The Effectiveness of a Training Program Based on the

- **Theory of Multiple Intelligences in Improving Certain Oral Reading Skills among Fourth Grade Primary Students with Learning Difficulties.**

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Study Summary: The present study aimed to explore the effectiveness of a training program based on the Theory of Multiple Intelligences in improving certain oral reading skills (word recognition, correct pronunciation, and fluency) among fourth-grade primary school students with reading difficulties. The study sample consisted of 15 students (boys and girls), purposefully selected from El Abdi Mohamed School in the municipality of Khemis Miliana, Aïn Defla Province. The researcher used the experimental method with a one-group pre-test/post-test design, The tools used in the study included:
The Diagnostic Rating Scale for Reading Difficulties by Fathy El-Zayat (2007),Raven's Progressive Matrices Intelligence Test (1998), The Multiple Intelligences Scale by Qasim Khudr (2013), An Oral Reading Skills Test
The results of the study indicated that: There were statistically significant differences between the mean scores of the experimental group in the pre-test and post-test of oral reading skills and its subcomponents (correct pronunciation, word recognition, and fluency).
The training program had a significant impact on improving oral reading skills (correct pronunciation, word recognition, and fluency) among fourth-grade students with reading difficulties.

Keywords: Multiple Intelligences, Oral Reading Skills, Reading Difficultie

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1. The Introduction

Given that both silent and oral reading have their own goals and functions throughout the elementary stage, current attention has mostly focused on silent reading, both within schools and in scientific research. Despite the many roles oral reading plays inside and outside the classroom, we still observe that many students in elementary schools are not proficient in it. (Al-Mulla, 1985, p. 63)

Consequently, researchers and those interested in teaching strategies have begun to adopt new methods that focus on students' strengths. They now view students with learning difficulties as having significant mental abilities that give them the opportunity to learn and improve their academic achievement in an effective way. This approach emerged as the concept of intelligence shifted from being seen as a fixed innate trait that cannot be developed, to one that can be nurtured and enhanced through strategies and learning activities. (Jaber, 2003, pp. 31, 42)This new perspective on intelligence aligns with the findings of Howard Gardner's research in the theory of multiple intelligences, which suggests that individuals possess seven types of intelligence. Moreover, there are many strategies associated with them that teachers can follow within the classroom to incorporate them into the learning process.

2. Problem of the Study and its Questions:

One of the main reasons for the decline in students' reading levels is the reality of teaching, which remains traditional, relying on a single method without considering the abilities and desires of the students and without taking individual differences into account. Currently, the teaching methods for students with learning difficulties are based on traditional intelligence theories that focus on linguistic abilities while neglecting other non-cognitive abilities that could benefit students in their academic learning (Al-Faqihi, 2003, p. 74).

in 1983, Howard Gardner introduced a new theory known as the Theory of Multiple Intelligences, which he later developed in 1993. This theory differs from traditional theories in its perspective, as it sees human intelligence as a real mental activity, not just a capacity for human knowledge. Therefore, in his theory, Gardner sought to expand the range of human potential beyond just measuring intelligence. As a result, many teaching programs for both regular students and

those with difficulties to learn have recently relied on this theory (Al-Mufti, 2004, p. 145).

Based on this, the current study was conducted to determine the effectiveness of a training program in improving certain reading aloud skills among fourth-grade students with reading difficulties, in light of the Theory of Multiple Intelligences. Specifically, the study aims to answer the following main question:

What is the effectiveness of the training program used by the researcher in improving certain reading aloud skills among fourth-grade students with reading difficulties, in light of the Theory of Multiple Intelligences?

This question leads to the following sub-questions:

1. Are there statistically significant differences between the mean scores of the experimental group students in the pre-test and post-test on the reading aloud skills test and its sub-dimensions (pronunciation skills, word recognition, fluency)?
2. Is there an impact of the program based on the Theory of Multiple Intelligences on improving reading aloud skills in its dimensions (pronunciation skills, word recognition skills, fluency skills) among fourth-grade students with reading difficulties?

3. Hypotheses of the Study:

In light of the study questions, the following hypotheses were formulated:

1. There are statistically significant differences between the mean scores of the experimental group students in the pre-test and post-test on the reading aloud skills test and its sub-dimensions (pronunciation skills, word recognition, fluency).
2. The program based on the Theory of Multiple Intelligences has an effect on improving reading aloud skills in its dimensions (pronunciation skills, word recognition skills, fluency skills) among fourth-grade students with reading difficulties.

4. Importance of the Study:

- The importance of the study lies in presenting the Theory of Multiple Intelligences as a modern concept that can be employed to develop reading aloud skills. It provides a new perspective on human intelligence that can be used to explain the phenomenon of learning difficulties and apply it to remedy and improve the academic difficulties students face, in a way that meets their individual learning needs and differences.
- The survey addresses the topic of dealing with reading aloud learning difficulties, which are among the most important challenges students face in their academic lives.

- It highlights a sample of students with reading aloud learning difficulties by providing a precise diagnosis of their cases through applying a set of diagnostic criteria, helping them make changes and improvements to overcome their difficulties.
- It draws the attention of teachers and researchers to the importance of addressing educational difficulties that students, particularly in primary school, may exhibit.

5. Objectives of the Study:

- To prepare a training program to improve certain reading aloud skills among fourth-grade students with learning difficulties, based on the Theory of Multiple Intelligences.
- To measure the effectiveness of the training program based on the Theory of Multiple Intelligences in improving reading aloud among fourth-grade students with reading difficulties.
- To investigate the presence or absence of significant differences between the mean scores of students with reading difficulties in reading aloud skills and its sub-dimensions (word recognition skills, pronunciation skills, fluency skills) before and after the implementation of the training program.
- To examine the presence or absence of the impact of the training program on the scores of students with reading difficulties in reading aloud skills and its dimensions (word recognition skills, pronunciation skills, fluency skills).

6. Concepts of the Study (Theoretical and Practical Definitions):

6.1Theoretical Definition of Learning Difficulties:

Suleiman Abdul Wahid (2007) defines difficulties to learn as: A term that refers to a heterogeneous group of individuals in a regular classroom with average or above-average intelligence, who show a significant gap between their expected performance and actual performance in one or more academic areas. The difficulty may be due to the dominance of one hemisphere of the brain over the other. These individuals do not have sensory problems (whether auditory, visual, or motor), they are not mentally disabled, and they do not suffer from environmental deprivation (whether cultural, economic, or educational). They also do not experience severe emotional disturbances or health problems.

(Masad Abu Al-Diar, 2015, p. 31)

6.2Operational Definition of Learning Difficulties:

To learn difficulties are a term describing a group of students in regular classrooms who show a decline in academic achievement compared to their peers,

despite having average intelligence and not suffering from any other disabilities such as hearing, visual, motor, or emotional impairments. However, they demonstrate difficulty in certain processes related to learning, such as comprehension, thinking, attention, reading, writing, spelling, pronunciation, performing mathematical operations, or skills associated with any of the aforementioned processes.

6.3Theoretical Definition of Reading Aloud:

Reading aloud is the act of visually recognizing printed symbols and translating them in the brain using the speech organs correctly
(Suleiman, 2010, p. 300).

6.4Theoretical Definition of Reading Aloud Difficulty:

Reading aloud difficulty is a deficit in rea/ding skills that appears through the application of a reading aloud skills test (word recog/nition, correct pronunciation, fluency). In this test, the student's performance is lower than their classmates, despite having average or above-average intelligence.

6.4.1Word Recognition Difficulty:

This refers to the inability to use a word to represent its meaning and the inability to visually analyze words, leading to increased mixing of word or letter positions. (Ashour, 2009, p. 100)

In this study, it refers to the student's inability to recognize a word from a scrambled group of letters, identify a word from its corresponding image, or recognize a sentence.

6.4.2Correct Pronunciation Difficulty:

This includes the students' inability to read complete sentences and pronounce words containing diacritical marks (tanwin) or vowel letters. It also includes their inability to distinguish between letters that are pronounced and those that are silent, and their difficulty in pronouncing words containing open or closed "ta" or correctly pronouncing words with short vowels (fatha, damma, kasra)
(Jaber, 2007, p. 32).

In this study, it refers to the student's inability to pronounce words containing letters with short vowels (fatha, damma, kasra) and to correctly pronounce words containing long vowels (a, o, i), the sun letters, and the moon letters.

6.4.3Fluency:

Fluency is when a student reads continuously without interruption unless necessary, pronouncing sentences completely, performing consistently without

repetition, not adding or omitting letters from words, and correctly pausing at the end of a meaningful sentence
(Al-Azzazi, 2000, p. 58).
In this study, it refers to the student's inability to read continuously, where they may add or omit sounds in words, replace one word with another, or reverse the letters of words, which affects their fluency during reading.

6.4.4Definition of Multiple Intelligences:

Gardner proposes that humans possess at least seven distinct mental functions, which he calls "intelligences." He also emphasizes that these separate intelligences have their own sets of abilities, which can be observed and measured (Azzo Ismail, 2014, p. 201).

6.4.5These intelligences include:

- Linguistic Intelligence: The ability to use language and words effectively for communication and verbal interaction. (Gardner, 2005, p. 10)
- Logical/Mathematical Intelligence: The ability to think logically, solve problems, reason, deduce, and recognize patterns and relationships. (Gardner, 1993, p. 35)
- Spatial/Visual Intelligence: The ability to perceive and interpret the spatial world accurately. (R. Armstrong, 2006, p. 2)
- Musical Intelligence: The ability to perform, evaluate, or compose musical patterns. It includes the ability to recognize musical patterns, analyze them, produce them, and express emotions and feelings through them. (Ali, 2008, p. 21)
- Kinesthetic Intelligence: The ability to control physical movements and handle objects skillfully. (Al-Omran, 2006, p. 23)
- Social Intelligence: The ability to perceive and understand the intentions, motivations, and emotions of others.
(R. Armstrong, 2006, p. 3)

Personal Intelligence:

It is the ability to form an accurate model of oneself and use this ability effectively in life, as well as the individual's ability to understand themselves well and their ability to distinguish (Hussein, 2003, p. 143).

7.Study Limitations (Spatial, Temporal, Human):

- Spatial Limitations: This study focuses on a sample of 4th-grade students from Al-Abdi Muhammad School in the municipality of Khemis Miliana,

Ain Defla Province, in a designated room allocated for the sessions by the school principal to the researcher.

- Temporal Limitations: The study was conducted between the first and second terms of the 2022-2023 academic year, from late January to early March, approximately two months.
- Human Limitations: This study focuses on 4th-grade students with reading difficulties, specifically those who have difficulty reading aloud, aged between 9 and 11 years.

8.Methodology and Tools:

The researcher used a quasi-experimental approach in this study as it suits the objectives of the current research.

8.1Study Population and Sample:

The original population of the study consists of all 4th-grade students at Al-Abdi Muhammad School in Khemis Miliana, Ain Defla Province. It is important to note that the school has only two 4th-grade classes. Table (1) illustrates the characteristics of the study population.

Table 1: Characteristics of the Study Population

school	Academic level	The number of males	The number of females	The total for each classroom
Al abedi mouhamed	The first section for the fourth year primary	19	23	42
	The second section for the fourth year primary	20	24	44
Total		39	47	86

The following table (Table 1) shows the total number of fourth-grade primary students, which reached 86 students, including 39 males and 47 femalesng oral reading difficulties, after applying the exclusion criterion. Table (2) shows the distribution of the final sample

Table 2: Distribution of the Final Sample

Number of Males	Number of Females	Total	Percentage of Total Population
10	5	15	17.44%

Table (2) shows the distribution of the final sample, which consisted of 15 students identified with oral reading learning difficulties, representing 17.44% of the total number of students. The researcher intentionally selected 15 students after diagnosing them with oral reading difficulties.

8.2Assessment Tools Used in the Study

8.2.1Diagnostic Rating Scale for Reading Difficulties by Fathi Al-Zayyat (2007):

The reliability and validity of this scale were verified.

The scale was completed by two teachers for 19 students, and the results were as follows:

***Discriminant Validity:** The researcher compared the mean scores of students representing the top 27% and bottom 27% of the pilot sample on the diagnostic rating scale for reading difficulties and its subdimensions. The goal was to test the scale's ability to differentiate between varying levels. Results showed a t-value of 7.14, which is statistically significant at the 0.01 level, indicating the scale's strong discriminant validity.

***Internal Consistency Validity:**

All correlation coefficients between the items and the total score were statistically significant at the 0.01 level, reflecting strong internal consistency of the scale and suggesting that the items coherently measure the same construct.

***Scale Reliability – Cronbach's Alpha Coefficient:**

The Cronbach's alpha value for the diagnostic rating scale was 0.65, which is considered acceptable for judging the reliability of the scores.

8.3. Raven's Coloured Progressive Matrices (1998 version):

This test was administered to a pilot sample of 30 fourth-grade students, with the following results:

***Validity – Discriminant Validity:**

The t-value was statistically significant at the 0.01 level, indicating the test's ability to distinguish between the two extreme groups and supporting its validity.
***Reliability – Cronbach's Alpha Coefficient:**The alpha coefficient for this test was 0.81, which is a strong indicator of reliability.

8.4Multiple Intelligences Scale by Ali Khudr (2013):

***Validity – Discriminant Validity**:All t-values were statistically significant at the 0.01 level, indicating the scale's ability to differentiate between the two extreme groups for each type of intelligence, which affirms its validity.
***Reliability – Cronbach's Alpha Coefficient**:The scores of the sample on each type of intelligence had acceptable reliability coefficients, indicating the scale's reliability.

8.5Oral Reading Test: This test was developed by the researcher specifically for the study sample, taking into account their academic level, their deficits in oral reading, and the aim of assessing the effectiveness of a program based on multiple intelligences in improving oral reading skills (word recognition, accurate pronunciation, fluency).
The researcher followed all essential steps in test construction, though detailed description is omitted here.
***Validity – Discriminant Validity:**All t-values were statistically significant at the 0.01 level, indicating the test's ability to distinguish between the two extreme groups on the total score and subdimensions, supporting its validity.
***Internal Consistency Validity:**This was confirmed through the correlation between the oral reading skill subdimensions and the overall test score. All correlation values were statistically significant at the 0.01 level, indicating strong internal consistency.
Reliability – Cronbach's Alpha Coefficient: The reliability coefficients showed that students' scores on the oral reading test and its subdimensions had good reliability.

8.6The Training Program:

8.6.1Program Objectives:The current training program aims to improve certain oral reading skills—specifically (word recognition, correct pronunciation, and fluency)—by employing a variety of teaching methods and strategies through tools and activities based on Multiple Intelligences Theory, targeted at fourth-grade primary students with oral reading difficulties.

8.6.2General Objective: The general aim of the current training program is to enhance specific oral reading skills among fourth-grade students who have difficulties in oral reading, relying on strategies grounded in Multiple Intelligences Theory.

8.6.3Specific Objectives:

***Some of the program's sub-objectives include:**

- Enabling the student to recognize words.
- Helping the student pronounce words correctly.
- Training the student to improve reading fluency.

8.6.4Target Group: Fourth-grade students with reading difficulties, aged between 9 and 11 years old.

8.6.5Participants in the Program: The training program was implemented with a group of 15 students who were selected after undergoing a diagnostic process using the tools mentioned earlier to identify students with reading difficulties.

8.6.6Number of Sessions:

The program consists of 12 sessions, each divided into two parts, conducted at a rate of four sessions per week.

8.6.7Duration of Each Session: Each session lasts between 60 to 90 minutes.

8.6.8Program Facilitator: The sessions were carried out by the

8.6.9researcher.Theoretical and Practical Framework of the Program: This program is based on Howard Gardner's Theory of Multiple Intelligences, aiming to enhance oral reading skills through the use of its strategies and principles.

8.6.10Experimental Design: The study followed a quasi-experimental design with one group, using pre- and post-testing. The oral reading skills test designed by the researcher was applied before the training program (pre-test), and the same test was administered again after the program (post-test).

8.6.11Program Review by Experts:

***The researcher presented the initial version of the training program to ten experts in the fields of psychology, educational sciences, and speech-language**

pathology, under the title:"The Effectiveness of a Training Program Based on the Theory of Multiple Intelligences to Improve Certain Oral Reading Skills Among Fourth Grade Students with Reading Difficulties."

The aim was to assess the program's content, language accuracy, and relevance to the research topic. To collect their feedback and suggestions, the researcher prepared a special form to accompany the program.

Table (3): Percentage of Expert Approval of the Training Program

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Program Element	Number of Experts (Appropriate)	Number of Experts (Inappropriate)	Agreement Percentage
Program Concept	10	0	100%
Program Title	10	0	100%
Program Objectives	10	0	100%
Program Content	10	0	100%
Number of Program Sessions	9	1	90%
Duration of Each Session	9	1	90%
Strategies and Techniques Used in the Program	10	0	100%
Sequence of Program Sessions	8	2	80%

9.Statistical Methods: Frequencies and percentages, arithmetic mean, standard deviation, paired samples t-test, eta squared effect size, and Cohen's d effect size.

10.Presentation and Analysis of Results:

*In light of the research questions, objectives, and the hypotheses upon which the procedures were based, the results were as follows:

10.1Presentation and Analysis of Results Based on the First Hypothesis:

The first hypothesis states:

"There are statistically significant differences between the mean scores of the experimental group students in the pre-test and post-test of the oral reading skills test and its sub-skills (correct pronunciation, word recognition, fluency)."

To test the validity of this hypothesis, a paired samples t-test was used, after verifying the conditions for its application on the study sample data, namely:

- The normal distribution of the sample data in both the pre- and post-tests.
- Quantitative data at least at the interval level.

Table (4): Differences Between the Mean Scores of the Experimental Group Students in the Pre-test and Post-test of the Oral Reading Skills Test and Its Sub-skills

Sub-Skills	Pre-test Mean (M)	Pre-test SD (SD)	Post-test Mean (M)	Post-test SD (SD)	df	t-value	Sig. Level
Correct Pronunciation Skills							
Pronouncing letters with short vowels correctly	6.93	1.48	8.00	0.00	14	-2.77	0.05
Pronouncing letters with long vowels ((ا، و، ي	4.93	2.49	8.00	0.00	14	-4.76	0.01
Pronunciation of solar and lunar "L"	1.13	1.55	4.20	1.47	14	-8.26	0.01
Total Score – Pronunciation	13.00	3.72	20.20	1.47	14	-7.90	0.01

Word Recognition Skills							
Recognizing word from scattered letters	5.53	1.12	6.00	0.00	14	-1.60	0.05
Recognizing word through indicative images	4.13	3.60	9.87	1.95	14	-7.88	0.01
Sentence recognition	2.73	0.59	3.00	0.00	14	-1.74	0.05
Total Score – Word Recognition	12.40	3.79	18.86	1.95	14	-8.22	0.01
Fluency Skills							
Substitution	1.33	0.48	3.13	0.74	14	-12.43	0.01
Repetition	1.87	0.83	3.27	0.70	14	-7.35	0.01
Clarity and fluency of pronunciation	4.33	1.67	10.53	1.92	14	-9.78	0.01
Speed of pronunciation	2.27	0.70	3.27	0.79	14	-5.91	0.01
Total Score – Fluency	9.80	2.80	20.20	3.32	14	-9.69	0.01
Total Score on Oral Reading Skills Test	35.20	7.18	59.26	5.56	14	-13.03	0.01

*** Presentation and Analysis of Results in Light of the First Hypothesis:**

From Table (4), we observe a statistically significant difference between the mean scores of the experimental group in the pre-test and post-test for the overall oral reading skills test. The t-value, which is -13.03, is statistically significant at the 0.01 level.

This also applies to the sub-skills of the test. We note a statistically significant difference in the pre- and post-test mean scores for all correct pronunciation skills (i.e., pronunciation of letters with short vowels, pronunciation of letters with long vowels “ ،”ي ،و ،ا and the pronunciation of solar and lunar “L”). The total t-value for this skill group is -7.90, statistically significant at 0.01.

There is also a significant difference in the mean scores of word recognition skills (recognizing words from scattered letters, through indicative images, and sentence recognition), with a total t-value of -8.22, significant at 0.01.
Likewise, a significant difference is noted in the mean scores of fluency skills (substitution, repetition, clarity and fluency of speech, and reading speed), where the total t-value is -9.69, significant at the 0.01 level.
All these differences are in favor of the post-test, as all the post-test mean scores of the experimental group on the oral reading skills test and its sub-dimensions were higher than those of the pre-test. This indicates that the program based on the Theory of Multiple Intelligences proved effective in improving all aspects of oral reading skills among fourth-grade primary students with reading difficulties.
Based on this, the hypothesis stating that there are statistically significant differences between the pre-test and post-test mean scores of the experimental group students in oral reading skills (correct pronunciation, word recognition, fluency) is accepted.

10.2Presentation and Analysis of Results in Light of the Second Hypothesis:

***The second hypothesis states that:**

There is an effect of the program based on the Theory of Multiple Intelligences on improving oral reading skills (correct pronunciation, word recognition, fluency) among fourth-grade primary students with reading difficulties.
The following table presents the Eta squared values and the effect size of the program on the overall oral reading skills.

Effect Size (d)	Eta Squared Value	Degrees of Freedom (df)	t-value (t)	Dependent Variable	Independent Variable
6.69	0.9238	14	13.03	Oral reading skills of 4th-grade students with reading difficulties	The program based on Multiple Intelligences Theory

Table (5) shows that the value of Eta squared reached 0.9238, which means that 92.38% of the total variance in the scores of the sample members on the oral reading skills test used in this study is attributed to the application of the program based on the Theory of Multiple Intelligences. This indicates that the implementation of the program led to an improvement in the oral reading level among the sample members by approximately 92.38%.

Given that the effect size is greater than 0.8, we conclude that the application of the program based on the Theory of Multiple Intelligences has a large and significant effect on improving oral reading in general among fourth-grade primary students with reading difficulties.

As for the effect of the independent variable (the program based on the Theory of Multiple Intelligences) on the dependent variables represented by the sub-dimensions of the oral reading skills test (correct pronunciation skills, word recognition skills, fluency skills), the following detailed table was prepared:

Table (6): Eta squared values and effect size of the program on oral reading skills (correct pronunciation skills, word recognition skills, fluency skills) among fourth-grade primary students with reading difficulties.

Independent Variable	**Subskills of Oral Reading Test**	**t-value (t)**	**Degrees of Freedom (df)**	**Eta Squared (η^2)**	**Effect Size (d)**
Program based on the Theory of Multiple Intelligences	Correct Pronunciation Skills	-7.90	14	0.8167	6.96
	Word Recognition Skills	-8.22	14	0.8283	4.39
	Fluency Skills	-9.69	14	0.8702	14.37

***Interpretation of Table (6):**

We observe from Table (6) that the Eta squared value for the pronunciation accuracy dimension reached 0.8167, which means that 81.17% of the total variance in the participants' scores on pronunciation accuracy is attributed to the implementation of the program based on the Theory of Multiple Intelligences. This indicates that the program led to a significant improvement—approximately 81.17%—in pronunciation accuracy skills among the sample.

Given that the effect size exceeds 0.8, we conclude that the program based on the Theory of Multiple Intelligences had a large impact on improving pronunciation accuracy skills among fourth-grade students with reading difficulties.

Therefore, we can ultimately conclude that the program significantly improved pronunciation accuracy, word recognition, and reading fluency, and consequently, oral reading skills overall, according to the scale used in the study. This confirms

***The second hypothesis, which states:**

"There is an effect of the program based on the Theory of Multiple Intelligences in improving oral reading skills and its dimensions (pronunciation accuracy, word recognition, fluency) among fourth-grade students with reading difficulties."

11.Discussion and Interpretation of the Study Results:

The results of the first hypothesis can be explained by the influence of the independent variable—namely, the training program applied in the current study—which successfully led to a noticeable and measurable improvement in word recognition skills among students in the experimental group. These students became able to recognize letters, thereby identifying words from scattered letters and indicative images. They also became capable of recognizing complete sentences, which had previously posed a challenge for them before undergoing the training sessions.

This improvement can be attributed to the effectiveness of the program, which took into account individual differences among students, and relied on activities and strategies rooted in the Theory of Multiple Intelligences. The program thus invested in the students' strengths and cognitive potentials—especially those of learners with difficulties.

This aligns with the findings of Al-Aneizat (2006), whose study revealed statistically significant differences in reading skills and their dimensions in favor of the experimental group. Her study, like ours, employed a program based on the

Theory of Multiple Intelligences to enhance reading and writing skills among students with learning difficulties.

Moreover, several previous studies have confirmed that students taught using a curriculum based on the Theory of Multiple Intelligences were better able to develop their individual talents and capacities than those taught via traditional methods (Azzo Ismail, 2014, p. 151).

The results of our study also demonstrated a clear improvement in reading fluency, as students with learning difficulties became capable of reading texts fluently without hesitation, with clarity in pronunciation, smooth articulation, and increased reading speed. Letter substitutions and repetitions were significantly reduced. This indicates that students moved from the stage of letter recognition to fluency in oral reading, meaning that the program provided them with the opportunity to showcase their cognitive abilities in distinguishing ideas and facts. This finding is supported by Cobb's (2001) study, which aimed to examine the role of multiple intelligences strategies in enhancing reading achievement among fourth-grade students. The study confirmed the effectiveness of these strategies in developing reading achievement.

***Results in Light of the Second Hypothesis:**

The second hypothesis posited that there is an effect of the program based on the Theory of Multiple Intelligences in improving oral reading skills and their dimensions among fourth-grade students with reading difficulties.

The current study results confirmed that the training program had a strong impact on improving oral reading skills across all dimensions:

- Pronunciation Accuracy: 81.67%
- Word Recognition: 82.83%
- Reading Fluency: 87.02%
- Overall Oral Reading Skills: 92.38%

These are high percentages of improvement. Our findings are consistent with the study by Mohieddine Al-Ali (2014), which found a 96% improvement in oral reading skills among students with learning difficulties. The specific improvements for pronunciation accuracy, word recognition, and fluency in his study were 89%, 89%, and 93%, respectively.

Based on the above, the effectiveness of the training program in our study can be clearly explained by the post-test results of the experimental group on the oral reading scale. This improvement can be attributed to the strength of the program, which relied on diverse multiple intelligences activities that helped develop students' reading skills. The program gave students the opportunity to demonstrate their linguistic abilities, especially in the context of oral reading, due to the diversity and innovation of its instructional strategies.

These findings are also in agreement with many Arabic studies that explored the effectiveness of classroom strategies based on multiple intelligences activities, such as those by Madbouly (2009) and Ahmed (2011). All of these studies confirmed the superiority of the experimental group in the post-application of the reading tests.

They are also in line with various international studies in this field, such as Cobb (2001) and Tijal (2002), which indicated that well-planned multiple intelligences-based activities contribute effectively to the development of reading skills, thanks to the modern strategies used to deliver information to students.

12.Conclusion:

In conclusion, therapeutic and training programs have become widely adopted strategies across many countries to serve the goals of special education, particularly for students with learning difficulties—a group that continues to grow and spread. These programs are based on carefully designed intervention plans, which begin with accurate diagnosis by specialists.

Although students with learning difficulties often appear typical in many aspects, they do in fact suffer from specific, identifiable deficits in one or more learning domains. Therefore, diagnosis must be precise, and conducted by qualified professionals, followed by a treatment plan tailored to the type and severity of the learning difficulty.

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