Using Scrollytelling Technique for Developing English Reading Fluency and Writing Skills for Sixth Primary School Students

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Abstract

The aim of this study was to investigate the impact of the scrollytelling technique on the enhancement of English reading fluency and writing skills among sixth primary school students. The study employed a quasi-experimental design. The study's sample comprised a group ofsixth primary school students . The study sample has been divided into two groups: an experimental group consisting of 30 participants, and a control group also consisting of 30 participants. The research employed many instruments, namely a writing skills checklist, a pre-posttests for reading fluency and writing skills. The findings indicated that there were statistically significant differences at a significance level of 0.01 for the overall reading fluency and writing skills , in the favor of post test administration. results were discussed with regard to several aspects that influenced the overall process of learning a language. The study has made helpful contributions to the implementation of the scrollytelling technique in English reading fluency and writing classes

Keywords
Scrollytelling technique, Reading Fluency, Writing Skills , Primary School Students

The field of foreign language (FL) education, namely English, has placed significant emphasis on the teaching of writing skills. Writing challenging activities have been found to significantly enhance students' learning and academic language performance. When students are asked to express their views through a coherent written output, it entails maintaining focus on particular issues with more contemplating experience and deeper understanding. In other words, writing is an act of conveying ideas and information through clear and accurate written language products. Such a view puts great emphasis on written linguistic mechanics. Consequently, the act of writing enhances learners' linguistic recognition and retention (Bracewell, 2020; Kumar,2020).

On the contrary, writing is considered an active process where students undergo several processes of construction and innovation. In addition, it is also considered a cognitive process in which students engage in several sub-processes in order to express their ideas through written language (Kim et al., 2021). The act of writing encompasses a series of interrelated stages, basically prewriting, drafting, revising, and editing, consisting of a recursive process (Caulfield,2022; Ribeiro,2022). In sum, writing is described in terms of the recursive process that students undergo to put their thoughts in a written language with great emphasis on five main components, namely, content, organization, grammar, vocabulary, and mechanics.

It is noteworthy that teaching writing to English as a Foreign Language (EFL) students presents a number of challenges (Farooq et al.,2022). One main challenge is that students may perceive writing as a difficult assignment, and thus, they need more enthusiasm toward any writing activities within the classroom setting. Enhancing students' writing abilities and fostering their motivation to become active learners poses another challenge for teachers (Putri &minatun,2021).

Hence, a significant portion of the existing body of literature in the field of English language teaching emphasizes writing instruction. Despite the numerous approaches that have been investigated in relation to EFL writing instruction (Dos Santos,2020; Maybin,2020; Haerazi et

al,2020; Gharehblagh & Nasri,2020; Hassan et al.,2020; Yavuz, Ozdemir & Celik, 2020), there is a crucial need to other writing pedagogies that meet students' demands digitally and creatively (Dragomir &Niculescu, 2020).

Reading fluency refers to a reader's capacity to read text with appropriate speed, accuracy, expression (Felton,2022) and smoothness (Terry,2022). Readers need to comprehend written material properly; hence, it is applicable to both the act of reading silently and loudly. Learners' reading fluency is only fully realized if they read with expression. In order to read with expression, they have to segment words into meaningful chunks and employ appropriate phrasing. The lack of attention given to punctuation may result in alterations to the intended meaning of the text. Proficient readers possess the ability to effortlessly recognize and comprehend written language without the need to phonetically identify isolated syllables, a process commonly referred to as decoding (Ali et al.,2022).

Moreover, learners who possess a high level of reading proficiency often demonstrate the ability to read textual content more appropriately, resulting in a more engaging language performance. Rashid and Islam (2021) claim that the development of oral language components, such as phonemic awareness, facilitates the early stages of reading fluency. In contrast, subsequent stages of reading fluency are fostered through expanded reading abilities and a more comprehensive level of understanding.

On the other hand, Cremin (2021) asserts that the significance of reading fluency lies in its ability to foster comprehension skills and enhance reader motivation. Also, reading fluency exercises facilitate the student's familiarity with frequent vocabulary, hence enhancing their linguistic proficiency. Fortunately, reading fluency is a teachable skill. The act of teachers' reading aloud to the learners serves as a means of modeling. The demonstration should include the proper practice of pauses for punctuation and modulating one's intonation. Learners must receive reading exposure from several sources, including their face-to-

face educators, online tutors, and recorded audio or videos (Hoffman,2021). With regard to this study , reading fluency is described as Reading fluency refers to the learners' ability to read text smoothly with appropriate speed and expression and is assessed in terms of calculating words uttered correctly per minute (WCPM)(Feruzi, 2021).

Due to its significance, numerous methods of teaching have been investigated in order to enhance reading fluency, including action research (Aşıkcan & Saban, 2021).; Computer-assisted word reading intervention (Verhoeven et al., 2022), online extensive reading (Bui & Macalister, 2021), and activities (Razgatlioglu & Ulusoy, 2022), enhanced extensive reading(Mo, 2021), augmented reality books (Roumba & Nicolaidou, 2022), app-based morphological training (Torkildsen et al.,2022), phonemic Awareness Strategies(Njiru & Karuri, 2022), picture-word inductive model (Gu & Lornklang, 2021), and Digital Game-Based Learning (Salgarayeva et al., 2021).

The term scrollytelling differentiates itself from digital and conventional storytelling by emphasizing the utilization of technology for the creation of digital Personas, which are shown through scrolling (Gilis, 2021; Nair & Yunus, 2021). With regard to Amabili's (2019) paper, titled 'From Storytelling to Scrollytelling: A Short Introduction and Beyond', the scrollytelling technique has been described as a recent development of and the traditional digital storytelling that has been employed in many fields, including education. Similarly, Fordham (2021, p.2) asserts that "scrollytelling is a new form of storytelling that involves scrolling". In the same vein, Pettersen(2022) states that "scrollytelling, a term that combines 'scrolling' and 'storytelling', is a way to dynamically tell multimedia stories that unfold as you scroll. It is a good way to engage and actively keep your audience in touch with the story being consumed" (p.2).

As the term donates, "scrollytelling was a term first coined to describe online long-form stories characterized by audio, video and animation effects triggered by simply scrolling the page" (Dark, 2020, p.3). According to Tselova (2022, p3.), "scrollytelling is a powerful

storytelling tool that enhances your audience's browsing and learning experience through visually rich, interactive data stories", where these forms of storytelling are often manifested in the form of short visuals with a duration of one to two minutes "as scrolling becomes more ingrained and attention spans shorten" (p.4).

In the same line of thinking, Abbamonte (2022, p.1) mentions that "scrollytelling, scroll and storytelling, is when elements on a webpage appear, move, disappear, or otherwise change as the user scrolls the page". To conclude, the relationship between scrollytelling and digital storytelling is clarified by Pimpaud (2020, p.1), stating, "scrollytelling is the composition of storytelling and scrolling. It appeared around the beginning of the 2010 decade as the format to develop and show stories in a new way. It is a well-known format to dramatically tell multimedia stories". In other words, the scrollytelling technique involves the utilization of digital technology to construct stories that are shown through scrolling and are characterized by the following (Schneiders,2020; Szlifka,2022);

- The essential presence of interactive elements. Scrollytelling utilizes visually enticing elements, such as attractive graphics, dynamic animations, and multimedia capabilities, to build an immersive and appealing user experience.
- The vital role of visual elements. The utilization of scrollytelling enables the proficient display of subtle themes via interactive visuals. By integrating visual aids such as charts, graphs, and interactive maps, the accessibility and comprehensibility of content are enhanced, facilitating readers' smooth comprehension of critical ideas.
- The emphasis is on the narrative flow element. The concept of narrative flow refers to the smooth and coherent progression of events and ideas within a story. It encompasses a significant emphasis on the narrative's coherence and fluidity, ensuring a seamless and captivating development of the story. Thus, readers are encouraged to engage with the story until its conclusion.

With regard to reading, Ademi (2022, p.2) advocates for the use of scrollytelling stating, "This method is particularly well suited to the telling of long and complex stories, as it gives the reader a way to experience and understand the story in his or her way" In other words, the element of interactivity assumes a vital role in the context of scrollytelling. Reader's roles have shifted from being passive recipients of knowledge to active participants in the process of storytelling. The interactive components, such as data visualizations, quizzes, maps, and sliders, provide readers with the opportunity to engage with information, personalize their experience, and dig deeper into the topic. Similarly, Moretti (2021,p.733) mentioned that "scrollytelling supports readers focusing on actual contents, which remain on the screen instead of scrolling away. Consequently, scrollytelling offers an exciting chance to allow readers to focus on the data visualizations."

One benefit of the scrollytelling technique is that it enables the reader to get to a certain point in the story and quickly perceive its contextual framework. This approach is often used to enhance the clarity of complex themes. The significance of scrollytelling lies in its capacity to provide information intuitively and engagingly. The integration of text, graphics, and video through scrolling enables a more efficient transmission of information compared to conventional methods. The technology additionally provides a significant level of flexibility for the design of content. In order to achieve beneficial scrollytelling, it is crucial to consider the following aspects (Fickers,2022; Gragg,2022):

- The information should be streamlined to facilitate smooth scrolling and maintain a cohesive narrative.
- The clarity of the content's structure is essential in enabling viewers to navigate and comprehend its organization effectively.
- The design of the material should be suitable for the learners and effectively capture their interest.

- The introduction of novel information or exciting elements. In order to achieve effective scrollytelling, it is imperative to consistently engage the learners.

Seyser and Zeiller (2022,p.1) have considered the scrollytelling technique as a type of digital storytelling on the basis of being a prolonged form of "narrative types of text to tell complex stories", which are often published through multimedia online or offline tools. In the same line of thinking, Morth (2022, p.1) states, "scrollytelling is a recent visual storytelling technique extensively used on the web, where the content appears or changes as users scroll up or down a page". On the same grounds, Tjärnhage et al.el (2022) examine the impact of scrollytelling on the reading experience, indicating a notable statistical difference in the observed engagement of readers, with a preference for the scrollytelling dynamic format. Additionally, the study provides clear evidence about the genuine capabilities of the scrolly-telling techniques to capture the reader's attention.

However, the main difference between digital storytelling and scrollytelling is claimed by Mittenentzwei et al. (2022, p.1), considering digital storytelling as "a slideshow that relies on click interactions to advance through a story, while scrollytelling typically uses vertical scrolling for navigation". In other words, both techniques involve the utilization of digital technology to construct new identities where readers act as storytellers, active listeners, storyline writers or participants. The same idea has been explained by Gragg (2022), stating, "one technique that has gained traction in recent years is scrollytelling, a digital storytelling technique that combines scrolling and storytelling to create immersive and engaging narratives as the learner scrolls down a webpage" (p.2).

Pedagogical techniques that make use of narrative media tools have gained wide attention from educators and learners because of their simplicity, easiness, attractiveness and benefits (Abd Rahman & Bakar, 2020; Al-Shaye, 2021). Furthermore, they have been examined by numerous scholars as a pedagogical technique in relation to varied

aspects of language development of EFL learners, particularly motivation (Hava,2021), anxiety (Khomajani,2020), perceptions (Okumus,2020), language identity (Kim & Li,2021). These studies have argued that using multimedia narrative tools has the potential to serve as an effective instructional method for enhancing students' language.

Drawing on Gragg's (2022) definition of scrollytelling, i.e., "scrollytelling is a technique that tells a story vertically and relies on using a combination of multimedia elements such as videos, graphics, quizzes, and interactions that reveal a story progressively with scrolling" (p.1), this study describes scrollytelling technique as 'an innovative pedagogical technique that presents a story in a vertical format employing a diverse range of multimedia components, such as movies, pictures, quizzes, and interactive features in order to achieve specific language learning goals'.

Context of the problem:

The importance of EFL reading fluency and writing skills in FL has been well highlighted by scholars successively. However, studies have shown that sixth-grade primary school students need more mastery of these skills (Abed-Elwahed,2022; Ali,2020; Diyyab,2021; Khalil,2022; Mohamed,2021; Qabel,2022) In order to identify the study's problem, the researcher conducted a reading fluency and writing skill test that had been assigned and distributed to a group of twenty sixth-grade primary students at Cairo, Educational Governorate. The findings of the pilot study indicated that a substantial percentage (78%) of the participants showed insufficient mastery of reading fluency and writing skills.

Statement of the Problem

*S*ixth, primary school students need to improve their English reading fluency and writing skills. The observed deficiency can be ascribed to instructional practices in the area of writing. Thus, this study examines the impact of using the scrollytelling technique on developing English

Hence, this study attempts to find an answer to the fundamental question.

What is the impact of the proposed scrollytelling on enhancing English reading fluency and writing skills among sixth-grade primary school students?

Subsidiary questions arise from this main question as follows:

1. What is the impact of scrollytelling on enhancing English reading fluency and writing skills among sixth-grade primary school students?
2. What is the impact of using scrollytelling on enhancing English reading fluency among sixth-grade primary school students?
3. What is the impact of using scrollytelling on enhancing English writing sub-skills among sixth-grade primary school students?

Hypothesis

1- Statistically significant differences exist between the mean scores of the experimental group and the control group students in the administration of the reading fluency and writing post-test, with the experimental group expected to outperform the control group in relation to reading fluency and writing skills.

2- Statistically significant differences exist in the mean scores of the students in the experimental group when comparing their performance on the pre-post administrations of the reading fluency and writing test.

3- Statistically significant differences exist in the mean scores of the students in the experimental group when comparing their performance on the pre-post administrations of the reading fluency and writing test in relation to writing sub-skills.

Method

Participants

The sample of the study consisted of a group of sixty-two (n=60) sixth primary students were randomly selected from one Cairo governmental sixth primary school, Saieedeya Sixth primary School in the school year (2021-2022). (30 students in the experimental group and 30 students in the control group).

Instruments

A- Writing skill checklist

The researcher developed a checklist with the purpose of identifying the key writing sub-skills that are of utmost importance for sixth-grade primary school students. The validation of the checklist was carried out by a panel consisting of three specialists in Teaching English as a Foreign Language (TEFL). The final version comprised a total of twelve sub-skills, in terms of content, organization, vocabulary, grammar, and mechanic (see Appendix B).

B-Reading Fluency and Writing Test

The researcher designed two equivalent tests to evaluate the participants' level of mastery of reading fluency and writing skills before and after the implementation. In order to ascertain the validity, both equivalent tests were administered to a panel of three TEFL specialists. The researcher conducted a pilot study to determine the reliability of the tests . A group of twenty pupils undertook administration of the tests. The data was collected and analyzed using Cronbach's Alpha. The observed value of (0.172) was shown to be statistically significant at a significance level of 0.001. Additionally, a holistic scoring rubric for writing has been developed based on the writing checklist. The framework had four primary areas, particularly ;content skills, organization skills, vocabulary skills, and grammar and mechanic skills (the final versions and test specifications, test instructions, and scoring criteria , see Appendix C).

Procedures

Prior to the beginning of the treatment, a writing pre-test was administered to both groups. The duration of the implementation was extended to three months. It began on the 20th of February and ended on the 8th of May 2022. The control group received instruction using traditional teaching methods. In contrast, the experimental group received instruction through the proposed technique.

The researcher conducted an initial session with the participants, lasting one hour, during which the scrollytelling technique was introduced and demonstrated. Subsequently, the researcher met with the participants weekly within a multimedia classroom setting for ten sessions of 45 minutes each, resulting in a cumulative duration of around 8 hours. Each session comprised six instructional steps and was accompanied by supplementary materials (see Appendix (E) for a detailed description of the sessions and materials). It is important to mention that the implementation was consistent with the scope and sequence included in the prescribed textbook for sixth-grade primary school students (Connect, Students' Book, Second Term). At the end of the sessions, the post-reading fluency and wiring test was administered.

Results

The data was subjected to statistical analysis using the Statistical Package for Social Science (SPSS), specifically utilizing the independent t-test, paired sample t-test, and Eta square. The first hypothesis was tested through the use of an independent t-test to compare the mean scores of the experimental and control groups on the reading fluency and writing post-test. The results are displayed in the following table.

Table1. T-Test Results of Administration of the reading fluency and writing Posttest Comparing the Control and Experimental Groups Mean Scores.

Group	N	Mean	Std. Deviation	T	DF	Sig	Eta
Control	30	4.652	1.622	14.952	58	0.01	.845
Experimental	30	16.555	2.882				

The results of the study indicate that there were statistically significant differences, with a significance level of 0.01, in favor of the experimental group. More precisely, the calculated t-value was 14.952.

To examine the second hypothesis, a paired sample t-test was carried out to compare the mean scores of students in the experimental group on both the pretest and posttest of reading fluency and writing skills.

Table2. T-Test Results of Administration of the reading fluency and writing skills Posttest Comparing the Experimental Group Mean Scores.

Group	N	Mean	Std. Deviation	T	DF	Sig	Eta
Pre	30	5.092	1.622	16.852	59	0.01	0.885
Post	30	16.555	2.882				

The findings of the study indicate that there were statistically significant differences at a significance level of 0.01, favoring the post-test. This is supported by the estimated t-value of 16.852.

In order to verify the second hypothesis, a paired sample t-test was performed to compare the mean scores of the students in the experimental group on the pretest and posttest of reading fluency and writing skills in relation to writing sub-skills.

Table2. T-Test Results of Administrations of the reading fluency and writing skills pretest and posttest Comparing Experimental Group Students' Mean Scores.

Writing sub-skills		N	Mean	S.D	t	Sig	Eta
Content	Pre	30	0.44	0.844	3.552	.001	0.514
	post	30	4.97	0.557			
Organization	Pre	30	0.47	0.021	3.412	.001	0.588
	post	30	4.92	0.137			
Vocabulary	Pre	30	0.36	0.132	3.445	.001	0.499
	post	30	3.75	0.122			
Grammar and mechanics	Pre	30	1.39	0.049	5.422	.001	0.701
	post	30	5.361	1.625			

Overall writing skill (Sum)	Pre	30	5.092	1.622	13.55	.001	0.847
	post	30	16.555	2.882			
Reading fluency	Pre	30	2.695	0.622	4.629	0.01	0.529
	Post	30	5.685	1.629			

The previous Table (3) demonstrates that there were statistically significant differences between the average scores of the experimental group when comparing the pretest and posttest administrations of the reading fluency and writing test in relation to writing subskills. These differences favored the posttest administration, as indicated by the estimated t-value of 13.55 Therefore, it was demonstrated that the utilization of the scrollytelling technique had a significant impact on the enhancement of reading fluency and English writing skills among students in the experimental group.

Discussion

The study's findings indicate that the usage of the proposed scrollytelling technique has a significant impact on the enhancement of reading fluency and writing skills (n2= 0.845). This was proven through the use of a T-test (t = 14.952) to compare the scores of both the experimental and control groups on reading fluency and writing posttest administration. Therefore, the findings of this study agree with previous research that has demonstrated the beneficial effect of media-based storytelling in general, as well as scrollytelling, in particular, on enhancing certain aspects of language proficiency and reading(Gragg,2022 ;Kim &Li ,2021; Mittenentzwei et al, 2022 ;Mo,2021 ;Moretti,2022; Nair& Yunus,2021 ;Okumus,2020;Tjärnhage ,2022).

Hence, the notable improvements demonstrated in the students reading fluency and writing are attributed to the utilization of the

scrollytelling technique. Therefore, it is conceivable to relate these findings to the preliminary session and proposed instructional steps of using the scrollytelling technique, particularly; the warm-up, listening stage, silent reading, language exploration, writing tasks, and feedback. Moreover, other factors related to the aspects of scrollytelling technique as a media-based learning tool might have resulted in students' enhancement.

Firstly, the preliminary session that the researcher underwent with the students before using the technique proved to be advantageous. The familiarity of students with the procedures of the technique facilitated their comfortable participation. Secondly, the instructional steps of the scrollytelling technique were well-structured to foster students' exploration and manipulation of language, resulting in a more proficient demonstration of reading and writing skills. Thirdly, the scrollytelling technique, as a media-based learning tool, has possessed varied features, which in turn provided learners with a wide range of opportunities to use language. Such features included being immersive, interactive and multi-sensory, self-pacing and individualized.

The utilization of the scrollytelling technique is highly immersive. It enables readers to actively connect with the text, resulting in heightened levels of engagement and enhanced immersion within the unique storyline that incorporates several modes of communication. This immersive environment has promoted both the comprehension and retention of knowledge. Another advantage of language immersion is the reinforcement of vocabulary, grammar, and sentence structures through frequent exposure and practice.

The interactive and multisensory aspect of scrollytelling advantageously catches the attention of readers and sustains their engagement throughout the reading experience. This technique promotes active engagement for increasing fluency in English reading. By incorporating many sensory modalities, such as visual, auditory and

touch stimuli, scrollytelling facilitates a heightened level of interactivity, hence augmenting the learning process. This practice not only enhances readers' speed ability but also motivates them to engage in an extended exploration of spoken and written texts, hence resulting in a higher degree of understanding and usage. Additionally, having the chance to freely navigate and scroll enables readers to gain deep insights into challenging linguistics.

The self-paced learning opportunities provided by the scrollytelling technique and enabling students to assume responsibility for their learning. By offering electronic access to the learning resources materials, students have the opportunity to select their preferred mode of delivery and determine their ideal learning style. In other words, the implementation of the scrollytelling technique provides students with the opportunity to adapt their educational experience according to their demands and objectives, thereby facilitating the learning of fundamental skills such as reading fluency and writing.

One of the primary benefits of the scrollytelling technique lies in its ability to be individualized according to the particular language proficiency levels and requirements of individual learners. Scrollytelling incorporates dynamic elements and flowing storylines that allow the student to adapt the content corresponding to his learning preferences and prior knowledge. The personalized aspect implies that every student is provided with a customized experience that optimizes their involvement with personal language usage and exploration. In addition, scrollytelling facilitates self-directed learning and supports it through the provision of targeted feedback and adaptive assessments.

Conclusion

The previous discussion presented findings that demonstrated the beneficial impact of implementing the scrollytelling on the development of English reading fluency and writing skills among sixth-grade primary school students ($n2 = 0.845$). The apparent improvement of students'

level can be attributed to various elements in relation to the proposed scrollytelling

Recommendations

This study aimed to improve the reading fluency and writing skills of sixth-grade primary school students through the use of the scrollytelling technique. Therefore, this study has the potential to contribute to further research that explores various aspects of reading fluency and writing skills. Additionally, the study suggests investigating the use of the scrollytelling technique in EFL instruction at various school grades and levels.

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اثر استخدام أسلوب السرد القصصي التمريري في تنمية مهارات الكتابة و الطلاقة القرائية لدى طلاب الصف السادس الأبتدائي

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هدفت الدراسة إلى استكشاف اثر استخدام اثر استخدام أسلوب السرد القصصي التمريري في تنمية مهارات الكتابة مهارات الكتابة و الطلاقة القرائية لدى طلاب الصف السادس الأبتدائي و استخدمت الدراسة المنهج شبة التجريبي . و تكونت عينة الدراسة من عدد ستون طالبا (٦٠) طلاب الصف السادس الأبتدائي بإحدى المدارس الحكومية , تم تقسيم عينة الدراسة إلى مجموعتين , ضابطة (٣٠) و تجريبية (٣٠) . و تضمنت أدوات الدراسة قائمة بمهارات الكتابة واختبار لقياس مهارات الكتابة و الطلاقة القرائية   .أشارت نتائج الدراسة إلى فاعلية الأسلوب المقترح في تنمية مهارات الكتابة لدى طلاب الصف السادس الأبتدائي حيث وجدت فروق دلالة إحصائية بين متوسطي درجات عينة الدراسة في التطبيقين القبلي/بعدي لإختبار مهارات الكتابة و الطلاقة القرائية عند مستوى الدلالة ٠.٠٠١% و أوصت الدراسة بأستخدام استخدام أسلوب السرد القصصي التمريري لتنمية مهارات الكتابة و الطلاقة القرائية لدي الطلاب في مراحل التعليم المختلفة .

الكلمات المفتاحية : أسلوب السرد القصصي التمريري , مهارات الكتابة , الطلاقة القرائية , طلاب الصف السادس الأبتدائي