

El impacto de las historias educativas para mejorar las habilidades de pensamiento entre los estudiantes de la escuela primaria: un estudio contextual de Arabia Saudita.

The Impact of storytelling to enhance thinking skills of primary school students: A contextual study of Saudi Arabia

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RESUMEN.

La investigación actual tiene como objetivo identificar el impacto de la historia educativa en el desarrollo de algunas habilidades de pensamiento entre los estudiantes de la escuela primaria en la región norte de Arabia Saudita. La muestra de la investigación corresponde a estudiantes de escuela primaria en la región norte. Se emplea un enfoque semi-experimental para evaluar el impacto de la habilidad en la narración de historias como una herramienta efectiva. Una muestra aleatoria de sesenta estudiantes se dividió en dos grupos; un grupo experimental de ($n = 30$) estudiantes a los que se les aplicó el método de la narración de historias, y el grupo de control compuesto por otros treinta estudiantes a los que no se les aplicó ninguna intervención y siguieron el método tradicional.

El programa SPSS se empleó con el propósito de responder las preguntas de investigación y verificar las hipótesis. Los resultados mostraron que había diferencias entre grupo control y el experimental en la telemetría en todos los campos de habilidades de pensamiento (fluidez, originalidad, flexibilidad y flujo narrativo). Las diferencias fueron a favor de los miembros del grupo experimental.

PALABRAS CLAVE.

Historia educativa, habilidades de pensamiento, estudiantes de escuela primaria, discapacidad de aprendizaje, estudiantes de árabe

ABSTRACT.

The current research aims to identify the impact of the educational story in the development of some thinking skills among primary school students in the northern region of Saudi Arabia. The research sample consists of primary school students in the northern region. The semi-experimental approach was used to assess the impact of story narration skill as an effective tool. A random sample of sixty students were divided into two groups; one experimental group of ($n=30$) students who were exposed to the instructional story method, and the control group of other thirty students didn't follow any intervention as such and followed the regular method.

The SPSS program was used for the purpose of answering the research questions and verifying the hypotheses. The results showed that there were differences between the control and experiential groups in the telemetry in all fields of thinking skills (fluency,



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originality, flexibility, and narrative flow). The differences were in favor of the experimental group members.

KEYWORDS: Educational story, thinking Skills, primary school students, learning disability, Arabic learners.

1. Introduction.

The educational system of Saudi Arabia has certain unique features which make it quite unlike from the neighboring countries and the other countries as well (Kanalán & Celep, 2011; Shavinina, 2009). Very little is available in the form of master's dissertations or doctoral theses, especially in English, special education is a field of study with immense scope to further explore the culture and specific context related issues to enrich this field of study with new perspectives. The modern school education, unlike the 11th educational set up which was very different and highly motivated by the religious principles, is still oriented towards inculcating Islamic values across the disciplines with a few exceptions wherein acceptability of possible scope has been incorporated (Rugh, 2002; Wynbrandt, 2010; Al-Sadan, 2000). The government of Saudi Arabia formed its educational policies with an aim to provide 'Education for All'; the gifted ones have also been aimed to be provided with high-quality education (Aljughaiman, Majiney, & Barakat, 2012). Even the government is spending 6.5% of its GDP (World Bank, 2012) on education, much higher than the UAE and the UK; the school as well as adult vocational training programs drop out percentage is remarkably higher too (Alarfaj, 2011).

There have been many challenges to the Ministry of Education as well which is abiding by the kingdom's policy of having full control over the content and methods to be followed in the schools. There is very less room for the primary stakeholders to bring in any change to the prescribed norms as the purpose of education, in all senses ensure social obedience to the ruler (Braunschweig, 2012). The growing demand of the job market and the required skills has put a lot of pressure on the policy makers to adopt some changes not on the quantity, rather on the quality in the educational set up so as to achieve the desired target in the coming years. Reuters (2011) specified that textbook substitution is useless without support of modern and updated teaching strategies and tools. Dependency on rote learning should be completely given up and skill oriented high level teaching standards need to be followed so as to meet the global market requirements (Aljughaiman & Grigorenko, 2013).

Since an overhaul is needed in school education in Saudi Arabia in the current scenario, gifted education is still very limited in terms of getting them place in the mainstream. The policy issues for gifted learners are in-line with the specified features of the programs offered across the Middle East (Subhi-Yamin, 2009). The idea of 'Education for all' was primarily designed for average the learners without any special mention of gifted learners as such (Maajeeny, 1990). Later the situation changed and the special cases were defined properly (Alfahaid, 2002). However the gifted education was formally acknowledged as a discipline in 1999 (Al Nafie, 2001) when formal methods to identify such cases as well as diagnosis of the difficulties were incorporated in the educational set up in order to design on the required intervention programs. It is a long way to go in the direction of creating not only trained



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special educators but also a massive awareness among the parents, educators as well as the policy makers to recognize the growing research and development in this field and also to implement most updated programs designed across the globe, best suited for the needs of special cases in the kingdom.

The subject of learning difficulties is the core areas of study in the field of special education. In the last decade, the studies suggest that at least 3% of students suffering from some form of learning difficulties (Rousan, 2007). Torgesen (2003) finds that learning disabilities are often viewed as problems faced by students taught during academic knowledge dissemination and the associated skills. This is primarily due to a disruption in the basic psychological processes that in turn cause dysfunction of the central nervous system. Therefore, these deficiencies are often viewed as neurotic. On the other hand, the cognitive processes that experience such a deficiency are only observable certain public behaviors that convey various information between the time that it occurs as specific stimuli and the time when specific responses are made. Therefore, it is in fact an intermediary role in interpreting the various results such as the difficulty in the automatic retrieval of mathematical facts or the difficulty it faces.

Although students with learning disabilities have a normal level of intelligence, or sometimes even higher, that makes them appear to have certain strengths in their performance. This does not prevent other weaknesses that can lead to such difficulties so that they do not perform as well. The level of their achievement in some respects is directly proportionate to the level of their intelligence, especially those who have difficulty in knowing the numbers, forms, or spatial relationships. As a result of the shortcomings such students, like others, begin the journey of knowledge with a great deal of restlessness and curiosity (Kidder, 2003).

The storybook strategy is one of the pedagogical methods that employ brain naps in students. It sets out a holistic approach to learning across systems, learning thinking skills, addressing different thinking and learning styles, and providing learning and skill-building skills (Ellis, 1997). Thus, the story has a role in education, because reading, listening and writing it effectively contributes to the development of different aspects of growth among students, as it is one of the attractive communicative means, and is one of the factors that motivate the refinement of their creative and moral tendencies with its methods and ideas and the value system (Al kindi et al., 2007; Boardman et al., 2016; Campbell et al., 2009). The story is the first place in children's literature; they tend to and enjoy it, whether it is audible or readable, it is the appropriate container through which to present the desired ideas (Issa, 2007; Kafi, 2004; Alnahdi, 2015).

The story is derived from personal experience, reality, fiction, literature, and history and contains a plot consisting of a causal chain of events or events, passed by a person or a number of characters towards a crisis that may or may not end. It is meant to entertain the mind and educate the mind (Zayyat, 2004) Making the individual feel part of it because it is directly narrated to him and interact with the events (Distafano, 2007), the individual forms and patterns of thought reflect intellectual abstract plans act as a guide to any reaction or structure to interpret information, and coding in mind According to the mental plan as Piaget calls adaptation, which makes the individual adjusts and adjusts the plans Ava to harmonize the previous and new knowledge obtained (Pfeiffer & Boles, 2008).



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1.1. Statement of the Problem.

The primary objective of the educational process is to prepare a generation of creative thinkers capable of coping with the current age. The creative minds of the nation are the product of the nation and its wealth to achieve an advanced level of sophistication and ability to discover, select and use resources for problem solving and self-reliance. This requires, of course, the development of thinking skills capable of understanding, analysis, understanding and application, and in view of the emergence of modern trends in teaching, especially related to the development of skills which increases the child's ability to observe carefully, to capture valuable phenomena that seem to have happened (such as the fall of the apple from the tree), to encourage them to interpret the phenomena, and to test various interpretations to verify them. The nature of the present study to activate it using the strategy of the storytelling to train children to improve their reasoning and analysis skills and their skill to link the reasons to the results, and evaluate of things in an objective manner (Chang, 2004; Fuller, 2013; Curention et al., 2008). It is an effective tool to change the educational quality, especially in the primary stage because it represents the stepping stone of learning which builds the student by bridging knowledge required in the subsequent stages. Thus, the problem could be addressed by answering the following research objectives:

- a. Are there differences between the average scores of the experimental group members and the average scores of the members of the control group in the telemetry among students of learning difficulties in the primary stage in the northern border area?
- b. Is there any difference in level of thinking skill of the experimental group of primary school students with learning difficulties in their pre and post-study performance?
- c. Is there a difference between the average scores of the experimental group of primary school students with learning difficulties in the post-measurement and the nature of their thinking skills after one month of conduct of the program?

1.2 Research goals.

- a. The current research aims to identify the effect of using the educational story in the development of some of the thinking skills of students of learning difficulties in the primary stage in Rafha city in the northern border region.
- b. Identify the extent of differences between the control group and the experimental effect of using the educational story in the development of some thinking skills.
- c. Outcomes and recommendations that benefit those concerned with the difficulties of learning from teachers and parents.

1.3 Importance of research.

Stories are of great educational importance, as mentioned in the Quran in the verse Surat Yusuf:

We narrate to you the best stories as we have shown you this Koran (verse no. 3).

Stories have a prominent role in the lives of pupils as these open their minds and enrich their imagination. It serves as the most effective art to ignite the minds of primary graders (Caliph, 2003). There is a lack of thinking skills in the primary stages of public education. Thus, there has been a tendency by institutions to address these problems through the diversification of the teaching strategies to provide some kind of integration which in turn



widens students' perceptions. Thus, the researcher summarizes the importance of research by identifying the effect of the use of the educational story in the development of some of the thinking skills of students of learning difficulties in the primary stage in the northern border region.

The importance of the study can be determined as:

Firstly, this research aims to help enriching intervention techniques so as to enhance the educational experience of the learners with special needs. It is hoped that this study will serve as an important scientific addition in the field of learning difficulties as it requires effort and intensive research to identify its characteristics and thus meet its academic and psychological needs. The results of this research would contribute to theoretical field and support the findings of the similar studies in the development of other cognitive skills to address the difficulties. It is also hoped that officials in the Ministry of Education and Learning Disabilities Centers, Saudi Arabia will learn about the use of educational strategies in improving the quality of educational outputs and thus take what they deem appropriate about the subject. The current research will help teachers, parents, professionals and decision-makers plan future programs that include educational strategies to deal with learning disabilities.

Secondly, this research aims to provide teachers with descriptive procedures for the use of the educational story in the development of some of the skills of thinking, and it is hoped that this study would develop the thinking of students. It is hoped that this study will help in the development of learning resources for students with learning disabilities as well as teacher's manual. It would serve as a helping guide for the trainers involved in training special teachers in the field, to enrich in their courses with the use of educational story in educational fields.

2. Theoretical Framework.

The field of learning difficulties has occupied parents, educators and researchers alike in the field of special education. If it is subjected to study the characteristics of a large number of students and to identify the nature of their difficulties so that the most appropriate strategies and methods for appropriate therapeutic intervention to alleviate these difficulties could be adopted (Alanazi, 2017; Al Hussain, 2003; Al Jughaiman, 2008; Hamilton et al., 2009).

There is no doubt that learning difficulty is one of the major problems, besides the other various problems faced by different educational systems. It is crucial as it is a necessary and important factor in that causes the occurrence of so-called educational-loss unless diagnosed early in the life of the student and thus provide appropriate intervention. If the learning difficulties are based mainly on the existence of certain educational content that students find difficulties in learning or multiple problems in understanding, then achievement test is the only indicator that determines the level of achievement of the student in light of his/her score obtained in the test. Another way is to identify those students who find it difficult to follow up on what is offered to them. If the special educators could assess whether learning difficulties suddenly emerge or if there are indicators to predict, research has proved that early detection of such indicators and appropriate intervention could yield positive results as at least they can limit those negative effects that learning difficulties can have.



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The danger in the problem of education difficulties is that it is a "hidden hardship". Individuals with learning difficulties are usually normal. Teachers or parents do not notice any abnormal phenomena that require special treatment so that teachers find nothing to offer them except to be lazy, backwardness and stupidity, which eventually compound the problem when we look at the number of such cases. A huge number of students are sharing the educational environment without the ability to study, which puts a huge responsibility on researchers' shoulders in determining between a student with difficulties and the ones without any difficulties as such, and how to provide him with the program and treatment (Ghazal, 2011). In a study conducted by Best and Bushs in Illinois, USA, the differences between academic achievement and mental ability show that 7-8% of primary school children are children with learning disabilities and multiple learning disabilities. These manifestations may appear to be behavioral, biological or linguistic, and the individual is unable to learn if one or more of these factors found to be evident (Rusan, 2007). So, the students learn at a level suitable for the rest of his peers and develop multiple skills like perception, coordination and movement, and coordination between eye movements, hand, memory etc. (Al-Qahtani, 2015).

The story strategy in education mingles between the use of language symbols on the one hand, and mental images on the other. If mental images are linked to imagination and creativity, language is linked to thinking. Some scholars such as Piaget and Vygotsky (2004) established the relationship between language and thinking. Stawinski (2005) says that in the last few decades, educational research has focused on the story strategy in education, because it enables students to transform the world around them in a way that is interesting to them and motivates them to practice different types of thinking. At the same time, the strategy of storytelling develops cosmic consciousness for students, because it enables them to understand the concepts in depth, and to know the realities of the world so as to use them in their daily lives.

Thinking is a complex cognitive process that involves the processing of information, the use of symbols, language, and perceptions to reach certain products. Greek philosophers were interested in what to think and used to train themselves accordingly. Socrates said, "*Speak to know how you think, and then know who you are.*" This interest continued to the philosophers of the Renaissance, where Descartes launched his famous phrase: "I think, therefore I exist" (Suhaimat, 2010). Humans can deal with the things and situations by the function of reason; it is the gift of God to humans. Thinking is of great importance in achieving progress in different areas of life. There is a positive relationship between countries that have made scientific and technical progress and their interests in studying, teaching, and developing different thinking skills (Reza, 2013). Thinking is a state of mind that prevails in an individual and through experiences, their abilities, readiness to reach a state of evolutionary completeness, the individuals use advance mental processes in different stages of their lives. However, training contributes to the development of this capacity and readiness to achieve maximum performance (Qatami, 2013). The researcher decided to use the story-telling strategy to develop thinking which includes the following factors:



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a. Use images to convey the information contained in the story and expose it to the minds of students, where the images presented in the convergence of ideas and abstract meanings. Embodiment makes it easier for students to understand and to achieve the desired effect so as to achieve the desired goals. The presentation aims to develop the language of transmission and reception of students and clarify the content of the story by linking their daily lives and the experiences with the content of the story. It facilitates them in holding dialogues that simplify the linking process and encourage them to discuss and express their views in what they hear and see in the pictures. This method develops learners' language and motivates them to learn. Their lack of knowledge enables them to form mental images of what they see, and the things described in the story reduce the efficiency of the narrative strategy. People have ability to imagine events described and transform information presented in the story into abstract mental images (Wahab, 1992; Glenberg & Langston, 2005).

b. The strategy of storytelling is seen as an art of the arts. Role representation is an effective way of presenting a story to students, through which they gain experience about the world; make the story more attractive and meaningful, and help them to be fluent and articulate. Role play defines the real attitudes of individuals in the society and the surrounding circumstances to reach generalizations that can be applied to similar situations in the future and thereby acquire new experiences in solving their daily life problems. (Abdel Wahab, 2005; Hays, 2006).

c. The use of graphics and conceptual schemes in the development of abstract objects in a tangible form gives the students visual image of the story (Stafford, 1986). The composition and deeper realization of the different contents and elements, be it musical, visual or dynamic, all improve the quality of writing that students produce after exposure to such intervention.

d. Peer-to-peer collaborative activities in narrative strategies reflect their positive impact on writing outcomes through discussions with peers during writing, oral reviews, dialogues, feeding, questions about their writing. These activities expose their own ideas boldly without teachers' intervention, thereby contributing to the promotion of these ideas and their access to new information (Harris, 2007).

e. The success of the story strategy in the classroom depends on the formation of the pupils; their knowledge of the story's place and time, and the transformation of the characters into living organisms. This may be done by using dialogue between characters and role-playing strategy. The story must be painted in such a way that students experience the highs and lows in the events of the story in order to stimulate their interests and have learning with fun. Moreover, this helps them acquire new vocabulary and ideas, and stimulate their active involvement at all stages of the story, and expose them to more questions during the narrative training. The students perform the roles of characters wherein each student is active, positive, and involved in the events of the story (Robinson, 2008).

Thinking about organizing their experiences allows the learner to employ various mental processes, to motivate and to stimulate them. It is a process that is influenced by the classroom and school environment, the teacher's efficiency, and the availability of educational resources and exciting strategies (Suhaimat, 2010). Wettlaufer-Adcock (2004) notes that the use of story strategy enables learners to learn, increases their sense of



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learning with pleasure, improves their interpersonal skills, and establishes an exchange of opinions and ideas.

The effects of using the story strategy allow students to have more detailed mental images that make them better able to contrast those images in their writings and to draw on the different experiences of stories in developing their lives (Kinsella, 2008). When patterns of thinking differ from the performances, the student distinguishes the function on how to receive the experiences in the knowledge and use that to adapt to the surrounding environment. The student deals with the expression of information around him in achieving his goals and is influenced by individual personality traits. He receives knowledge, experience and information and later records and retrieves in his own way; whether physical or semi-visual or symbolic (Reza, 2013). Perhaps the most important benefits of the strategy are that the process of narration increases their abilities to remember which is eventually reflected in their attitudes. If the teacher wants to teach his student something important and place it in the context of the story, they remain active through the end of the narration so as to know the end of events; thereby contributing to their ability to learn, recall and apply the learning in the real life situations (Robinson, 2008).

In evaluating the effectiveness of the story strategy, Robinson (2008) sees it as an effective means of developing creative thinking based on perception, which is formed by students through narration and reception, whereby narratives allow the mind to travel outside sensual limitations to a world in which it places its interactions and judgments, as well as provides a framework for linking events and concepts. In turn, it helps them to understand more accurately, and develop the ability to restore events, and relate them to their realities. Studies indicate that the characteristics of the story strategy are numerous and varied; perhaps the most important is that it motivates students to follow events in logical sequence in an interesting manner. In addition to its ability to attract attention, it supports the logical sequence of ideas and the formation of abstract mental images. They learn through narration and interaction as how to describe their feelings and expressions in a sound and coherent manner, and also to reflect on the situations they are exposed to. This strategy motivates them to question their own concrete and abstract world (Halpin, 2004; Hislam, 2000). Thinking is necessary to succeed in different areas of life and to meet an individual's needs, whether biological or cognitive or related to security and the development of knowledge (Reza, 2013).

The success of the process of thinking-development is based mainly on the teacher, the classroom environment and the methods of evaluation. The presence of qualified and effective teacher is the most important element of thinking because the results achieved after any interventions depends, to a large extent, on the quality of education as practiced by the learner within the classroom. In addition to this, the classroom environment includes the appropriate atmosphere for thinking. Finally, evaluation methods should focus on measuring what students have learned; not only on oral and abstract tests. Other techniques should also be used, such as observations, use of cumulative records, assessment measures, individual and collective oral reports (Sahimat, 2010).



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3. Review of Related Literature.

Al-Shazly (2015) identified the effectiveness of a proposed strategy in the teaching of mathematics to develop the skills of mathematical thinking and communication skills among primary school students. Al-Saadi (2009) conducted a study to investigate the impact of the story-telling strategy in developing writing and story-writing skills for sixth grade students. Using the cluster method, semi-empirical test based on pre and post-test, the study showed the differences between the average performances of students in each skill. Darwish (2008) conducted a study aimed at using the learning dimensions model in teaching geography and to develop some thinking skills as well among elementary school students. Similarly this strategy has been found to be effective in teaching history which has lasting impact on learners' memory (Al-Hosani, 2003). The sample consisted sixth graders to study their understanding, remembering, applying skills in order to develop their thinking skills (development, extrapolation, error analysis, evaluation of evidence, comparison, classification, survey) by using descriptive method of experimentation. The study found that teaching according to the learning dimensions model allowed the learners to think and provide hints and appropriate reinforcement of the responses. The results also showed that the integration of thinking skills in the content of two units helped them to realize the close relationship between them. Poveda (2008) conducted a similar study on the impact of the story telling in three different places and concluded that the story strategy improved students' speaking skills. Curention & Flanigan (2008) also observed that story-telling strategy is very effective and proposed that teaching the mothers should be taught how to tell the story could bring in significant changes in linguistic accuracy and written expression. It is noted that the recent studies focused on the effectiveness of proposed strategy for the regular school goes, not for the learning disabled ones. Now-a-days, there has been a growing trend of using social media which has empowered each individual to express themselves to the outside world (Atkinson et al., 1999; Hamilton and Aitkinson, 2009; Moya, 2009). This has not only been noticed in normal cases but narrative recollection can strengthen the identity of learning disabled ones too; it can raise self-esteem and enhance social contacts (Puyenbroeck and Maes, 2008). Increasingly, people are sharing their own stories directly in text forms or indirectly through the online portals (see www.mencap.org.uk and www.disabilityaction.org). Available resources suggest that many innovative methods to communicate personal and fictional experience have been devised in order to enrich the resources (see Fuller, 2013; Lambe and Hogg, 2013; Park, 2013). The focus for this paper is to see how effective the program in dealing with the cases in Saudi Arabia so as to encourage the concerned people, be it parents or the educators, to become active narrators themselves and bring in as much innovation in their teaching strategies.



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4. Methodology.

4.1 Hypotheses.

1. There are no significant differences at the level of significance ($\alpha = 0.05$) between the average scores of the experimental group members, and the average scores of the members of the control group in the post-measurement to use the educational story in the development of some thinking skills in students with learning difficulties in the primary stage in Rafha city in the Northern Border region of Saudi Arabia.
2. There are no statistically significant differences at the level of significance ($\alpha = 0.05$) between the average scores of the experimental group of primary school students with learning difficulties in the two dimensions after the use of educational story strategy in the development of some thinking skills.

4.2 Research design (Stages of research development).

Research Methodology: The semi-experimental approach was used through the design of experimental and control groups.

Research Sample: The research community consisted of students of learning difficulties in the primary stage in Rafha city in the Northern Border region of Saudi Arabia. A random sample was selected students ($n=60$) from learning disabilities centers in Rafha region for the age group of 6-14 years with low, medium and high IQs. After obtaining written permissions to participate in the research, including the use of the story in the development of some thinking skills, the sample was randomly divided into two equal groups (experimental and control) of thirty each.

Tools:

Educational story: A number of educational stories were selected in collaboration with primary school teachers to develop some of the students' thinking skills according to their wishes, preferences and level of intelligence (Appendix 1).

Achievement test: The researcher designed a performance test based on a number of studies similar to the subject of research and theoretical literature in various books and periodicals and then set questions that measure the skills of thinking.

To identify the validity of the test was presented to a group of authorities with specializations in the field of counseling, psychology and Arabic language. Various suggestions were taken and amendments were made accordingly in line with studies carries out in similar field of study. The discriminatory honesty of judging the ability of the scale was measured to distinguish between individuals who obtained the highest scores in the upper group and the students who received the lowest scores in the lower group; the researcher arranged the grades of the study sample in descending order in each dimension of the scale and the total score of the scale. The scores were divided into upper and lower extremes, and then the arithmetical mean and the standard deviation of the two levels were calculated. The value of T was also calculated between the two levels in table 1 below.



Standard Mean	Standard Deviation	"t" Value	Statistical significance
1.41	0.10	0.457	0.649

Table 1. Score in two levels.

4.3 Parity Procedures.

To verify the parity of the two groups, the arithmetic mean and standard deviations were extracted as per the control and experimental groups by applying the Independent sample 'T' Test to detect the differences between the averages. The following table 2 shows this:

Area	Group	SM A	Standard Deviation	T value	Statistical Significance
Thinking Skill Scale	Control	1.41	0.10	0.457	0.649
	Experimental	1.42	0.12		
Fluency	Control	2.00	0.24	1.841	0.071
	Experimental	2.13	0.29		
Originality	Control	2.15	0.24	0.967	0.337
	Experimental	2.21	0.22		
Flexibility	Control	2.14	0.21	0.927	0.358
	Experimental	2.18	0.18		
Narrative flow	Control	2.19	0.16	0.171	0.865
	Experimental	2.20	0.18		
Thinking skill as a whole	Control	2.12	0.13	1.918	0.060
	Experimental	2.18	0.10		

Table 2. Independent sample T Test results to detect the equivalence of the control and experimental groups

The table 2 shows that there are no statistically significant differences at ($\alpha = 0.05$) level between the arithmetical averages and the corresponding areas according to the control and experimental groups.

4.4 Research procedures.

To achieve the research objectives, the following steps were followed:

- Designed tools and verified their authenticity.
- Identification of the research sample.
- Sought permission from the concerned authority of the Ministry of Education in the northern border area regarding the use of research tools.
- Met the school principal and teachers of learning difficulties in the primary stage and explain them the nature of proposed research work, and coordinated with them to conduct research on the experimental group which lasted for last three weeks.





- e. To verify the parity between the two groups before the start of the experiment, the arithmetical averages and deviations on the tools for both groups were checked by T test for the independent samples to detect the significance of their differences.
- f. Story telling method was used on the experimental group, while the control group followed the usual method of instruction.
- g. Statistical analysis using SPSS of sample responses.

4.5. Variables.

Educational Story (Independent variable) & Thinking skills (Dependent variable).



4.6. Limitations of the study.

- a. The current study is limited to the following limits:
- b. Spatial boundaries: the northern border region of Saudi Arabia, specifically in the Rafha region.
- c. Time Limits: The study was carried out between the end of 2017 and the beginning of 2018.
- d. Human Boundaries: The study sample consisted of primary school students with learning disabilities.

4.7 Study determinants.

The results of the study can be generalized in light of the nature and the length of the program applied thereon. Human knowledge about this strategy and its effectiveness on students of learning difficulties in the primary stage and thereafter is quite obvious as it offers students to improve their thinking skills. The result of this research is expected to contribute to the use of books written from theoretical perspectives and also to enrich the other similar studies that benefit a later stage of education, namely the preparatory and secondary stages. It is also hoped that officials in the Ministry of Education and Learning Disabilities Centers will learn about the impact of the use of educational strategies on improving the quality of educational outcomes and thus take what they deem appropriate on the subject. In addition to what the current research results will contribute to helping teachers, parents, specialists and decision-makers to plan future programs that will include various educational strategies to shun learning disabilities.



5. Discussion & Results Analysis.

The first hypothesis: There are no statistically significant differences at the level of significance ($\alpha = 0.05$) between the average scores of the experimental group members and the average scores of the members of the control group in the post-measurement after using story as a tool in the development of some thinking skills among the pupils with learning difficulties.

To answer this question, the arithmetical averages and standard deviations of the thinking skills scale were calculated for each of its domains (fluency, originality, flexibility, narrative flow) in the pre and post scales of the two groups (control and experimental). The arithmetical averages and standard deviations of the control and experimental groups in the pre and post indices; the modified arithmetical averages and the modified standard errors in the areas of thinking skills (table 3).

Area	Groups	Pre Measurement		Telemetry		Post Measurement	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Fluency	Control	2.000	0.238	3.546	0.272	3.566	0.050
	Experimental	2.126	0.288	3.846	0.284	3.826	0.050
Originality	Control	2.152	0.242	3.394	0.299	3.396	0.055
	Experimental	2.209	0.219	3.679	0.291	3.677	0.055
Flexibility	Control	2.136	0.209	3.359	0.622	3.376	0.101
	Experimental	2.182	0.176	3.769	0.495	3.752	0.101
Narrative flow	Control	2.192	0.164	3.136	0.456	3.129	0.088
	Experimental	2.200	0.185	3.733	0.461	3.740	0.088
Thinking Skill measurement as a whole	Control	2.119	0.133	3.357	0.279	3.359	0.050
	Experimental	2.178	0.104	3.760	0.252	3.758	0.050

Table 3. Arithmetic averages and standard deviations of thinking skills scale for each domain in pre and post study

The table 3 shows the following:

- The experimental mean of the experimental group in the telemetry in fluency is (3.846) while the same for control group is (3.546).
- The arithmetic mean of the experimental group in the telemetry in originality is (3.394), while the same for control group is 3.679.
- The arithmetic mean of the experimental group in the telemetry in flexibility is (3.359), while the same for control group is (3.769).
- The arithmetic mean of the experimental group in the post-measurement in narrative flow is (3.733), while the same for control group is (3.136).
- The mathematical average of the experimental group in the post-measurement of the overall thinking skills scale is (3.760), while the same for control group is 3.357.





MANCOVA analysis is used to verify that the differences between the arithmetical averages in the post-measurement of the thinking skill scale as per the group variable are statistically significant, and the tables 4 below illustrate this.

	Value of Wilks' lambda	T Value	Statistical Significance
Pre-measurement	0.930	54.000	0.406
Groups	0.575	54.000	0.000

Table 4. Results of the analysis of the multiple common variance of the experimental and control groups

The table 5 below shows statistically significant differences between the arithmetic and control groups. The value of "f" (54.000) is statistically significant (0.00).

Variables	Areas	Total Square	Degrees of freedom	Average Square	Value of 'f'	Statistical Significance
Groups	Fluency	1.016	1	1.016	13.655	0.000
	Originality	1.273	1	1.273	14.505	0.000
	Flexibility	2.412	1	2.412	7.508	0.008
	Narrative flow	5.062	1	5.062	23.663	0.000
	Thinking skills as a whole	2.247	1	2.247	31.331	0.000
Errors	Fluency	4.241	57	0.074		
	Originality	5.002	57	0.088		
	Flexibility	18.309	57	0.321		
	Narrative flow	12.194	57	0.214		
	Thinking skills as a whole	4.088	57	0.072		
Total Corrections	Fluency	5.828	59			
	Originality	6.276	59			
	Flexibility	20.836	59			
	Narrative flow	17.548	59			
	Thinking skills as a whole	6.523	59			

* The level of significance at (0.05 = α)

Table 5. Results of the analysis of the unitary common variance between the arithmetic averages of the experimental and control groups in terms of thinking skills and the scale as a whole.



According to table 5 it is quite clear that there are statistically significant differences at the level of ($\alpha = 0.05$) between the arithmetic measures of the thinking skills and its domains (fluency, originality, flexibility, and narrative flow) in pre and post measures of the two groups (control and experiment). The differences between the arithmetic averages were in favor of the experimental group in the scale as a whole and in all its domains as well. The experimental averages of the experimental group in each group were larger than the control group's arithmetic averages.

The second hypothesis: There are no statistically significant differences at the level of significance ($\alpha = 0.05$) between the average scores of the experimental group of primary school students with learning difficulties in the two dimensions and follow the use of the story in the development of some thinking skills A month after application of the method.

To answer this question, the paired sample T Test was applied to detect the differences between the arithmetic averages among the experimental group to measure undesirable behavior in all its domains (fluency, originality, flexibility).

Areas	Measurement	SMA	Standard Deviation	T value	Statistical Significance
Fluency		3.85	0.28	1.456	0.156
		3.76	0.33		
Originality		3.68	0.29	1.690	0.102
		3.83	0.38		
Flexibility		3.77	0.49	0.871	0.391
		3.86	0.30		
Narrative flow		3.73	0.46	1.439	0.161
		3.74	0.46		
Thinking skills as a whole		3.76	0.25	0.855	0.400
		3.80	0.19		

Table 6. Paired sample T Test result to show differences between the arithmetic averages of the experimental group in the thinking skills scale in post study measurement.

The table 6 shows that there are no statistically significant differences at the $\alpha = 0.05$ level between the arithmetic mean among the experimental group members in the thinking skills index and in all its domains (fluency, originality, flexibility, The value of "t" for the level of statistical significance at the level of significance ($0.05 = \alpha$)).

Generalizations of the results:

The results showed that there were differences according to the control and experimental groups in the post-measurement in all areas of thinking skills (fluency, originality, flexibility, and narrative flow) according to the control and experimental groups in the telemetry. The differences in the scale were thinking skills and in each of the fields (fluency, originality, flexibility, and narrative flow) for the members of the experimental group. In retrospective



and sequential measurement, the study did not show differences in the thinking skills scale due to the use of the story method in teaching.

6. Conclusion & Recommendations.

The results do support the claims that the learners also feel that they benefitted from this strategy as far as normal cases are concerned (Alkaaf, 2017; Daqili, 2000). Campbell & Hlusek (2009) found that the strategy significantly improved their performance in the Arabic language skills as well. Undoubtedly this strategy improves the fluency, recall and understanding skills of the learners (Hamilton & Weiss, 2011; Hana, 2010). The strategy has been found very effective in the normal cases and a significant available resources support that but gifted education has been substantially explored in Saudi Arabia (Dracup, 2011). It has been reported that, in 2007, there were more than 66,000 gifted cases (Al Qarni, 2010). However, the approaches and pedagogical techniques followed lack quality as most of the trainers involved in such profession lack formal training, although in-service workshops do available. Moreover counselling centers are not in enough numbers (Aljughaiman, 2009) and lack of appropriate assessment instruments make the task even more complicated. However, enrichment programs are evaluated to the internal and external evaluators, still there is a paucity of published studies that deal with effects of programs on the learners' thinking skills, personal and social skills and so on (Aljughaiman, 2005; Aljughaiman et al. 2012). In conclusion, the study of gifted education as a discipline in Saudi Arabia is still new. Yet, it has been advanced substantially by the resources provided internally as well as the resources available from different countries. Continuous assessment of the available programs and strategies will definitely enrich the educational set up here. Thus appropriate interventions can be designed and the already available programs can also be improvised, in the present social and cultural context, to suit the learners' needs here.

The research recommends a number of recommendations as follows:

- a. Take into account the differences in the IQ level of students before the use of different teaching strategies.
- b. Encourage the establishment of support centers for the learning difficulties centers and the rehabilitation centers for that class in order to ensure uninterrupted education for them.
- c. Educate families by competent volunteers to provide them with enough background of various effective learning strategies and also to provide feedback to stakeholders to benefit from one another.
- d. Encourage the seminars and conferences related to learning disabilities and invited them.
- e. Need for further studies to include a larger sample.

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Appendix 1

Training Program based on Story- telling strategy

The foundations of the program

- The activities of the program should be formulated in a simple and clear manner, appropriate to the cognitive development of learning difficulties at primary level.
- To contribute effectively to the development of thinking skills.
- All activities should focus on thinking capacities.
- The content of the program raises the thinking and imagination of learning difficulties at the primary level.

Objective of the program:

To develop thinking skills of learners with learning difficulties in primary school.

Structure, means and methods of the program:

- Place of application: Learning difficulties centers in Rafha.
- The human element: students of learning difficulties.
- Physical element: fruit (banana fruit) multimedia equipment, cartoon pictures or movies flashcards.
- Duration: 5 weeks with three sessions (50 minutes per session) per week (Sundays, Tuesdays and Thursdays)

Session No. 1

Title: Drawing a banana

Objective: To identify children and cultivate familiarity between them and the researcher

Activity: Children should be able to draw a banana and realize its benefits

Duration: 50 minutes

Means: Pens and color papers

The teacher distributes white papers, pencils, wooden colors, eraser and pencil sharpener to the children to draw a banana. Collect their drawn images and discuss the benefits of bananas with them.





Session No. 2

Title: Bananas (fruit)

Objective: Children should imagine the story of a banana

Duration: 50 minutes

Activity 1

The teacher tells the story of "banana".

I imagined myself to be a banana; yellowish, long, with round ribs and a good smell. The children and the elderly like me, satiate their hunger with me, and enjoy while they eat me. But what bothers me is that there is no future for me after they eat me. So what do I do because I have no value without being eaten?

Activity Rating:

1. What did the children think about banana?

2 - Have they accepted to be bananas and why?

3. Did they refuse to be bananas and why?

Session 3

Title: Delicious Banana

Objective: Children should imagine themselves tasting a banana

Duration: 50 minutes

Means: banana fruit

The teacher says:

- Taste of banana is sweet
- Yellow color of banana makes it sweet
- Banana peel makes it sweet
- Bananas are sweet because they are yellow

Activity Rating:

1. Try to eat a banana and tell me about its taste?

2. Why do children love bananas more than other fruits?

3 – Who tells us what does the banana feel while being eaten?





Session 4

Title: Banana as blessing

Objective: The child should enumerate the use of a banana

The teacher asks children to think about the following:

- Uses of yellow bananas.
- Use of Long banana.
- Uses of Green bananas.

Activity Ratings:

1. What are the common uses of bananas?

2. Anything we do not know about bananas?

3 - If we want to make something from bananas in the kitchen, what should we use?

4 - If you want to tell your mother something about bananas, what would you say to her?

Session No. 5

Title: Amazing banana

Objective: The child should demonstrate the use of banana peel.

Duration: 50 minutes

Role of the teacher role of children

Teachers' Role	Children's Role
The teacher peels off the banana and asks the children to think about what can there inside? The teacher asks:	1. What if banana skin is made of colored skin? <ul style="list-style-type: none"> • What if banana peel is made of wood? Children look at the whole banana. • Flip the crust. • Open the crust. • Talk about what they can fill with banana peel • Children think of colored skin, banana peel skin. • Children answer: beautiful shapes, can be kept, antiques, different colors of banana skin, the shapes last longer. • Remind children of the benefits of banana peel: <ol style="list-style-type: none"> 1 - We get benefitted from banana peel. 2 - We collect and make new materials. 3 - We re-cycle games.





Session No. 6

Title: Bad Banana

Objective: To solve the problem of banana peel that causes individuals, especially the elderly to skid if lying on the street.

Duration: 50 minutes

Teachers' Role	Children's Role
<p>The teacher asks the following questions:</p> <p>What made the old man fall on the ground?</p> <ul style="list-style-type: none"> - Who can guess the causes of the fall of the old man? <p>Children think in the form of banana peel.</p> <ul style="list-style-type: none"> - Count the number of students fall down. <p>Other questions:</p> <p>What throw bananas peel on the street?</p>	<p><u>Story-line</u></p> <ul style="list-style-type: none"> - The old man walks to the shop to buy milk. - He skids on the banana peel and falls down. His crutches fall far away from him. - Suddenly a young man named Tariq tried to help him. Tariq calls an ambulance to take the old man to the hospital. <p>Children listen to the story and do the following:</p> <ul style="list-style-type: none"> - Find a name for the old man. - Think about why the old man went out into the street.

Session 7

Title: Banana stack 1

Objective: To list new uses of bananas.

Duration: 50 minutes

Teachers' Role	Children's Role
<ul style="list-style-type: none"> - The teacher asks the children to tell the uses of bananas. - The teacher asks the children to guess new usage and add something new to it. - The teacher asks to name this new thing. - The teacher asks the children to think where to put them? 	<p>Children identify the following articles:</p> <ul style="list-style-type: none"> -Water hose. -Latch. -Dry pens. -Color pencils. -..... etc. <p>Children locate the new articles:</p> <ul style="list-style-type: none"> - On the table. - In the garden. - In the place of antiques. - At home entrances.

Session No. 8

Title: Banana stack 2

Objective: Children should enumerate multiple uses of bananas.

Means used: images and forms of cartoon + computer + projector device

Duration: 1 hour





Teachers' Role	Children's Role
<ul style="list-style-type: none"> - The teacher distributes ten cardboard forms of bananas to each group, and asks the children to sit together and consider the uses of bananas, through the shapes they put in ten forms. - Collect all four children in a group and think: ... What ... what..?? - The children deal with 10 shapes together; five think together, and other five together. - The teacher asks the children what they want from helping them succeed in doing what they think? 	<p>Children do the following:</p> <ul style="list-style-type: none"> - Five fingers of bananas as one hand. - Ten as hands or feet. - Use as tools for collection. - Make them star. - I make a railroad. - I make a crescent. - I make a moon from it. - Make a house.

Session No. 9

Title: Development of dialogue

Objective: To develop the skills of verbal dialogue

Means: Computer + projector

Duration: 50 minutes

Teachers' Role	Children's Role						
<p>A video is played of a dialogue between two mosquitoes on the device. Then narrate the dialogue that took place between a green banana and a yellow banana:</p> <ul style="list-style-type: none"> - Green Banana: I'm always the first - Yellow banana: I am almost old - Green banana: I have long life - Yellow banana: I am useful - Green banana: I am easy to save for a long time - Yellow banana: I am solid - Green banana: I live with my sisters - Yellow banana: I sit in luxurious places in the house - Green banana: I am like the color of trees - Yellow banana: I smell good - Green banana: I hang in the ceiling or in high place. - Yellow Banana: I am useful and loved by all. <p>The teacher asks the children to focus on the projector and listen to it well.</p>	<p>Children do the following:</p> <ul style="list-style-type: none"> - Five bananas as fingers of one hand. - Ten as hands or feet. - Use as tools for collection. - Make a star from them. - Make a railroad. - Make a crescent. - Make a moon from it. - Make a house. <p>Then ask them to remember the qualities of green bananas: Green Bananas: (First, permanent, preserved, live with other green things, natural green, placed in a high place. Yellow bananas: (Almost old, useful and live a luxurious life, smells good, loved).</p> <p>Then the teacher asks the children to mention the new qualities of green and yellow bananas:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Green banana</td> <td style="width: 50%;">Yellow bananas</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> </table>	Green banana	Yellow bananas
Green banana	Yellow bananas						
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Session No. 10

Title: Banana stack

Objective: Children should think differently about banana kernels

Duration: 50 minutes

Teachers' Role	Children's Role
<p>The parameter presents a set of sentences about banana elasticity:</p> <ul style="list-style-type: none"> - Banana said: I am a pilot. - Banana said: I am a pen. - Banana said: I am meat. - Banana said: I am a sandwich. - Banana said: I am a portfolio. - Banana said: I am all of you together <p>The teacher asks the children to draw banana in each image.</p>	<p>The children to draw the following:</p> <ol style="list-style-type: none"> 1. Banana Pen Flyer. 2. Sandwiches with sandwich and meat. 3. Banana Purse & Pen. 4. Picture the bananas together and individual too. 5. The teacher asks the children to choose different words for the pictures they have drawn.

Session 11

Title: We love different things

Objective: The child should think about putting the corresponding opposite things together

Duration: 50 minutes:

Teachers' Role	Children's Role
<ul style="list-style-type: none"> - The teacher is brought a pen and scissors - The teacher asks children to think about the similarity between pen and scissors. - Children are distributed in groups to do this task 	<p>Children think about the similarity between pen and scissors</p> <ul style="list-style-type: none"> - Both are moving. - Both are miniature. - Both have functions. - Both are useful. - Both are materials. <p>Children think about the difference between pen and scissors.</p> <ul style="list-style-type: none"> - Wooden pen and iron scissors. - Pen writes and scissors cuts. - The pen writes scribbles and the scissors cut off - Pen is in one piece and scissors two pieces.





Session 12

Title: Banana Queen

Objective: Children should think about merry thinking

Teachers' Role	Children's Role
<p>The teacher shows a cartoon video about bananas. Then the teacher sits with the children and tells them the following story:</p> <ul style="list-style-type: none"> - Once the owner of a banana shop found one of his bananas dancing. He asked her, what are you doing? She replied, 'I practice dancing.' - The shop owner asked, 'Why'? She said to him that she wanted to become a banana queen. - He said to her, 'How did you know about this?' - She said to him that there would be a dancing competition for banana girls and the winner would be the queen. - He said, 'Where did you hear that from?' - 'I heard that from the banana dealers who were here,' she said. Please bring me beautiful clothes and I will make you rich. <p>The merchant laughed and left the store.</p>	<p>The teacher asks the children to understand little funny positions:</p> <p>Child 1: A bride banana. Child 2: A banana eaten with any cream. Child 3: A beautifully made banana. Child 4: A dancing banana. Child 5: Wedding is attended by many yellow bananas.</p> <p>The teacher asks: Why is banana dancing?</p> <p>Children answer: to rejoice and be happy until they live.</p>

Session 13

Title: Diverse Images

Objective: Children should enumerate a large number of their observations of the image.

Applied strategy: Creative skill in detail.

Means: Cartoon image

Duration: 50 minutes

Teachers' Role	Children's Role
<p>The teacher presents a picture of a large number of inter-connected things, asks the child to remember and repeat what they see in the picture.</p>	<p>Child 1: I see in the pictures: trees, houses, a cat, and a dog. Another child: There are windows, doors, tiles, and floors. Another child: I see cars, tow carts and an old man. Another child:like wise and so on.</p>

