	Reliability coefficient
1–Attention to the educational situation	6	.86
2–Going for activity	9	.88
3– Continue performing the activity until learning is achieved	7	.89



4-Participating and working in a team	8	.87
5-Taking responsibility	6	.88
Total	36	.91

Table (6) shows that the reliability coefficient for the scale as a whole reached (0.91) and for the dimensions ranged between (0.86 – 0.89), and these reliability values are considered appropriate.

#### **Statistical treatments:**

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

- 1- The arithmetic means and the standard deviations.
- 2- (T) Test for independent samples.
- 3- Correlation coefficient (Pearson) for the repetition stability calculation.
- 4- The (Cronbach alpha) equation for the calculation of internal consistency constancy.

#### **The Study instruments application procedures:**

The researcher followed the following procedures:

- First: The researcher prepared a training program based on reading fluency.
- Second: Designing the study scale (learning motivation), and determining its dimensions after agreeing with the supervisor on these dimensions, after which expressions were formulated for each of these dimensions, and a questionnaire was made for the scale, and it was judged by specialized arbitrators.

Third: The random distribution of the two divisions into two groups: the control (not exposed to the method) and the experimental (and it is taught using the training program as was previously explained in the study sample).  
Fourth: The application of the learning motivation scale on the control and experimental groups (pre-measurement) before starting the experiment, by the teachers, who are the most observers of the student's behavior.

Fifth: The researcher implemented the training program on the experimental group, and the field implementation of the training program took place on Sunday, the thirteenth of October 2019, and the implementation of the program took 30 days to October 22, 2019.

Sixth: After completing the training program, a measure of motivation for distance learning was applied by the teachers to the control and experimental groups.

Seventh: The equivalence of the two groups was confirmed by using the (T) test for independent samples on the study sample members from the control groups, and the experimental procedure in the pre-measurement and Table (5) shows that:

Table (7)

(T) test results for independent samples to find out the significance of the differences between the control and experimental groups in the pre-application Scale of learning motivation

Dimension	Groups	Number	Mean	S.D	D.F	T value	Sig
Attention to the educational situation	Control	30	2.23	.31	59	-.923	.360
	Experimental	31	2.33	.47			
Going for activity	Control	30	2.21	.44		-.780	.439
	Experimental	31	2.36	.97			
Continue performing the activity until learning is achieved	Control	30	2.16	.51		.334	.740
	Experimental	31	2.11	.57			
Participating and working in a team	Control	30	2.10	.23		.183	.855
	Experimental	31	2.09	.25			
Taking responsibility	Control	30	2.03	.41		-1.224	.226
	Experimental	31	2.17	.47			
Total	Control	30	2.15	.35		.611	.544
	Experimental	31	2.21	.47			

From the results presented in Table (7), it appears that there are no statistically significant differences at the level of ( $\alpha \leq 0.05$ ) between the mean scores of the members of the two experimental groups, and the control in the prior application on the scale of learning motivation and its dimensions, where the value of (t) is calculated (.611) and its level of significance is equal to (.544), which indicates the existence of parity between the control and experimental groups in the dimensional application.

**The first question:** Are there statistically significant differences at the level of ( $\alpha \leq 0.05$ )

between the mean scores of the members of the two experimental groups and the control group in the post application on the learning motivation scale?

To answer the question, the arithmetic averages and standard deviations were calculated, and the (T) test was used for independent samples on the study sample members from the control groups, and the experimental method in the post application is the measure of learning motivation, and Table (6) shows that:

Table (8)

(T) Test results for independent samples to find out the significance of the differences between the two control groups, and the experimental one in the post application is a measure of learning motivation

Dimension	Groups	Number	Mean	S.D	D.F	T value	Sig
Attention to the educational situation	Control	30	2.31	.36	59	-5.298	.000
	Experimental	31	3.03	.65			
Going for activity	Control	30	2.21	.41		-6.033	.000
	Experimental	31	2.93	.50			
Continue performing the activity until learning is achieved	Control	30	2.32	.40		-5.542	.000
	Experimental	31	2.94	.46			
Participating and working in a team	Control	30	2.39	.29		-4.668	.000
	Experimental	31	3.02	.68			
Taking responsibility	Control	30	2.37	.39		-5.228	.000
	Experimental	31	3.05	.59			
Total	Control	30	2.32	.23		-6.642	.000
	Experimental	31	2.99	.50			

The results presented in Table (8) show that there are statistically significant differences at the level of ( $\alpha \leq 0.05$ ) between the mean scores of the members of the experimental groups, and the control in the post application on the scale of learning motivation and its dimensions, where the value of the calculation ( $t$ ) = (-6.642) and its level of significance is =(0.000) in favor of of the experimental group, which indicates the presence of an effect of the reading fluency program on the development of learning motivation.

The reason may be attributed to the fact that the program included several teaching

methods, and various strategies, namely (group reading, repeated reading, partner reading, simulation, guessing, modeling, and the employment of audio recordings). These strategies combined the individual reading of the student, group reading, and shared reading between the student and his colleagues that made them feel the atmosphere of freedom and independence in learning, which was subsequently reflected on their reading level, and thus raised the level of motivation towards learning. These strategies, such as repeated reading, helped increase the student's self-confidence. Consequently, he becomes more

ready to learn, which led to the development of their learning motivation.

For example, the partner reading strategy allowed the student to choose the right partner on the basis of fairness, credibility, focus on training skill, and practice to ensure the partner's ability to effectively implement the strategy, psychological preparation, and your attention, and to ensure that there are no dispersal of financial resources. It encourages cooperation, helps students to work together, and works to meet the needs of belonging, making friends, bonding with them, and cooperating with them. Some methods, such as repeated reading, helped increase the reading speed of students, improve their reading comprehension, as well as give students the opportunity to continuously increase their experiences and motivation to read.

The reason can be traced back to the suitability of this program, and the strategies and activities it contained that were appropriate for the students' age stage, in addition to its consideration of individual differences among students in terms of the disparity between them in levels of reading. Therefore, the program included activities that support students with lower abilities in literacy fluency, and provide direct and immediate feedback.

As the researcher noticed the students' interaction and their involvement in the implementation of the program's activities, the reason may be attributed to the fact that the strategies used in the program helped to increase the interaction of the students in the

experimental group with the activities included in the program, and their willingness to learn; The students eagerly accepted the implementation of the prescribed session, perhaps because they sensed the closeness of this method to their tendencies, psychological and social needs, attracting their attention, and their integration which had a tangible impact in revealing the extent of their proper application of fluency skills in oral reading, and thus raising the level of their motivation to learn.

This can be attributed to the learner's knowledge of the extent of his progress in reading fluently constantly, as the researcher used to track their progress using a watch list attached (F), which is a fun and likable method for students, as the knowledge of the learner about his progress is one of the strongest motives for the learning progress. It helps him to master learning, to increase his production in terms of quantity, type, and speed, and to make the work more interesting, and to make him compete with himself, and others. This can also be attributed to the fact that several types of evaluation were used during the implementation of the program, such as the pre-evaluation, formative, and final evaluation, and in particular the formative evaluation, where the researcher monitored the improvement of the students first during the immediate implementation of the session, and this class, and this activity. Especially the weak among them, it helped in identifying the weaknesses of students, and thus focuses on them, and provide appropriate feedback.

**The second question:** Are there statistically significant differences between the mean scores of the experimental group students in the post-measurement on the learning motivation scale of the second grade basic students due to gender?

To answer the question, the T-test was used for independent samples to indicate the differences between the mean scores of the students in the post application on the learning motivation scale according to gender, and table (9) shows that:

Table (9)

T-test results for independent samples to find out the significance of the differences between the mean scores of the students in the post application on the learning motivation scale according to gender

Dimension	Groups	Number	Mean	S.D	D.F	T value	Sig
Attention to the educational situation	Males	20	2.97	.66	29	-.589	.560
	Females	11	3.12	.65			
Going for activity	Males	20	2.93	.49		-.008	.994
	Females	11	2.93	.54			
Continue performing the activity until learning is achieved	Males	20	2.96	.50		.310	.759
	Females	11	2.91	.42			
Participating and working in a team	Males	20	2.94	.71		-.911	.370
	Females	11	3.17	.62			
Taking responsibility	Males	20	2.97	.59		-1.035	.309
	Females	11	3.20	.58			
Total	Males	20	2.95	.51		-.545	.590
	Females	11	3.05	.49			

The results presented in Table (9) show that there are no statistically significant differences at the level of ( $\alpha \leq 0.05$ ) between the mean scores of students in the post application on the scale of learning motivation due to gender, where the value of calculated ( $t$ ) = ( $- .553$ ) , and its level of significance is equal to ( $.586$ ). The reason can be attributed to the absence of statistically significant differences at the level of ( $\alpha \leq 0.05$ ) in the level of learning motivation between both sexes of the students who studied using a literacy fluency program to the similarity of qualification and training of male and female teachers, and that all students are equal. They have these methods and methods, as this method does not target one group without the other, as both sexes are studied under the same circumstances, and the same procedures, which have a positive impact on males and females alike.

#### **Recommendations and Suggestions:**

- 1– Encouraging teachers of the first three grades to employ, and use the strategies included in the program with their students, as they have proven effective in developing students 'motivation level by raising their reading fluency.
- 2– The necessity for the Ministry of Education to hold training courses for teachers of the first three grades to increase their abilities to implement the strategies included in the program, in particular (group reading, repeated reading, partner reading, and simulation) to develop the reading fluency of their students.
- 3– Conducting similar studies to reveal the effect of using literacy fluency strategies on

developing learning motivation, on different grades and educational stages.

#### **References:**

- Al-Atoum, Adnan and Alawna, Shafiq and Jarrah, Abdel Nasser and Altoum, Alawneh, Aljarah & Abu Ghazaleh (2005). **Educational Psychology, Theory and Practice**, first edition, Dar Al-Masirah for publication and distribution.
- Al-Husseini, Mona Samir Hassan (2020). The Effectiveness of a Program Based on School Adaptation to Develop Learning Motivational Attitudes among Primary School Students, Unpublished PhD Thesis, Port Said University, **College of Education**, Issue 30.
- Al-Momani, Muhammad and Fathia Ibrahim (2007). **The effect of using a cooperative learning strategy on achievement and motivation to learn among third-grade students in Jordan**, "Unpublished message, College of Education, Yarmouk University, Jordan, pp. 1–31.
- Al-Saeed, Hamza (2001). "Difficulties learning to read, a demonstration of their causes and methods of diagnosis," Qatar National Commission for Education, Culture and Science, **Journal of the College of Education** 140 (13), 178–187.
- Al-Shizawi, Sumaya bint Ibrahim bin Khamis. (2016). **The effectiveness of a computerized program using the interactive whiteboard in developing the reading fluency skills of the second cycle students enrolled in the Learning Difficulties Program**, Master Thesis, Sultan Qaboos University, Amman, pp. 1–112.



Ashour, R., and Al-Hawamdeh, M. (2009). **Arabic language Arts and it's teaching methods between theory and practice Irbid:** Modern Books World for Publishing & Distribution.

Ayasrah, Razan Mutlaq. (2016). The effect of the two methods of temporary and repeated reading in improving the reading comprehension skill of sixth-grade female students is essential in Jordan, **Journal of Al-Quds Open University for Educational and Psychological Research and Studies, Palestine**, 1 (13), 13-40.

Ciarrochi, J.;Forgas, P.& Mayer, D. (2001). **Emotional Intelligence In Every Day Life.** NC, Printed By Edwards Brothers.

Ibrahim, Ahmed Ibrahim. (2005). **Strategies driving learning and its relationship to the level of intelligence**, educational climate and gender among high school students, Master Thesis, Mansoura University, Egypt.

Maghribi, Kawthar (2003). **The relationship between learning motivation and both achievement and orientation towards school among students of the eighth and tenth grades in public schools in Jericho.** A magister message that is not published. Palestine: Al-Quds University.

Montgomerie, R., Little, S. G., & Akin-Little, A. (2014). Video self modeling as an intervention for oral reading fluency. **New Zealand Journal of Psychology**, 43(1), 18-27.

National Reading Panel. (2000). **Report of National Reading Panel: Teaching children to read.** Bethesda, MD: National Institute of Child Health and Human Development.

Rasinski, T., Rupley, W., Paige, D. & Nichols, W.(2016) Alternative text types to improve reading fluency for competent to struggling readers. **International Journal Instruction**, 9 (1), 163-178.

Robson, C., Blampied, N., & Walker, L. (2015). Effects of feedforward video self-modelling on reading fluency and comprehension. **Behaviour Change**, 32(01), 46-58.

Shehata, Hassan et al (2013). **Arabic Language, My Beautiful Language, Teacher's Guide, Second Grade of Primary School**, Ministry of Education.

Suleiman, M. (2005).**Current educational trends in teaching Arabic language.** Cairo: Dar Al- Fiker Al-Arabi for Puplishing & Distribution.

Touq, Mohiuddin and Qatami, Yusef and Adas, Abd al-Rahman (2002). **Foundations of Educational Psychology, third edition, Jordan**, Amman: Dar Al-Fikr for printing, publishing and distribution.

Zola, D. (2009). Redundancy and Word Perception during reading, **Perception and Psychophics**, 36,277-284.