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# Using Pop-Up Books To Develop Oral Language Performance Skills Kindergarten Children

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## Abstract

The research aims to develop the oral language performance skills of kindergarten children through Pop Up Book designed for this purpose. The sample consisted of (30) children aged (5: 6) years. The experimental method was recognized, The tools included oral linguistic performance skills, presented through the pop-up book designed in Arabic, and oral linguistic performance skills test. The results were statistically significant at the level (0.01) on the sub-dimensions of the oral linguistic performance test in favor of the dimensional measurement, in addition to the design of a pop-up book for Arabic letters (search for the letter) directed to kindergarten children to learn Arabic language skills. It is considered a new educational tool that supports learning language skills, and dealing with printed material to understand and interpret the written text. The research made several recommendations, including the inclusion of pop-up books in teaching language skills in early childhood.

**Keywords:** pop-up books, mobile books, language skills.

## The Introduction

Oral language must be taken care of early, as it is the first herald of the ability to read and write later. Acquiring common words and short sentences, can contribute to learning and teaching the read and written language, and provides forms of knowledge, and distinct images of reality that are supposed to be logical, clear and expressive of The culture of the community, knowing the vocabulary, idiomatic expressions and meanings, can honestly reflect the culture of a particular community. Therefore, attention should be paid to searching for modern and attractive mechanisms and methods that help prepare young people to learn the language.

The kindergarten stage represents the first stages of developing the child's language skills in a systematic manner, through which he knows that the spoken words have a written representation, which is expressed in written letters, and the vocal movements associated with them. The child at this stage knows that phonemes correspond to written symbols, and without development Awareness of the sounds of letters, the child will stop

when memorizing the forms of written symbols without knowing what they signify by sound and pronunciation.

(Madkour, Mohamed, Mubarak, 2016) explained that language is a system of human thought, a system for awareness of the surrounding world, and a system for acquaintance, understanding and communication. And that is through its internal systems of sounds, vocabulary, structures, meanings or connotations, and all of these systems do not appear clearly except in the real practice and actual use of language, which is known as linguistic performance. To that the linguistic performance includes all the linguistic behavior that the learner can do, whether verbally or in writing, and this behavior can be observed (Taima, 2006).

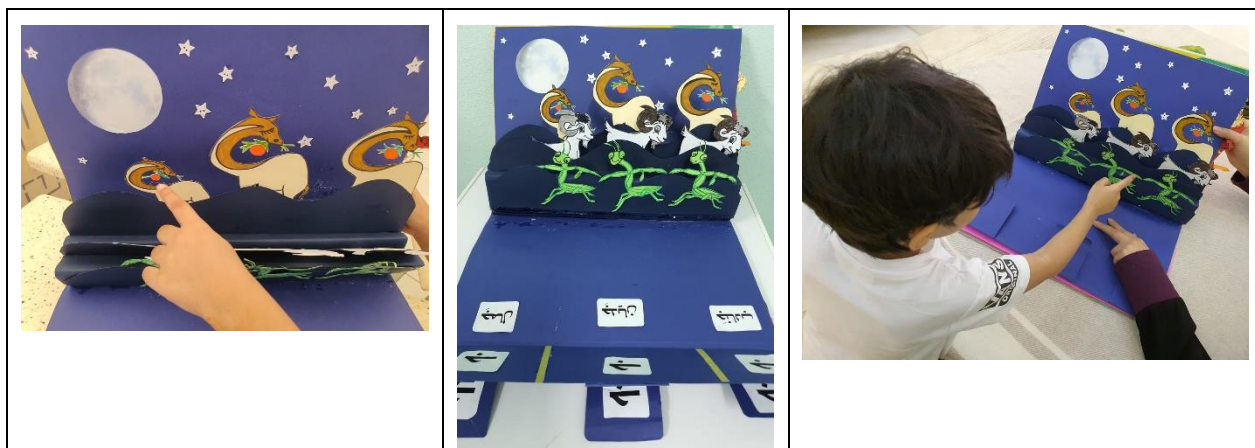
The study (Hudson, Lane, Pullen, 2005) focused on how to build meaning between the text and the young reader, and referred to it as the essence of reading. The study showed that reading the words on the printed page and constructing the meaning requires effort from the child to read the words and understand the written. Young children often experience frustration due to a discrepancy between what is written and their spoken language. The results of this study supported all predictions of the achievement of reading comprehension through the outcome of oral language. Using the hierarchical regression method, the effect of oral language on reading ability was shown. He (Taima, 2006) stated that despite the attempts made about linguistic performance, the field of Arabic language teaching lacks serious studies that determine the levels of desired linguistic performance in the various elements of the language (sounds, vocabulary, structures, culture), and indicates a weakness in Vocal performance for Arabic language learners, and try to identify problems with vocal performance. that children exposed to opportunities to support oral and written experiences are more successful than their peers who do not find opportunities to support their oral and written experiences (Goldberg, 2007).

From the above, it can be said that training on oral language performance skills in kindergarten is a major requirement. Through these skills, the child begins to recognize letters, their shapes, movements and sounds, in preparation for merging them to form words and short sentences.

In view of the importance of developing oral language performance skills early, (Ministry of Education, 2015) in the Kingdom of Saudi Arabia focused on setting development standards for language development and early knowledge of reading and writing that included language skills. However, the document did not provide evidence for activating these standards and the indicators accompanying them, so it is necessary to devise exciting activities and tools and strategies that help children to develop these skills, especially if they are innovative and interactive, with the elements of attraction to be exciting for the

characteristics of that stage. Pop-up books, an exciting interactive tool, can contribute to the development of children's oral language performance skills; It allows text (letters and words) to be combined with design elements, as well as accompanying language applications. Pop-up books are different from any other book; Because it is three-dimensional and animated, the design gives the images liveliness, with them appearing as if they are real or vibrant, which makes the learners during learning language skills more motivated to learn (Colidiyah, 2018.).

According to the limitations of the current research, the pop-up book (search for the letter) designed for the purpose of the current research, includes on each page an interactive scene revolving around one of the Arabic letters (أ، ب، ت، ...) and a group of words beginning with the same letter, with phonetic movements; Each page expresses an interactive scene, which may be a garden, a lake, a house, or a street... as it includes objects and things whose design includes one of the Arabic letters to be learned; In order to facilitate learning new vocabulary and sentences, the letter is hidden, and the child has to search for it, whether in the design of the objects listed on the page or in the form of an independent letter, then discovers the key words (singular and plural) that start with the same letter with different vocal movements, and trains them with the teacher .



**Figure (1) The design of the letter ج in the pop-up book**

In addition to the possibility of employing the pop-up book in developing oral performance skills, it presents new vocabulary and structures that represent a linguistic wealth for the child.

### **The study problem**

Despite the importance of teaching oral language performance skills early, there are multiple indicators that indicate a deficiency in teaching these skills, due to many factors, including

the methods of teaching these skills to children, the extent to which teachers are familiar with them, and the nature of the tools used in teaching them; The tools for teaching oral language performance skills in kindergarten are still traditional. Some studies indicate that these tools are less effective in achieving child progress in these skills. A study (Sari, Suryana, 2019) indicated that there is a challenge facing early childhood teachers, which is the extent to which they are able to provide fun creative educational tools to optimally develop the child's intelligence, and aimed to use pop-up books as teaching aids directed at developing language in early childhood. Pop-up books have become a popular choice among children and parents, as they provide both education and entertainment according to (Sari, 2017).

Through the researcher's supervision of the field experience in some kindergartens in Al-Ahsa Governorate, she observed the teachers' lack of new tools and methods for teaching children's oral performance skills, and their urgent need for attractive methods to help learn those skills. The problem of the current research can be formulated in the lack of oral language performance skills for third-level children in kindergarten, and their need for a linguistic dictionary that matches the characteristics of the age stage, and attractive teaching tools that contribute to the improvement of language skills, which requires addressing this problem according to the current research procedures using pop-up books to develop skills Oral language performance of kindergarten children.

### **The study Questions**

- What are the appropriate oral language performance skills for third-level children in kindergarten?
- What is the effect of a program based on pop-up books on developing the oral language performance skills of kindergarten children?

### **The study aims to:**

- Preparing a list of appropriate oral language performance skills for kindergarten children, and developing their oral language performance skills by using a program based on pop-up books as new educational tools.
- Designing an Arabic pop-up book to introduce Arabic letters and words to kindergarten children.

### **Theoretical framework for study**

#### **Why pop-up books to teach oral language performance skills in kindergarten?**

The term Pop Up Books refers to any 3D interactive book, where the book is like an umbrella covering the paper that shows the anthropomorphism, and includes explanatory texts,

making it educational and educational books that are impressive for learners All popups, paper transformations, scraps of paper, etc., There are several definitions of pop-up books, according to (2014) (Ruiz, Le, Yu, Low). They are three-dimensional books that contain pages that pop up with scenes and images, pop out and move when the book is opened, and flatten completely when the book is closed.

The design of such books in the arts is called paper engineering, and this technical aspect of paper engineering is related to the art of origami, because both depend on paper folding. However, pop-up books and pop-ups rely heavily on cut-and-paste, and paperboard, with folding in common (Bluemel, Taylor, 2012). Wehr, 2008 (Carter, Diaz,, 1999) Hendrix, 2008) explained that pop-up books are of various types according to their design elements such as animation books, transformations, wheel, tunnels and paths. In the current research, an Arabic pop-up book titled (Search for the Letter) was designed to teach Arabic letters and words and their sounds, using these types as guidance.

According to Radencich, Bohning, 1988, pop-up books can motivate children to increase knowledge. They naturally arouse their interest, because they stimulate participation by providing an engaging visual experience, and they stimulate discovery, which helps them learn language skills. . (Aqsha et al., 2018) confirmed that the use of attractive media such as pop-up books helps children easily perceive language skills, improves vocal skills significantly, and interacts well during learning, making them more focused and attentive with the teacher. (Sari, Suryana., 2019) also confirmed that pop-up books are suitable as practical educational media with an average of 95% in the language development of children in the early childhood stage, and that the products of those books obtain positive results by teachers and children as one of the innovative educational means. And (Rahmawati, Rukiyati., 2018) found the effectiveness of pop-up books in improving the cognitive abilities of children aged 4-5 years, and this means the effectiveness of books in increasing the language abilities of kindergarten children.

Based on the foregoing, it can be said that pop-up books have a clear importance in developing the language and cognitive skills of kindergarten children, as they are interactive books that include learning and fun together, which increases the ability of kindergarten children to them, and increases the opportunity for investment in teaching language skills as a whole.

### **Arabic letters and vocabulary design with pop-up design elements:**

Pop-up books depend on similar design elements, and the current research tried to use these elements to design the pop-up book "Find the Letter" to display Arabic letters and words in a way that attracts children's interest. Each page in the book contains a specific letter with a number of creatures or animals forming in its body the desired letter, in addition to a group

of words beginning with the same letter hidden inside the page, and the child has to search for them, which adds a measure of excitement and suspense, the desire for discovery, and the motivation to learn. The research followed a set of elements to design each pop-up page within the book to include: the title of the page, the letter to be taught, the vocal movements accompanying the letter, the stereoscopic objects indicating the letter, the words representing the letter, instructions and instructions directed to the teacher. And specific steps for designing the pop-up book through the series of letters that were designed, and only one example (حرف ال د) can be mentioned here.

Example: the letter dal: "will see letter د"1

The pop-up letter "د" is designed on two opposite pages at an angle of 180°, and a scene of a group of animals and creatures starting with the letter "د" is depicted on it, drawing the letter "د" in its body. As soon as the page is opened, a large "دائرة" appears in front of the child, in front of it is a "دب" trying to jump by plane. The letter (د) is drawn on the circle and in the دب ear. Also, the reptile house, when it opens at an angle of 90°, will see a "ديناصور" moving its limbs and the letter (د) embodied in its tail, And he will find a house for birds that also opens at an angle of 90°, with "ديك" and "دجاجة" with the letter (د) drawn in their wings along with the body, And he will also discover a small hole from which a دودة will emerge from its body in the form of the letter (د) as well, and as soon as the book is opened, a دودة will move, And he will discover in the land of the scene under a group of flowers or doors hidden words with the letter "د", all of which are displayed with pronunciations (ديك، دجاجة، دائرة، دودة) within the same scene.

Thus, it can be said that pop-up books depend on procedures designed to integrate the child into language performance skills through a pop-up book in the Arabic language, characterized by attractiveness and suspense, activating the skills of audio-visual discrimination, employing story and narrative elements, and presenting new concepts and structures at the same time, which may make them It is one of the most appropriate and effective tools in achieving language skills for kindergarten children.

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Links for the design of the letter "د" pop-up:

<https://www.youtube.com/watch?v=1yvWg6nTAng>

<https://www.youtube.com/watch?v=JBrKHZgWu80&t=66s>

<https://www.youtube.com/watch?v=DGwl8GGzdTY>



**Figure (2) The design of the letter ا in the pop-up book**

### **The second axis: the importance of developing oral language performance skills for kindergarten children:**

Oral linguistic performance with its main skills is one of the basic requirements to prepare children for the early acquisition of reading skills. This is because of the importance of preparing the child for the phonemic aspects of speech and speaking, such as: knowing the sub-skills that link phonemes and their images, and that words consist of phonemic units. (Daoud, 2001) indicated that language is by its nature phonemic, and this appears in the definitions of language, and this indicates the importance of the phonemic aspect in learning and teaching language, as sounds are not limited to oral linguistic performance skills of listening, speaking and reading, but their impact is reflected on the written language as well. Therefore, the success of the vocal stage is the success of the learning process as a whole. (German, Newman, 2007) focused on the reading skills of beginning children and their relationship to oral language, where the ability to read depends on the decoding skills of the read word, phonemic retrieval skills (the ability to retrieve stored sound information), and the skills of automatic fast naming. (German, Newman, 2005) revealed that the production of spoken language is affected by several methodological factors such as word frequency (commonness), word clues, word familiarity, and its phonemic potential.

The current study attempts to reveal the effectiveness of an educational program that employs pop-up books as attractive educational tools for teaching children oral language performance skills.

### **Oral language performance:**

(Al-Sarayrah, 2001) mentions that linguistic communication includes the formation of meaning in the future that resembles what is in the mind of the sender and does not coincide with him. Linguistic communication also includes the exchange of information by means of

agreed symbols that may be verbal, non-verbal or non-verbal. According to (Fadlallah, Qassem, 2003), the elements of oral language communication are:

- **Voice:** there is no oral communication without a sound, otherwise the process becomes signals of understanding, not words.
- **Language:** the sound is made up of letters, words and sentences, meaning that the speaker utters a language, not just sounds.
- **Thinking:** oral communication without thinking precedes it, during it; It becomes meaningless sounds.
- **Performance:** is essential in oral communication, and contributes to influence, persuasion, and conveying meaning. Performance includes body language (facial, head and hands movements, and voice intonation).

The developmental learning standards in the field of language development (Ministry of Education, 2015) indicate that the child's ability to communicate verbally and nonverbally is closely related to reading and writing skills, which in total are an indicator of future academic success. children to succeed in later educational stages. (Abdul Bari, 2017) says that by studying the structure of language at its phonemic, morphological, grammatical and semantic levels, oral linguistic performance skills can be determined according to those levels:

- 1- **Sounds:** includes oral linguistic performance skills according to the level of sounds, listening skills, distinguishing the pronunciation of single sounds, and bringing out sounds from outside the correct (throat, tongue, lips) taking into account the characteristics of sounds, and vocal changes such as slurring, concealment, display, amplification, thinning The endowment, the pronunciation of sounds, in morphological formulas, in sentences, and taking into account stress and intonation.
- 2- **Morphology:** the oral linguistic performance skills at the morphological level include all his skills in the level of sounds, in addition to the skills of understanding and distinguishing, the use of functional meanings, and the skill of using parts of speech. (Madkour, Mohamed, Mubarak, 2016) (Abdul Bari, 2010).
- 3- **Structures or grammar:** it includes oral linguistic performance skills at the level of sounds and the level of morphology, in addition to the skills of good composition at the level of grammatical structures, the skill of using all kinds of endowments, and listening comprehension. (Madkour, Mohamed, Mubarak, 2016) (Abdel Bari, 2017).
- 4- **Semantics and meanings:** includes oral linguistic performance skills at the levels of sounds, morphology and structures, in addition to the skills of deriving meanings, and



selecting and defining meaning through the skill of distinguishing meanings (Tuaima, 1986).

- 5- **Communicative skills (accompanying language):** skills related to body language at all levels of language, such as intonation, use of stress, head and hand movements, facial expressions, eye looks, gestures, and signs. (Madkour, Mohamed, Mubarak, 2016).

Oral language performance skills appropriate for children from the age groups 5: 6 years

Through a review of previous studies, and the criteria for early developmental learning (Ministry of Education, 2015) the criterion of language development, the researcher suggests defining the appropriate oral language performance specifications for kindergarten children according to the following.

**Listening and speaking:** correct pronunciation of letters, pronounce sounds (letters, vocabulary, sentences, structures) correctly. Pronunciation of the letters at the beginning of words with phonetic movements correctly. Pronouncing letters in long and short vowels, and speaking clearly and in an understandable manner. Use appropriate tones of voice and an appropriate level of loudness. Answer directed questions, compose long stories, and retold. Distinguish the rhythm in common words.

**Speech:** Pronouncing discrete or abstract sounds, speaking in complete sentences and correct vocabulary. Pronunciation of the sounds of the letters that make up the word. Pronounce the emphasis, tanween and extension correctly. Speak without interruption or interruption.

#### **Experimental Research Procedures:**

**Research Methodology:** The research followed the experimental method, through a design based on one experimental group, and compared the differences between the two applications, the pre and post applications.

**Research sample:** The sample consisted of (30) boys and girls in the third level of kindergarten in Al-Ahsa, they were chosen by the simple random method.

#### **Preparation of research tools and materials:**

**First: Preparing a list of oral language performance skills for third-level kindergarten children:**

The oral language performance skills of children of the third level of kindergarten were determined, in preparation for the construction of the research program. The preparation of this list was based on the literature and previous studies that dealt with oral language

performance skills in the kindergarten stage, such as (Al-Tahan, 2003), (Abdul Bari, 2017), (Asr, 2001), (Shehata, 2000), and it was also based on criteria Developmental Learning in the Kingdom of Saudi Arabia (Ministry of Education, 2015).

**Determining and adjusting the initial list:** An initial list of appropriate oral language performance skills for children was identified and presented to the arbitrators in the kindergarten and Arabic language specializations; In order to take their views on the list in several points: the appropriateness of children's oral language performance skills, the degree of their importance to know their relative weight, and the addition or deletion of some skills. The skills that had a relative weight of (90%) up to (100%) were relay on.

**List of oral language performance skills in its final form:**

The list, in its final form, according to the opinions of the arbitrators, included a main skill "Oral Linguistic Performance", from which (8) sub-skills were sub-skilled as shown in Table (1).

**Table (1):** List of oral language performance skills and the relative weight of each sub-skill

The major skill	Sub-skills of oral language performance	How important			The great value	relative weight
		Very important	Important	somewhat important		
oral language performance	Pronounces letter sounds correctly.	10	0	0	30	100%
	Pronounce the words correctly.	10	0	0	30	100%
	He pronounces letters and words with long phonemic phonetic movements.	10	0	0	30	100%
	Pronounces letters and words with short phonetic phonetic movements.	8	1	0	27	90%
	He pronounces the sounds of letters similar in pronunciation correctly (س - ث) (ط - ق - ك - د - ز).	9	1	0	29	96.7%
	He pronounces the letters at the beginning of words with phonetic movements correctly.	10	0	0	30	100%
	He speaks in perfect sentences.	10	0	0	30	100%
	distinguish morphemes in common words,	9	1	0	29	97.7%

**Second:** Preparing the oral language performance skills test for kindergarten children:

The test measures the extent to which the children of the research sample master the target oral language performance skills. The test was prepared based on the list of oral language performance skills in Table (2).

**Table (2):** Oral language performance skills test

المهارات الفرعية لأداء اللغوي الشفهي	Question numbers representing each skill	Total of the questions	Percentage
Pronounces letter sounds correctly.	1-6	6	27,27
Pronounce words correctly.	7-8	2	9.09
He pronounces letters and words with long phonemic phonetic movements.	9-11	3	13.64
He pronounces letters and words with short phonetic phonetic movements.	12-14	3	13.64
He pronounces the sounds of the letters similar in pronunciation in a healthy manner (ط, ت, ق, و, ل, ذ, ز, س, و, ث).	15-17	3	13.64
He pronounces the letters at the beginning of words with phonetic movements correctly.	18-19	2	9.09
He speaks in perfect sentences.	20	1	4.54
Distinguish morphemes in common words.	21-22	2	9.09
Total	22	22	100

**Validity of the test:** To ensure the apparent validity of the test, it was presented in its initial form to (8) arbitrators specialized in kindergarten and the Arabic language; To express an opinion on the suitability of the questions to the level of children, the safety of vocabulary from the scientific and linguistic perspectives, and their suitability to the skill levels they measure, and the arbitrators' modifications were taken.

**Test stability calculation:**

The test was applied to an exploratory sample of third-level children in Multaqa Al-Manahil Al-Ahlia Kindergarten, their number was (15) children. Through exploratory experimentation, the stability was calculated using the Alpha Cronbach method, and it

reached (0.874), which is an acceptable stability percentage. The difficulty factor was also calculated for the paragraphs; Where it ranged between the acceptable level (0.23 - 0.79).

**Test correction:** One point was calculated for each correct answer to the test items, and the scores were monitored according to the children's responses, and therefore the maximum end was (22) degrees.

### **Third: A program based on pop-up books to develop the oral language performance skills of kindergarten children:**

The program was prepared in the light of the research objectives, the theoretical framework and a list of oral linguistic performance skills, and the pop-up book specially designed for this purpose, entitled "Search for the letter". The components of the program were:

**Introduction to the program:** which explains its philosophy and the idea on which it is based, and the importance of including the pop-up book in teaching oral language performance skills for kindergarten children.

**The general objective of the program:** To reveal the oral linguistic performance skills of the children in the research sample, and to provide them with more vocabulary through the pop-up book of Arabic letters.

**Program procedural goals:** All program activities included procedural goals related to letters, words and context.

#### **Tools used in the program:**

Pop UP Book Arabic letters, including pop-up letters (أ، ب، ت، ث، ج، د، ذ، ر، ز، س، ش، ص، ض، ط، ظ، ق، ك).

#### **Arabic letters pop-up links:**

##### **Letter(أ)**

<https://www.youtube.com/watch?v=cETYcT7kISw&t=112s>

<https://www.youtube.com/watch?v=GXm FN8rjWU>

##### **Letter(ب)**

<https://www.youtube.com/watch?v=jYT5grYCEfM>

<https://www.youtube.com/watch?v=EyW2X7Y0ifl>

<https://www.youtube.com/watch?v=d0VyJ9F1bgk>

##### **Letter(ت)**

<https://www.youtube.com/watch?v=oK5awckqKTQ>

Letter(ث )

[https://www.youtube.com/watch?v=MT0sg\\_MVu9Q](https://www.youtube.com/watch?v=MT0sg_MVu9Q)

Letter(ج )

<https://www.youtube.com/watch?v=EMwhjeUs8eg&t=28s>

Letter(غ )

<https://www.youtube.com/watch?v=DGg6o4DnVxk>

<https://www.youtube.com/watch?v=VJyyRBwW4nk>

Letter(ف )

<https://www.youtube.com/watch?v=g-fQTPZQDk>

Letter(ق )

<https://www.youtube.com/watch?v=0ptGtjEFNN4>

<https://www.youtube.com/watch?v=e2bFvVjJ3A8&t=2s>

Letter(ك )

<https://www.youtube.com/watch?v=kZD6M1nluKw>

Pop-up book "Find the letter:

[https://drive.google.com/file/d/1wfNrpDxKueV-YEa\\_uH3V9GCZGi9ZdjH/view](https://drive.google.com/file/d/1wfNrpDxKueV-YEa_uH3V9GCZGi9ZdjH/view)

[https://drive.google.com/file/d/1KAQ9atX-YVLJNOkGAPaTK\\_fahLE5TGpC/view?usp=sharing](https://drive.google.com/file/d/1KAQ9atX-YVLJNOkGAPaTK_fahLE5TGpC/view?usp=sharing)

[https://musi.journals.ekb.eg/article\\_207269.html](https://musi.journals.ekb.eg/article_207269.html)

**Strategies used:** Dialogue and discussion, free and semi-directed discovery.

**Evaluation methods:** Relied on direct observation of children's performance, diagnostic, formative, and summative evaluation.

**The activities were implemented according to the following steps:**

Present each letter in two consecutive activities in the same week.

Dealing with each child individually.

- Asking several questions to prepare the child for the subject of the activity, such as the letters you studied. Do you know the letter (?), Can you write it? Do you know words that start with the same letter? Can you pronounce the letters of that word? ...

- The pop-up page displays the letter to the child, leaving him the freedom to deal with it to discover the details so that he can find the hidden vocabulary and letter.

The child is asked to describe the scene on the page and identify what is on it. Then search for the letter, whether it is drawn in the objects, or hidden in the folds of the page, then search for words that start with the same letter, and pronounce the letter and words with specific phonemic movements, focusing on the target oral linguistic performance skills.

- Leave the child free to work, some children ask to write the letter, draw, or touch the letter and talk, and some play with the scene first and then respond after that.

### **The study results**

To answer the first question, "What are the appropriate oral language performance skills for third-level kindergarten children?"

The first question was answered through the research procedures in which the steps for determining the list of oral language performance skills and the program preparation procedures were clarified.

☑ To answer the second research question, "What is the effect of a program based on pop-up books in developing the oral language performance skills of kindergarten children?" The following hypothesis was formulated:

There are statistically significant differences at the level of  $\alpha \geq (0.05)$  between the average scores of the research group in the pre and post measurements on the sub-dimensions and the total score for the oral language performance skills test. To verify the validity of the hypothesis, the T-test was used to identify the differences between the scores of children in the pre and post applications to test oral language performance skills (on the sub-dimensions and the total score of the test), Table (3) illustrates this.

**Table (3):** Arithmetic averages, standard deviations, and T value in the two applications

The pre and post test of oral language performance skills (sub-dimensions and total score)

Dimension	Before application		After application		N	Freedom value	T value	Indication level	difference direction
	Average	deviation	Average	deviation					
Pronounces letter sounds correctly.	1.650	0.631	2.666	0.401	30	29	7.810	0.01	Application dimensional
Pronounce words correctly.	2.200	0.826	3.350	0.543			7.766	0.01	
He pronounces letters and words with long phonemic phonetic movements.	0.783	0.339	1.900	0.305			13.627	0.01	
He pronounces letters and words with short phonetic phonetic movements.	1.300	0.427	1.783	0.284			5.706	0.01	
He pronounces The sounds of similar letters in healthy pronunciation س ، ز - (ث) ذ، ل و ق، ت، ط).	0.766	0.486	1.100	0.242			3.551	0.01	
He pronounces the letters at the beginning of words with	1.816	0.463	2.116	0.313			4.039	0.01	

Dimension	Before application		After application		N	Freedom value	T value	Indication level	difference direction
	Average	deviation	Average	deviation					
phonetic movements correctly.									
He speaks in perfect sentences.	1.816	0.579	3.066	0.504			7.626	0.01	
Distinguish morphemes in common words.	1.133	0.524	1.700	0.361			4.410	0.01	
The overall score for the test	11.466	.521	17.683	0.757			5.568	0.01	

It is clear from Table (4) that the value of the ETA square amounted to (0.525) to test the oral language performance skills, and the value of the effect size was (0.996), which is greater than (0.8), which indicates that the effectiveness of the program.

#### **Interpretation of the search results:**

- The research presented a pop-up book for Arabic letters that is an original product for the researcher, designed in the light of the experts' opinions in the Arabic language to judge its suitability in terms of the safety of the linguistic vocabulary used in it, and the methods of displaying letters, phonemic movements and words for children, and the opinion of experts in early childhood was taken to judge the extent Its appropriateness in terms of form and content for children from (5: 6) years old, the method used as activities, the criteria for designing letters and words, colors, the size of the book and the pages included in it, the accuracy of merging letters in pictures and their clarity for children, and thus the results indicate the employment of pop-up books as a modern educational tool It is appropriate, and has a clear impact on the development of children's oral language performance skills, because it combined in an attractive and exciting way between letter shape, phonemic movements, and the design of pop-up letters, which contributed to the children's effectiveness and participation. their movements, and they associate them with the words that refer to them within the scene. The current research in this finding agrees with the study



(Aqsha et al., 2018), which indicated that the use of engaging media such as pop-up books helped kindergarten children to easily realize oral language performance skills.

- The pop-up book contributed to achieving the goals of the current research, as it had a clear effect in increasing children's attention for long periods, exceeding half an hour, and it is known that the children's attention span is a little up to a third of an hour at best, and this means providing a good context for learning the target skills. in the search program. The current research agreed on this point with (Sari, Suryana, 2019), which confirmed that the interactive, practical nature of pop-up books achieves children's positivity and increases their attention during learning.

- The activities included training children to pronounce letters with phonemic movements, tell a story about the scene, pronounce words with a phonetic beginning with the same letter, pronounce the letters that make up the words, speak complete sentences around the scene, pronounce monophonic, tonal words, these interactive applications contributed to the development of language performance skills Oral in children. The research agrees on this point (Hilali, 2012). The pop-up book stimulated children's imagination, making them weave stories, giving them new vocabulary, and supporting their linguistic fluency.

- The pop-up book included new vocabulary such as: (...أخطبوط، جَدِّي، جُنْدَب، بَجْعَة، فُنْفَذ، بِطَرِيق، )

-The letter "أ": the children knew the shape of the letter "أ" in the pictures of the أرنب، الأسد، and the أخطبوط، and the اشارة and the letter "أ" pronounced in the words of a أسد and a أرنب، while they found difficulty in the word أخطبوط and they said this (حبار) despite their knowledge of the shape of the letter ( أ ) In the arm of the أخطبوط

-The letter "ب": the objects on the pop-up page are common and well-known (بومة، بطريق، بطة)، but it became clear that children did not know the word (بجعة)، and some children called it (بومة، بطريق، بطة) and there became knowledge of a new word "بومة". , In addition to having words in the plural such as بط وبوم وبطاريق بجمع , were also difficult for them and they used to say (...بطاريق، ببط، بوم،) and after the application it became easy to say

- The letter "ث" the existing creatures are familiar to them (ثعبان، ثعلب)، except for (ثور)، which the children called (بقرة)، despite the distinction of the letter "ث" designed above the animal's head.

Research recommendations and suggestions:

Employing pop-up books to teach language skills to kindergarten children in general and phonological awareness skills in particular. Especially since these books do not receive enough attention in Arab countries. The Ministry of Education should adopt the idea of producing Arabic pop-up books according to international standards, to be used in teaching

children's language skills. Further research is suggested on the effectiveness of the pop-up book list program in developing the oral reading skills of kindergarten children, and the use of pop-up books in developing phonemic awareness skills in early childhood.

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